



COTHAM SCHOOL

Pupil Premium Grant 2018/19 summary of impact

	2016/17 ACTUAL	2017/18 ACTUAL	2018/19 proposed	2018/19 ACTUAL
No. of students on roll	1080	1080	1107	1107
Students eligible for FSM+6 / PP	359	384	365	387
Children in Care or adopted from LA	5	3	7	10
Total amount of money received for PP	£348,260	£356,652	£350,845	£353,931
Y7 catch up funding	£21,098	£21,098	£21,098	£23,735

School context

School Data at 10.05.2019 (2018-19 academic year)

	Year 7		Year 8		Year 9		Year 10		Year 11	
	No	%	No	%	No	%	No	%	No	%
Students										
ALL	243		216		216		216		216	
Pupil Premium	80	33%	76	35%	89	41%	75	35%	67	31%

Performance of Year 11 PP students 2018 - 2019 (number = 66)	
Performance Indicator (based on DfE provisional Attainment 8 Estimates (Oct 2019))	Pupil Premium students Cotham School
% 9-4 in English & Maths (Basics)	33.3 %
% 9-5 in English & Maths (Basics)	19.7 %
% 9-4 in English	50.0 %
% 9-4 in Maths	42.4 %
% 9-5 in English	34.8 %
% 9-5 in Maths	28.8 %
Progress 8 Score school average (DfE unvalidated)	-0.251
Attainment 8 Score average	35.03
Progress in English	-0.287
Progress in Maths	0.036
Progress in Ebacc subjects	0.026
Progress in Open (other subjects)	-0.696

	Initiative	Staff	Purpose	PP Contribution	Expected Impact (RAG)	Actual Impact and evidence
Literacy tuition	<ul style="list-style-type: none"> Identify students who need extra literacy help (just meeting KS2 standards) 	JOx	Design and deploy targeted literacy interventions so that identified students make improved progress. Testing, including exam access testing for students	£27,963	Track progress of identified students across intervention in y7, 8 and 9	<p>Year 7 Reading Intervention: Inference and ARROW combined 92% improved <u>ARROW & Inference 1 Inference</u></p> <p>Year 8: Punctuation: 80% improved Purpose, audience, form: 78% improved <u>Year 8 Group 1</u> <u>Year 8 Group 2</u></p> <p>Year 9: Reading Skills 91% improved <u>Year 9 Group 1</u> <u>Year 9 Group 2</u></p>
	<ul style="list-style-type: none"> Targeted reading & writing interventions including read/write software, arrow programme for PP SEND students 	C Bunka	Provide specific, targeted interventions to improve the level of literacy of SEND PP students	£12,840	Identified students make improved progress in reading and writing	<p><u>Year 7 Literacy:</u> <u>Punctuation and grammar</u> Students show improvement in writing skills according to specific criteria <u>ARROW</u> 100% of those still attending Cotham at end of intervention improved reading and comprehension age.</p> <p><u>Year 8 Literacy:</u> 92% improved on punctuation test 86% improved on vocabulary test <u>Using specific writing genres:</u> Writing to Inform 92% improved Writing to describe 86% improved <u>ARROW</u></p>

						<p>88% improved reading and spelling age.</p> <p>Year 9 Literacy: 100% improved on punctuation test 100% improved on vocabulary test</p> <p><u>Using specific writing genres:</u> Writing to Inform 80% improved Writing to describe 75% improved</p> <p><u>Reading SATS paper:</u> 83% improved</p> <p><u>Reading and responding to texts</u> 78% improved</p> <p><u>Reading and responding to poetry:</u> 75% improved</p> <p>ARROW 100% improved reading and spelling age</p>
	<ul style="list-style-type: none"> Use 1 to 1 and small group intervention work to target underperforming students at GCSE (Y11) 	L Bentham KS4 English HLTA	To improve KS4 students' outcomes in English language and literature	£16,822	Underperforming students meet or exceed target grades	<p>54% of PP students receiving intervention last year met or exceeded their English Language target grades.</p> <p>27% of PP students receiving intervention last year met or exceeded their English Literature targets.</p> <p>Positive feedback from teachers in terms of students confidence in class and willingness to contribute lessons. Students appreciate the time in smaller groups and enjoy the lessons.</p>
	<ul style="list-style-type: none"> Use 1 to 1 and small group intervention work to target underperforming students at KS3 	Literacy and EAL HLTAs	Provide specific, targeted interventions to improve the level of literacy of SEND PP students	£33,173	Identified students make improved progress in reading and writing	See under first row, "Identifying Students..."

	<ul style="list-style-type: none"> HLTA support in Learning Zone classes in Eng/Hums/Y8/Y9 classes 	SEND HLTAs	In class support so that students are supported to access the curriculum and make improved progress	£12,078	Identified students making progress in English and humanities	Staff and students valued the additional support in class which enabled all students to access the curriculum, complete coursework and address the gaps in knowledge and understanding between them and their non-PP peers
Numeracy tuition	<ul style="list-style-type: none"> HLTAs work with underperforming students to consolidate/master skills which are needed to meet KS3/4 targets 	RM/EM	To enable underperforming students to catch up and meet high targets	£19,228	Identified students meet or exceed targets	DK reports that students performed well against their targets and teacher feedback on the impact of the HLTAs support was positive, particularly for students in the set 4s. Students valued the focused support in class and personalised interventions which improved their confidence as well as their skills and understanding. See above (for RM/EM)
	<ul style="list-style-type: none"> HLTAs work with students on 1 to 1, small group, support in class 	IJ	Supporting PP SEND and LAP students as their progress in Maths was below average	£13,010	Identified students meet or exceed targets	
EAL	<ul style="list-style-type: none"> Identify students requiring intensive EAL support and students new to English. 	L De Pena	Design and deploy EAL assessments, support and interventions. Teach interventions.	£22,393	EAL students make progress equal to non EAL PP students	EAL students make good progress according to the 'Bell Foundation' EAL assessment levels (in line with DfE proficiency grades) https://docs.google.com/spreadsheets/d/1VwC9gdBi4hzK9jEL2imxltet-pNv4j-ndYCzdaK8Edo/edit#gid=0 Any students not progressing as expected have been referred to SEN for assessment
	<ul style="list-style-type: none"> Providing targeted intervention for students who lack English proficiency (less than 2 years) 	HLTAs English/ EAL LG	HLTAs deliver targeted interventions for identified students	£16,023	Newly arrived EAL students improve English proficiency to enable them to access curriculum	All new arrivals assessed for English level using Bell Foundation and put into intervention groups according to need. https://docs.google.com/spreadsheets

					and progress to the next stage of their education	s/d/1VwC9gdBi4hzK9jEL2imxltet-pNv4j-ndYCzdaK8Edo/edit#gid=0
Social, Mental and Emotional Wellbeing-Behaviour and Attendance	<ul style="list-style-type: none"> Key pastoral support with Behaviour managers ensure improved engagement with learning 	H Webb Martin E Smith	Improve outcomes and reduce FTEs for all disadvantaged students.	£50,830	Disadvantaged students make as much progress as national non-disadvantaged students. Significant reduction in FTEs for disadvantaged students compared	A range of interventions offered including support with anxiety, self-esteem, managing aggression etc - in small groups and 1-1, delivering a social skills session to the new year 7 intake as part of a transition programme. We regularly receive positive parental and student feedback. Positive student engagement in mentoring, measured by regular attendance to sessions (mentoring attendance registers and record keeping) and use of evaluation tools (SDQ etc) Positive report by University of Bristol, evaluating the impact of mentoring, report found here: https://docs.google.com/document/d/1Cvx1LMRSzrkr2_wutGce5FPJH6f4nH2o7v24Aj_KDxw/edit
	<ul style="list-style-type: none"> Specific SEND/SEMH/high needs students support 	Deputy SENCO MM	Provide highly targeted support for high need students	£18,131	Improve academic outcomes, attendance, behaviour and wellbeing for high needs students	Learning Plans written and updated regularly for all SEND students, to give class teachers clear information on reasonable adjustments needed in order to improve academic outcomes. Safe space supports SEND and vulnerable students who need to take time out from lessons, to support wellbeing and behaviour for learning and to increase attendance. Inclusion Homework club 2 days pw, staffed by Deputy SENCO and

						HLTAs, supports students with planning, organisation and completion of homework.
<ul style="list-style-type: none"> Preventative work for students at risk of exclusions, including operating Separated Learning 	\$SH	Improve outcomes and reduce FTEs for all disadvantaged students.	£14,642	Disadvantaged students make as much progress as national non-disadvantaged students. Significant reduction in FTEs for disadvantaged students compared	<p>A 4% reduction in the number of incidents from the previous academic year.</p> <p>A 14% reduction in the number of students receiving FTEs from the previous year.</p> <p>Narrowing of the gap between male and female students receiving FTEs.</p>	
<ul style="list-style-type: none"> Specific interventions for students with behaviour & attendance records that result in poor academic achievement 	School counsellor	Improve outcomes and attendance, and reduce FTEs for all disadvantaged students.	£17,600	Disadvantaged students make as much progress as national non-disadvantaged students. Significant reduction in persistent absence for disadvantaged students and improved overall absence for disadvantaged students compared to non-disadvantaged students. Significant reduction in FTEs for disadvantaged students compared	<p>A significant rise in mental health concerns, particularly with the Y11 cohort for 2018-19 - a significant disparity between Y11 attendance by the end of the year (88.3%) and all other year groups that were between 94.2 - 95.6%</p> <p>A 4% reduction in the number of incidents from the previous academic year.</p> <p>A 14% reduction in the number of students receiving FTEs from the previous year.</p> <p>Narrowing of the gap between male and female students receiving FTEs.</p>	
Provide additional student and parent support and liaise with	Inclusion managers (AD/CR)	Improve the outcomes, attendance and wellbeing of students	£28,612	Improved attendance of SEND and other	Clear systems in place to identify and assess SEMH needs in students. Strategic oversight of the	

	other agencies to support vulnerable students. To provide additional capacity towards the safeguarding of the most vulnerable students.				vulnerable students to support them to improve progress	Vulnerability Register, which is reviewed termly through Inclusion Forums. Liaising and working within a multi-agency framework to address barriers to learning e.g. TAC, TAF, CAMHs reviews, Core Groups. Established the Deputy DSL role to support the DSL in safeguarding most vulnerable students, including making 1st Response referrals, MASH reports, responding to CPOMs alerts, maintaining accurate safeguarding records and disseminating safeguarding knowledge to staff. Attend fortnightly Safeguarding Team meetings to discuss acute cases of concern. Enhanced transition programme of support for vulnerable children in place, in particular those entering KS3 and leaving KS4.
Raising aspirations, especially for BAME targeted students	<ul style="list-style-type: none"> To support & mentor targeted students, ensuring consistent contact with home to secure improved behaviour, attendance & academic achievement 	MK AAsir	Improve outcomes for targeted BME students and reduce FTEs for all BME students.	£33,996	BME students make as much progress as national non-BME students. Significant reduction in FTEs for BME students compared to 2015-16.	A variety of interventions offered to build strong relationships with parents and students, including 1:1 mentoring on a range of different issues including: anger management, building resilience and enabling students to find strategies to deal with problematic situations. Also worked with the Behaviour Managers to provide social skills intervention workshops to the new Year 7 as part of their induction. I continue to receive positive feedback from both students and parents regarding the support they are having or have had. This is measured by regular attendance to sessions (mentoring



						attendance registers and record keeping) and use of evaluation tools (SDQ etc) Positive report by University of Bristol, evaluating the impact of mentoring, report found here: https://docs.google.com/document/d/1Cvx1LMRSzrkr2_wutGce5FPJH6f4nH2o7v24Aj_KDxw/edit
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	<ul style="list-style-type: none"> • Create opportunities for motivational speakers & identify BME PP role models to raise aspirations and achievement 	MK	<p>Improve outcomes for targeted BME students and reduce FTEs for all BME students.</p>		<p>BME students make as much progress as national non-BME students. Significant reduction in FTEs for BME students compared to 2015-16.</p>	<ul style="list-style-type: none"> · Organised and facilitated Black History Month event at Bristol University. The aim was to learn about leadership and democracy, about student life and the opportunities available to university students. The target group was Year 10 BAME/ PP students. · Facilitated the 3rd City Conversations evening at Cotham (opening up dialogue about racial segregation in Bristol and investigating the impact of our history. This led to the making of a film featuring a discussion between Year 10 students around issues of racial, social and structural inequalities within the city. The was commissioned by the Bristol Old Vic. · Organised three graduates from Withers & Rogers to facilitate a STEM workshop at Cotham, targeting 15 Year 7 students. · Organised and facilitated an intervention by Black Artists on the Move who worked with Year 7 students in a workshop entitled 'Framing our Identity'. · Prepared and presented Black History Month assemblies for all year groups. <p>Organised SARI assemblies for</p>
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Educational Resources	<ul style="list-style-type: none"> Purchase of subject specific resources for PP students 	FTLs/SLT	Arts packs, technology material, additional tuition, revision resources, past papers	£4,310	Improved quality of practical work, improved homework completion and better attainment	Students were provided with the resources needed to complete their education and sit their exams.
	<ul style="list-style-type: none"> CAT testing 	Admin and SEND dept	To provide a comprehensive profile of students abilities & allow early intervention and target setting For SEND and PP students	£2,479	Better monitoring of progress over time for PP and SEND students	Analysis of results of CATs testing allowed for literacy, numeracy and EAL interventions to be put in place early on for students who needed it.
	<ul style="list-style-type: none"> Supporting access to curriculum and extracurricular activities Purchase MOS or equivalent resources which enhance IT skills 	SLT/FTLs	Provide differentiated resources and enable participation of PP students in extracurricular activities Purchase MOS or equivalent IT software	£3,300	Increased participation in extra curricular activities by PP students . Resources matching the needs of students and contributing to overall attainment Enhance IT skills	The Microsoft Office certification course was purchased for the students not completing the MFL GCSE. 20 out of the 38 of these students are PP students. This package as allowed them to work through a set of online training materials for the Microsoft Office suite of applications. These are the core IT applications of Word Processing, Spreadsheets and Presentation software. On completion of the training materials students are able to sit an online exam to gain an official Microsoft Office qualification.
Other Educational expenditure	Uniform, breakfast club, homework planners, taxis for collecting students etc.	LCs	To support the most vulnerable and disadvantaged students with accessing school.	£579	Improve attendance and focus on academic learning.	Free breakfast for all PP students ensured that key students had a basic need met to allow them to have a successful day in school. Taxis were used to collect Y11 PP students with significant mental health or a

						temporary physical need to ensure they could attend their exams.
Trips, Visits, Careers	<ul style="list-style-type: none"> • Create opportunities to engage and raise aspirations (Uni visits, employer visits) • Y7 activities for students not able to afford to go on camp • Subsidising Y7 camp experience for PP students 	LCs Careers Leader Careers Assistant/ WEX coordinator	<ul style="list-style-type: none"> • To motivate, engage and raise aspiration of targeted students • Specific activities and training for HAP PP students • Raising aspirations day 	£6,291	Improvement engagement, motivation and attendance as well as attainment	Year 7 Itinerary - Activities week. <ul style="list-style-type: none"> • Year 8 Enterprise Day • Year 9 Raising Aspirations visit at UWE Exh centre to meet HE/FE and Business as well as gain skills for the workplace insights. • Evolve report shows 18 Careers related events (10 off site visits) • Year 10 work experience placements. • 1:1 Interventions with Careers Adviser as part of EHCP/PEP as appropriate.
				Total Expenditure	£354,300	
				PP Income	£339,639	
				Additional PP Income for CIC	£14,292	
				Total Income	£353,931	

Year 7 Catch-Up Funding 2018-19 summary of impact

	Initiative	Staff	Purpose	Catch-up funding Contribution	Expected Impact (RAG)	Actual Impact and evidence
Educational Resources	Reader pens to support dyslexic students, EAL students and those who struggle to read	JOx, LDP	Reader pens have been approved by JCQ for use in exams. The device hosts nine (9) OXFORD Academic and English Language Teaching (ELT) dictionaries supporting six different languages: Spanish, French, Italian, German, Russian and Mandarin.	£3660 (Advanced spend in 2017/18)	Students who have reading difficulties such as dyslexia can independently take exams knowing that they can read and understand the questions, meaning that no other special exam access arrangements are required. Students are exposed to, and learn, a wider vocabulary.	For exam pens: relevant students able to access exam papers. Rehearsal for this in year 7. Overall increase of 28% across the year group for vocabulary acquisition.
	<i>Bedrock Vocabulary</i> subscriptions	JOx	The programme is tailored according to students' reading ages. It aims to test and expand a child's vocabulary range.	£1,606		
	<i>NESSY Reading and Spelling Program</i> for 26 student	JOx	For those with dyslexia/dyslexic tendencies. It teaches phonics, comprehension and spelling with games which are highly interactive.	£0	Targeted students improve their reading and spelling; they have more strategies to approach tasks requiring these skills.	

Additional assessments	NGRT Online reading tests for all Y7 students	JOx	The tests are differentiated across the reading ability range and tests more rigorously for comprehension, inference and phonics. The tests are quicker to administer and self-marking.	£1,398	More quickly identify students requiring reading support and more accurately the precise nature of reading support required. Also used to place students on correct level of our vocabulary programme (Bedrock).	These completed early in first term. Those with reading age below 9 received reading interventions.
	Lucid Exact licence			£504		Used to refine reading testing information and to give information on the processing involved in the reading process.
	Progress Test in English		The PTE are used to group students for dedicated literacy lesson in year 7 and to benchmark progress in these lessons.	£2,550	Provide targeted literacy group work within lessons and to monitor progress with year start and end testing.	Progress in spelling, punctuation and grammar - also reading - measured for year 7s. The progress of those who received spelling group work in literacy lessons did particularly well. Those doing punctuation and grammar made progress. The reading progress was less evident. The texts are particularly long. Considering finding a more accessible test.
Specific Interventions	3 new ARROW licences	JOx	To deliver ARROW interventions http://www.arrowtuition.co.uk/about	£870	Eligible students make improved progress in reading and spelling	<u>Inference and ARROW</u>
Specialist staffing	Coordination of the whole school literacy programme delivery	JOx	To coordinate a y7 literacy delivery with the English curriculum To support faculties in developing delivery of literacy across the curriculum	£10041	Improved literacy outcomes of the Y7 cohort	The literacy programme worked especially well for weaker students. A slightly revised programme needed for higher ability. Pupil voice information: As above under Progress Test in English. Generally, students enjoyed the lessons. <u>Pupil Voice on literacy lessons</u>
Add total costs				£21,356		