

Pupil premium strategy statement – The Cowplain School 2024_25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1014
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2024/25 to 2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ian Gates, Headteacher
Pupil premium lead	Elisabeth Zambo Assistant Head Teacher
Governor / Trustee lead	Sarah Foxall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,950
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£271,950

Part A: Pupil premium strategy plan

Statement of intent

The intention for all our students, no matter what background or challenges they have faced, is to work hard, enjoy learning and achieve highly. We have therefore designed a curriculum that challenges students to think hard, develop their character and understand diversity to ultimately leave this school equipped with skills and knowledge for future learning and employment. All our students will benefit from this vision and curriculum design, however, both the 3 curriculum strands of thinking hard; developing character; understanding diversity and the school's vision are based on the biggest deficits our disadvantaged students bring to the school.

Consequently, the focus of our pupil premium strategy is to support disadvantaged students to achieve the above no matter what ability. Vulnerable students, which includes students with mental health, attendance and trauma issues, young carers, and students who have external agency involvement, will also be considered.

Our objectives are ultimately our vision, and this strategy supports these based on the following 3 principles of high-quality teaching, specific, immediate and impactful targeted academic support and wider strategies considering the students' needs as a whole (e.g., mental health, attendance). The pupil premium strategy is linked and supported by the strategic whole school improvement plan. This strategy recognises the challenges and inequalities many of our vulnerable students and families experience.

The principle of high-quality teaching will impact positively on non-disadvantaged students as well, however the aim is to use especially the individualised approaches outlined in principle 2 and 3 to level up the attainment inequalities,

Our objective for disadvantaged students to work hard, enjoy learning and achieve highly will be supported by the 3 key principles of this strategy and the evidence to support the impact will be based on soft and hard data.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1 Attendance	Attendance data show that the attendance data of disadvantaged students has been at 89.5% since September 2023, which is 3% lower than the attendance of other students.
2 Reading and Oracy	<p>Reading tests, classroom-based teacher observations of students and the first Year 7 English assessment compared to the previous year have shown that disadvantaged students do not just have lower reading levels, but also lower literacy levels in general, and lower oracy levels.</p> <p>The percentage current year 7 students who have a below chronological reading age is 32% (increased from 11% compared to the previous year and 23% if compared to two-year-old data) with 41% of disadvantaged students showing a below chronological reading age. The KS2 Reading data on entry shows that 41% of disadvantaged students (mirroring the reading test data completed at the beginning of Y7) are below expectations compared to 25% of non-disadvantaged students. The % assessment gap between non-disadvantaged students and disadvantaged students if comparing English assessments is 14% in year 7.</p>
3 Learning Behaviours/ Executive Functioning Skills	Classroom based observations show that learning behaviours especially in low ability disadvantaged students lack executive functioning skills, especially the three main skills of working memory, cognitive flexibility and inhibition control. A lack of these skills is shown in learning behaviours especially around trouble focussing, following directions and handling emotions, which is also linked to an increased intervention need on an external and internal level in terms of mental health and wellbeing
4 Knowledge	Assessment results in Y7 show a gap between disadvantaged and non-disadvantaged students in subject areas, with gaps ranging from 10 to 36%, however it is not just the disciplinary knowledge stopping students from achieving but also the cultural and social knowledge. Curriculum development needs to continue to close the gap in these 3 areas of knowledge.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance for disadvantaged students	By the end of the current plan, the attendance gap between disadvantaged and non-disadvantaged students will be reduced to 2%, which will result again in an overall attendance of above 95%.
Improved reading, literacy and oracy levels, especially among disadvantaged KS3 students.	By the end of the current plan in 2025/26, the % of students whose reading age is below their chronological age per year group will be reduced by 10% overall and 20% for disadvantaged students. This will be demonstrated by testing the reading age of each student twice a year. The improvement will also be recognised through classroom observations.

Improved learning behaviours and executive functioning skills, especially based on working memory, cognitive flexibility and inhibition control	By the end of the current plan improved learning behaviours will result in less behaviour referrals, with disadvantaged students being in line with non-disadvantaged students. Classroom based observations and intervention reports will show improved executive functioning skills. Mental health and well-being data will show reduced levels of disadvantaged student referrals to be equal to non-disadvantaged student referrals. Student voice will also show improved wellbeing.
Improved disciplinary, social and cultural knowledge development through curriculum design and teaching and learning	The disadvantaged gap in assessment results will reduce to an average of 10%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop high quality teaching based on Rosenshine's principles linked to a curriculum which responds to the needs of students and supported by:- high quality professional development based on upfront training; -follow up support training sessions; - instructional coaching via a short observation feedback; developing of feedback further; -	<p>Rosenshine's principles focus on explicit instruction, scaffolding the learning using explicit explaining in combination with modelling, cognitive strategies and retrieval and retention strategies. There is strong evidence that the described aspects of teaching support the learning of disadvantaged students effectively. Rosenshine's principles also rely on learning checks with an 80% success rate.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Nayton, M., 2013. Improving achievement: what does the research tell us?. <i>Learning Difficulties Australia Bulletin</i>, 45(1), pp.18-20.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	3 and 4

developing of responsive teaching further	https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	
Continue to develop the curriculum strands especially based on disciplinary, cultural and social knowledge by high quality professional development, curriculum reviews, and instructional coaching.	<p>The role of the curriculum in closing the disadvantaged gap cannot be underestimated, our three strands of thinking hard, understanding diversity and developing character support the development of cultural and social knowledge. The disciplinary knowledge how students read, write in ways that benefit the subject will benefit especially students from disadvantaged back grounds.</p> <p>https://www.sec-ed.co.uk/content/best-practice/working-class-students-four-domains-of-secret-knowledge</p> <p>https://develop.clf.uk/content/teaching-and-learning/closing-the-disadvantage-gap-curriculum-as-the-lever/</p> <p>Bromley, M. and Griffith, A., 2023. <i>The Working Classroom: How to make school work for working-class students</i>. Crown House Publishing Ltd.</p>	4
Improve literacy, reading and oracy in all subject areas: -By training staff to deliver reading strategies to all students; - By using staff training to increase phonics teaching awareness and deliver phonics teaching specifically to low attaining and/or disadvantaged students across the curriculum; - By developing reading as an enrichment activity; - By developing high quality teaching of oracy; - By developing embedding and evaluating a curriculum where literacy, reading and oracy is an integral aspect	<p>Improving literacy, reading and oracy levels is key to improve attainment in all subjects, but specifically for English, Maths and Science. It will directly impact on cognitive skills and consequently problem solving, skills specifically required in Maths and Science</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	2 and 4
Developing learning	Developing executive functioning skills, metacognition and self-regulation have been shown to be inexpensive	3

<p>behaviours, especially based around executive functioning skills: - By staff training to develop students in classroom situation; - By creating a range of intervention strategies which all staff are trained to use; - By developing a curriculum which supports the development of executive functioning skills; - By developing adaptive teaching even further</p>	<p>with high impact strategies as students have to think about their own learning more explicitly using taught strategies.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-power-of-wondering</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1716987567</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-can-we-fix-it-the-role-of-executive-functioning-skills-in-childrens-behavioural-regulation</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Literacy and Reading intervention for low attaining disadvantaged students based on phonics in Y7 and Y8 English. A peer reading programme to support the middle ability reader. A reading ambassador programme.</p>	<p>A positive and statistically significant impact of phonics teaching has been shown at primary level and positive impact has been shown at secondary level even though not statistically significant. Even though the EEF quotes an impact of +5 months with low implementation cost and high evidence strength The intervention also shows a lower impact on disadvantaged students, however considering the needs of the selected disadvantaged students the improvement in terms of comprehension and reading will be beneficial.</p> <p>Peer tutoring has shown to have a positive impact on learning when pupils are provided with support that ensures the quality of interaction is high, and peer tutors are trained accordingly.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/butterfly-phonics?utm_source=/projects-and-evaluation/projects/butterfly-phonics&utm_medium=search&utm_campaign=site_search&search_term=ph</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>2</p>
<p>Targeted support for students to develop learning behaviours and executive functioning skills by specialist support by the school psychologist, pastoral leaders and external agencies using a one-to-one approach and small group intervention approach</p>	<p>Explicit instruction of learning behaviours and executive functioning skills can improve learning and can possibly add 7 months of progress, and the impact is very high especially for disadvantaged students. However, even if teachers are trained in delivering strategies it can be overwhelming for them and consequently for students with great need in this area explicitly teaching them the strategies outside the classroom context can prepare them for teachers to explore metacognition and self-regulation in terms of learning in the classroom. This can be in turn also support to development from guided to independent practice as per Rosenshine's principles.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metac</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1716987567</p>	<p>3</p>

<p>Targeted small group support with the specific focus on disadvantaged students with SEN needs in combination with strategic deployment of Learning Support Assistants in combination with extensive staff training on the trends of needs identified within the school</p>	<p>Strategic deployment of LSAs and small group interventions delivered by LSAs relies on training of LSAs and teaching staff to be highly successful. The average impact is about four months progress, especially with targeted small group interventions and when LSAs are deployed to the classroom a similar level is achieved if LSAs and teachers work together effectively. The small group interventions are linked to Literacy, Numeracy, Learning behaviours and Executive functioning skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	<p>2, 3, and 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 114,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing attendance by continuing to develop:- parental engagement; - support before and after school; - increasing level of communication with parents especially text messages and emails; - designing home learning which parents can support; - offering sustained and intensive support to parents if needed – developing an emotional based school avoidance (EBSA) unit approach to facilitate lower levels of</p>	<p>Increasing parental engagement needs to specifically be based on activities to engage parents with the students learning and can add up to 4 months of additional progress but is sometimes hard to develop at secondary level. The development of the EBSA unit allows students to bridge the anxiety gap between complete avoidance and attending school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=paren</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=paren</p>	<p>1</p>

<p>anxiety when returning to the classroom – develop a attendance liaison officer to directly work with families of students of low attendance</p>	<p>https://www.annafreud.org/schools-and-colleges/resources/addressing-emotionally-based-school-avoidance/</p>	
<p>Increasing the capacity of on-site inclusion provision and develop an inclusive curriculum to support the most disadvantaged students</p>	<p>Developing an onsite inclusion provision to develop students so they can access mainstream education after a (short term) period of interventions and support, academically, socially and emotionally. Creating an inclusive environment is the most important thing a school can do and at the same time there is a reduction in the risk of permanent exclusion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/trauma-informed-short-term-managed-intervention-centres-2024-pilot</p>	
<p>Contingency fund for acute individual support</p>	<p>A fund to support students in need, when there is a quick response required or so they can successfully access the curriculum in terms of enrichments, home learning, and/or to remove barriers to learning in school.</p>	<p>All</p>

Total budgeted cost: £ 271,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our students in the previous academic year comes down to attendance, based on Progress 8 data:

	2024	2023
All	-0.24	-0.48
Disadvantaged	-0.77	-0.85
Non-Disadvantaged	0.00	-0.05

Progress has improved in 2024. Specifically looking at the disadvantaged students, however, no clear pattern can be identified (the same is true for non-disadvantaged students):

55 students: Boys = -0.94; Girls = -0.63; Low = -0.92; Mid = -0.53; High = -1.36; LAC = -2.86; FSM alone = -0.74

Looking at attendance

Of the whole cohort the best attender was student X with 91.67%. Only 23 kids of any type had >90% attendance but their P8 = +0.99

Split by gender

Males 83 – cohort -0.43, average attendance 76%, 11 students with <60% attendance, P8 - 2.05.

Females 95 – cohort -0.10, average attendance 78%, 10 students with <60% attendance, P8 of -2.40.

Consequently, looking at the disadvantaged and on disadvantaged groups the story for attendance is completely compelling, I think this table says it all:

Attendance	Disadvantaged (55 students)		Non-Disadvantaged (123 students)	
	Number of students in group	Progress 8	Number of students in group	Progress 8
>90%	1	0.22	22	1.02
>85%	17	0.29	88	0.27
>80%	24	0.06	105	0.19
>75%	32	-0.05	112	0.19
>60%	40	-0.25	116	0.13
<60%	15	-2.20	7	-2.22

This means that if a student attended school more than 80% of the time regardless of sex, ability or any other characteristic positive progress is made. In fact, if the student attended MORE than 60% regardless of characteristics, the student is part of 156 students who

achieved this and Progress 8 was 0.03. However, if the student attended less than 60%, the student is part of a group of 22 students, who did not succeed in terms of progress

What all our underperforming disadvantaged students have in common is non-attendance only, so it is vital that we carefully think about how you teach them when they are here.

Impact of Pastoral Strategies

To meet the pastoral needs of our cohort, we doubled the size of our pastoral team and introduced assistant Heads of Year in each year group. This increased capacity to enable us to respond to behaviour and safeguarding concerns with greater effectiveness. This is reflected in our records and analysis of safeguarding concerns, with over 6000 incidents logged on our safeguarding system last year, compared to under 2000 the year before. Incidents of bullying, and IRAF referrals have also reduced.

Impact of Maths Specific Strategies

In Maths, we changed exam boards to OCR, which saw our SEN 4+ increase from 15% to 44%. The exam papers have far less on each page, making them more accessible for SEN students who struggle with sensory overload. (E.g. borders and barcodes on every page). We have also used an intervention tutor with our disadvantaged students and have spent time this year ensuring that she is best placed to support those students who are at risk of getting a grade 3 rather than a grade 4 and will utilize reflection time for these students.