

# Pupil premium strategy statement: Cockermouth School

1. Summary information					
School	Cockermouth School				
Academic Year	2016/17	Total PP budget	£152,048	Date of planned Pupil Premium Review	Spring 2017
Total number of students	1335	Number of students eligible for PP	152	Date for next internal review of this strategy	Summer 2017, following PP review
Percentage of students in years 7 – 11 eligible for the Pupil Premium			14%		

2. Current attainment - unvalidated		
	<i>Pupils eligible for PP at Cockermouth School (national average/Cumbria average)</i>	<i>Pupils not eligible for PP at Cockermouth School (national average/Cumbria average)</i>
% achieving 5A*- C incl. EM (2015/16 only)	44% (36.6/28.8)	66.7% (64.5%/62.6%)
Progress 8 score average (from 2015/16)	-0.56 (-0.38/-0.84)	0.04 (0.10/-0.07)
Attainment 8 score average (from 2015/16)	41.19 (40.9/36.1)	54.57(53.1/52.56)

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
	Attainment of the Pupil Premium cohort at KS2 is lower than that of the non-Pupil Premium cohort in each year group
	Progress of Pupil Premium students in some areas can be below that of non-Pupil Premium students from the same starting point
	Progress of low ability Pupil Premium students
	Weak Literacy and numeracy
	Social and emotional support; self-esteem, aspiration, resilience and mental illness
	Behaviour
	Material poverty, resources for learning
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
	Attendance and persistent absence of Pupil Premium students
	Parental and student engagement
	Limited FE and HE family experience

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerate the progress of Pupil Premium students so that outcomes improve	Progress 8 shows 0 or above
<b>B.</b>	Consistently high quality teaching and learning for all students	Progress and attainment of all students is above that nationally for students from the same starting point
<b>C.</b>	Progress of Pupil Premium students is improved in all subjects	Progress 8 score above 0 and no differences between Pupil Premium and non-Pupil Premium
<b>D.</b>	Improve the literacy and numeracy of Pupil Premium students from Year 7 to allow greater access and engagement in the curriculum	Improvement in progress and attainment measures
<b>E.</b>	Effective support for social and emotional needs of students is effective in removing barriers to learning	Progress and attainment improves as a result of the support they receive Students feel well supported, measured by attitudinal questionnaire. Increased engagement.
<b>F.</b>	Internal data is used effectively to measure progress and inform interventions	Closed gap in progress and attainment between Pupil Premium and non-Pupil Premium
<b>G.</b>	Improvement in the attendance of Pupil Premium students and reduction in persistence absence in all year groups	Attendance of Pupil Premium students meets the school target
<b>H.</b>	Engagement from parents and students in all areas of support offered by the school	No difference in attendance at school events and opportunities
<b>I.</b>	Identifying and removing barriers to learning	Increased engagement and progress

## 5. Planned expenditure

<b>Academic year</b>	<b>2016/17</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome(s) impacted</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead/ When will you review implementation?</b>	<b>Approximate cost</b>
<b>A, B, C, D</b>	Whole school focus on improving: <ul style="list-style-type: none"> <li>Quality of Teaching and Learning</li> <li>Marking and Feedback</li> </ul>	Progress of students who receive consistently high quality teaching and learning can make accelerated progress of up to +12 months in an academic year. Sutton Trust (2011)  EEF: Feedback +8 months. High impact for low cost	A teaching staff appraisal focused on developing an aspect of Teaching and Learning. INSET and directed time are specifically used to improve both teaching and learning and marking and feedback.  Both items are key aspects of the School Improvement Plan	Mr R King – July 2017	£8000
<b>A and C</b>	Maintain additional teaching sets in both years 10 and 11 for English and maths	EEF: Impact of reducing teaching group size. +3 months, moderate impact for a high cost	Regular monitoring of student progress to inform interventions.	Mr J Brettle - September 2017	£22000
<b>C and F</b>	SISRA and ALPs training and support for effective monitoring of student progress, including Pupil Premium students as a cohort	Ofsted section 5, May 2015, commented on the effective use of this refined system of data analysis	Training will be compulsory for all staff in September 2016 and refreshers offered throughout the year.  Student Progress meetings will be held following each set of internal progress reports where SLT and HoDs will analyse data, to include the Pupil Premium cohort. This will focus on the identification and intervention of those making less than expected progress	Mr R King – August 2017	£4500
<b>Total budgeted cost</b>					£34,500

<b>ii. Targeted support</b>					
<b>Desired outcome(s) impacted</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead/ When will you review implementation?</b>	<b>Approximate cost</b>
<b>C, E, F, H and I</b>	Assertive Mentoring – Training and releasing staff to support individual students through an assertive mentoring scheme	Measured impact in school during 2015/16 showed improvements in both academic progress and student's attitude to learning	Training of staff and monitoring of targets and progress data	Mr R King – September 2017	£3000
<b>D</b>	Accelerated Reader Programme	Internal review of the impact of Accelerated Reader over the last two years has shown accelerated progress in reading age and increased engagement from lower ability and reluctant readers	TLR3 is provided to a member of the English department to manage the programme and track progress of the students  60 minutes curriculum time is given to AR and Year 7 have dedicated AR time once per week during morning registration. Each group of students is monitored by their English Teacher	Mrs K Williams – September 2017	£8000
<b>C, E, G and H</b>	Attendance monitoring and support	Attendance officer has been effective in working with families and agencies to improve the attendance of Pupil Premium students last academic year	Specific focus on the attendance of Pupil Premium students as a cohort  Overseen by a senior member of staff  Regular reports to SLT and Governors	Mr S Milledge – July 2017	£10000

<b>A, D, E and H</b>	Classroom support	EEF: Meta cognition and self-regulation +8 months, High impact for moderate cost	Learning mentors integrated into the whole school Student Support strategy	Mr R Cox – July 2017	£30000
	Learning Mentor – student support	EEF: Effective use of Teaching Assistants EEF: Phonics +4 months, Moderate impact for low cost	Referrals from pastoral leaders, based on individual need  Progress of students monitored by Learning Mentor and shared with staff		£26000
<b>E and G</b>	Inclusion support and student counselling	EEF: Meta cognition and self-regulation +8 months, High impact for moderate cost  Internal evidence shows a need for this support and its effectiveness	Overseen by Assistant Headteacher for Student Welfare. To include regular structured inclusion meetings involving teaching and support staff	Mr S Milledge – July 2017	£25000
<b>E and H</b>	Personal Plans for adopted students	We have taken the decision to ring-fence the funding received for adopted students and provide for their needs at school in collaboration with families; identifying and removing barriers to learning	School and families working together to support the whole child. Regular meetings (1 per term) overseen by Assistant Headteacher for Student Welfare	Mr S Milledge – July 2017	7 x £1300 = £9100
<b>I</b>	Direct support for student's financial needs	Removing barriers to Learning: In school evidence shows that our Pupil Premium students often require additional financial assistance to provide resources for courses and to access additional opportunities	Central contact in school for all aspects of financial support	Mrs S Bamforth – September 2017	£5000
<b>Total budgeted cost</b>					£116,100

<b>iii. Other approaches</b>					
<b>Desired outcome (s) impacted</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead/ When will you review implementation?</b>	<b>Approximate cost</b>
Independent evaluation of our Pupil Premium strategy	Commission an external Pupil Premium Review during this academic year.	Good practice. Following Ofsted visit in May 2015 this review will be used to measure progress and inform of future improvements in our provision for Pupil Premium students	<b>External</b> review by an experienced reviewer	Mr R King – Spring/Summer 2017	£2000
Effective use of the Pupil Premium	Appoint a designated Pupil Premium Governor – training and support.	Role of Governors in the Pupil Premium strategy was highlighted in the ofsted inspection of May 2015	Pupil Premium Governor will attend a wide range of meetings to challenge. Involvement in monitoring the effectiveness of the strategy and measuring impact.	Mrs S Moses (Governor)	
<b>Total budgeted cost</b>					£2000
<b>Approximate Total</b>					<b>£152,600</b>