The Pupil Premium at Cockermouth School

What is the Pupil Premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. The Pupil Premium is currently £935, per eligible student, and is used to support students who, at any point in the past 6 years, have been in receipt of Free School Meals (FSM); £1,900 is used to support any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 is used to support students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At Cockermouth School we use the Pupil Premium to support our students with specific focus on Whole School Literacy, Inclusion and Mentoring, Classroom support, Attendance and to ensure Pupil Premium students are helped to progress as well as their peers and achieve their potential.

In 2015/16 Cockermouth School will receive approximately £136,000 of Pupil Premium Funding.

Why is there a Pupil Premium?

Students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. National GCSE statistics show that around a third of students who have been on Free School Meals in the previous six years achieved five or more A*-C grades, compared to more than two thirds of their fellow students.

How many students at Cockermouth School are eligible for the Pupil Premium?

Currently around 14% of students at Cockermouth School are eligible for the Pupil Premium

How will the impact of the spending of the Pupil Premium be measured?

To monitor progress on attainment, new measures will be included in the performance tables that will capture the achievement of students covered by the Pupil Premium.

Tracking progress and identifying students for specific help and support

At Cockermouth School we use all of the information we have about each student, including information collected about academic progress and attendance, to enable the early identification of each student's needs in order to plan for support and intervention.

Information about applying for Free School Meals and clothing vouchers in Cumbria is available by following this link

http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/fsm.asp

Catch-up funding for English and maths

In addition to the Pupil Premium, all schools receive direct funding of £500 per student to support those who did not achieve a level 4 in Key Stage 2 SATs in English and/or maths. At Cockermouth School we use this funding to provide both English and maths intervention programmes.

The aim of our Catch-up programmes is to support individual students to make accelerated progress and achieve the level expected at the end of Key Stage 2 as soon as possible.

Summary of Cockermouth School's monitoring inspection from May 2015

This monitoring inspection was conducted under section 8 of the Education Act 2005 and focused on the progress of disadvantaged students.

Inspectors met with the headteacher, groups of students in both Key Stages 3 and 4, staff in the school and the governor responsible for reporting to the governing body on the achievement of disadvantaged students. Inspectors scrutinised the single central record and documents relating to the achievement of disadvantaged students. Inspectors examined minutes of meetings of the governing body, attendance records, the school's self-evaluation of its work and the school development plan. Inspectors also looked at a sample of disadvantaged students' work in English and mathematics.

"With the appointment of the new headteacher, there has been a sea change in the direction of the school. He has communicated categorically to all members of the school community that urgent action must be taken to ensure disadvantaged students achieve their potential; this is seen as a key element in senior leaders' drive to become an outstanding school."

"The attendance of disadvantaged students has increased and their rate of persistent absenteeism has halved since this time last year. This marked improvement is tangible evidence of the school's success in reaching out more effectively to parents of disadvantaged students and the students themselves. As a result, those who previously had poor attendance records now attend school on a more regular basis."

"Investment in a more refined system of tracking achievement has enabled staff to monitor more effectively the progress of all students, including those who are disadvantaged. Teachers now use this information to step in when students fall behind and offer additional help to get them back on track. School leaders have plans to refine this process further, by providing packages of support that are tailored in a more bespoke manner to the specific needs of individual students."

Ofsted, May 2015

The strengths in the school's approaches to supporting its disadvantaged pupils effectively to achieve their potential are:

■ strong leadership from the headteacher which has inspired all members of the school community to redouble their efforts so that all disadvantaged students achieve their potential

■ improved procedures to track and monitor the progress of individual disadvantaged students and more timely and effective intervention when students fall behind in their work. As a result, gaps in achievement between disadvantaged students and their peers are starting to narrow

■ effective engagement with parents of disadvantaged students and the students themselves, leading to a marked improvement in attendance.

Priorities for further improvement

■ Ensure all existing initiatives and plans for further improvement become embedded and translate into the routine practice of all teachers, so that all disadvantaged students are consistently challenged to achieve as well as they might.

■ Ensure the expenditure of the funds available through the pupil premium has a direct and demonstrable impact on improving the achievement of disadvantaged students.

The full section 8 Ofsted report from May 2015 can be found in the Ofsted tab on the school website.

Performance and Progress of students eligible for the Pupil Premium

GCSE performance	2015 Unvalidated		2016 - Predicted	
	All students	Pupil Premium	All students	Pupil Premium
Number of pupils	**217**	**18**	**220**	**26**
5 A*-C including English and Maths	**64%**	**22%**	**64%**	**40%**

"According to the school's records, scrutinised during the inspection, the gap between disadvantaged students and their peers is narrowing across both Key Stages 3 and 4"

"…The picture is more promising for the most able disadvantaged students, including those in the sixth form, who are predicted to do well in their forthcoming public examinations."

Ofsted, May 2015

Outline of proposed spending of Pupil Premium 2015 – 2016

English Intervention	**1:1 and small group tutoring Targeted interventions**	**£11,000**
Maths Intervention	**1:1 and small group tutoring Targeted interventions**	**£11,000**
Learning Mentor	**Classroom Support and Homework support**	**£20,000**
Learning Mentor	**1:1 and small group Interventions**	**£20,000**
Inclusion	**Nurture/counselling**	**£30,000**
	Attendance	**£10,000**
Literacy	**Accelerated Reader Scheme**	**£10,000**
	Writing and reading initiatives	**£1000**
Curriculum Resources	**Departmental projects**	**£1000**
Direct spending for individual students	**FSM/E6**	**£4000**
Direct spending for individual students	**Adopted students**	**£9500**
SISRA	**Data analysis for cohorts**	**£2000**
Assertive Mentoring	**Intensive mentoring for Pupil Premium students throughout the school – including training of staff and resources**	**£5000**
		£135,000

Use of Year 7 literacy and numeracy catch-up premium funding 2015 - 2016

Literacy	**THRASS Phonics programme – Training, resources and delivery**	**£1000**
Literacy	**1:1 and small group catch-up intervention programme**	**£9000**
Numeracy	**1:1 and small group catch-up intervention Withdrawal of students from Spanish lessons for a catch-up maths programme**	**£6000**
		£16,000

Outline evaluation of the initiatives funded by the Pupil Premium in 2014/15

<table>
<tr><td colspan="5" align="center">**SISRA Analytics**</td></tr>
<tr><td colspan="5">Introduction of SISRA Analytics to replace current methods of data analysis at Cockermouth School to allow clear and easy access of internal data. This will allow easier access to information about student progress and attainment, as well as increased ability to track cohorts. SISRA will significantly improve ease of access to internal data for pastoral teams.</td></tr>
<tr><td colspan="5">**Rationale:**
The Ofsted Pupil Premium Update (July 2014) stated that 'Schools that are committed to closing the gap and have robust tracking systems show the most improvement'. SISRA will allow us to quickly analyse data so that we can quickly see which students are making less progress and plan for early intervention.

SISRA will allow secure access to the analysis of data online, allowing staff to access data anywhere.</td></tr>
<tr>
<td>**Implementation**</td>
<td>**Person responsible**</td>
<td>**Monitoring and evaluation**</td>
<td>**Cost**</td>
<td>**Target**</td>
</tr>
<tr>
<td>November 2014</td>
<td>Assistant Headteacher – Mr R King</td>
<td>Use of SISRA monitored by Senior Leadership Team link and Heads of Department – usage data available form SISRA</td>
<td>£2000 per year</td>
<td>All teaching staff use SISRA to monitor the attainment and progress of the classes they teach.

Teaching staff, departments and pastoral teams use SISRA to gain detailed information about the progress of cohorts including Pupil Premium and Boys.

Most staff use data from SISRA for self-evaluation and appraisal purposes.</td>
</tr>
<tr><td colspan="5">**Further information/in year development opportunities:**

As SISRA is developed KS3 will also be introduced and used to track student progress.</td></tr>
<tr>
<td colspan="3">**Evaluation of the impact of SISRA will take place in July 2015**</td>
<td colspan="2">**Person responsible: Mr R King**</td>
</tr>
</table>

Progress made during 2014/15
- All staff have been provided with training in the use of SISRA Analytics.
- The school's Data Manager has been trained in the use and Management of SISRA Analytics.
- Tracking data is available for all year groups, in all Key Stages, following internal data collections.
- In November 2014 all analysis of internal, and exam results data was moved across to SISRA.
- All department Heads have used outputs from SISRA Analytics in their departmental Self Evaluations.
- All Heads of Year are using SISRA to track the progress of students in their year

- groups.
  - Teaching staff have used SISRA to look at the progress of students in their teaching groups and used this tracking data as evidence for appraisal.
  - GCSE, AS and A2 exam results data was made available to all staff on results days.
  - SISRA reports are used by the leadership team as a tool for monitoring student progress and analysing exam results data.

The impact of SISRA was highlighted by Ofsted in May 2015

"Investment in a more refined system of tracking achievement has enabled staff to monitor more effectively the progress of all students, including those who are disadvantaged. Teachers now use this information to step in when students fall behind and offer additional help to get them back on track. School leaders have plans to refine this process further, by providing packages of support that are tailored in a more bespoke manner to the specific needs of individual students."

Accelerated Reader Scheme

Introduction of the Accelerated Reader scheme to all Year 7 students. The scheme aims to accelerate each student's reading age beyond its expected progression, through the reading of books that are identified to be optimal for each individual's reading age. AR allows the school to track what each student is reading, the progression in their reading age and reward reading to motivate

Rationale:
The Sutton Trust stresses that improving literacy has a significant impact on student outcomes. The Reading Gap report evidences that the most able students from disadvantaged backgrounds are, on average, almost 3 years behind their counterparts by the age of 15.

Improvement in reading age will allow students greater access to all areas of the curriculum and improve outcomes for students.

Implementation	Person responsible	Monitoring and evaluation	Cost	Target
September 2014	Mrs K Williams reporting to Assistant Headteacher – Mr R King	Assessment of reading age a minimum of 4 times during the year for all students to monitor progress	**Year 1 costs** Scheme - £2000 Library - £5000 Resources - £500 TLR3 - £1500	75% of year 7 students have progressed by more than 12 months in their reading age during this academic year.

Further information/in year development opportunities:
AR will also be used for targeted intervention with other targeted students throughout the school and during 2014/15 a proposal will be presented, based on the evidence of the impact of the scheme, for the roll out of AR for an increasing number of students in 2015/16.

Evaluation of the impact of AR	Person responsible – Mrs K Williams

Progress made during 2014/15
- All Year 7 students have taken part in the Accelerated Reader programme
- The school library has invested in £5000 of books to ensure the range of books required for all students to access the scheme
- English teachers have been trained by Accelerated Reader staff in the effective delivery and monitoring of student's progress.
- 2 hours of dedicated AR time has been provided, per fortnight, in lessons and tutorial time
- Each student has taken part in 4 Star Tests to monitor progress throughout the year
- An AR rewards system has been established
- AR home access has been enabled for parents to track progress of their children
- AR has been used with selected English groups in Years 8 and 9, as well as with selected students in Years 10 and 11.

Student progress

Year 7 students progressed by an average of 1.13 years from July 2014 – July 2015 (+6 weeks) This included 9 months on the AR programme.

By the end of Year 7, 20 students had progressed from a reading age below 16 to a reading age of 16+.

Of the remaining students, 65% made accelerated progress in their reading:
- 76 students made between 1 and 2 years progress in 12 months
- 42 students made between 2 and 3 years progress in 12 months
- 12 students made 3 or more years of progress in 12 months

Of the 39 students with a reading age below 10 years on entry:
- 50% made accelerated progress
- 25% made 2 or more years progress

AR Benchmarking report shows that:
- The number of students above the benchmark increased from 66% to 76% during the year.

Book loans from the library for Year 7 students have increased by **109%** following the introduction of Accelerated Reader.
- 2013/14 book loans to year 7 students = 2515
- 2014/15 book loans to year 7 students = 5267

THRASS Phonics

Introduction of the THRASS Phonics scheme for targeted low ability readers and spellers. THRASS stands for Teaching Handwriting Reading and Spelling Skills. The programme uses 120 keywords to help learners choose the right sounds when they read and the right letters when they spell. Overall it teaches life-long word solving skills. Targeted groups of students are taught THRASS phonics during registration time 4 days a week.

Rationale:
Improvement in reading and spelling ages will allow students greater access to all areas of the curriculum and improve outcomes for students.
The Department for Education, 'National Literacy Strategy' guidance leaflet recommends THRASS because National Literacy Strategy research indicates that there is 'at least double the normal rate of progress' for many students.

THRASS is the ultimate code-breaker, described by many teachers as "the key that unlocks the door to our language".

Implementation	Person responsible	Monitoring and evaluation	Cost	Target
September 2014	KB	Assessment of reading age a minimum of 4 times during the year for all students to monitor progress. Assessment of spelling age at the end of each phonics cohort and in the summer of Y7.	Year 1 costs Staff Training £800 Resources £1200	75% of the targeted cohort of Year 7 students has progressed by more than 12 months in their reading age and spelling age during this academic year.

Further information/in year development opportunities:

- Two new cohorts of students will begin the phonics programme in February 2014.
- Students having literacy lessons with learning support staff will also benefit from the programme.
- In September 2015 further cohorts will be established.

Evaluation of the impact of THRASS	Person responsible – Mrs K Birks

Progress made:
- 21 students took part in the THRASS Phonics programme between Oct 2014 and July 2015.
- 9 Staff have been trained to deliver THRASS.
- Resources have been purchased. These are used in the delivery of THRASS, displayed in all classrooms and available as placemats, so that students on the programme can use them when producing written work in any lesson.

Student progress

Year 7
Of the 13 year 7 students who participated in the programme throughout the academic year:
- 69% improved their reading age.
- 69% improved their spelling age.

Of the 5 students who participated in phonics from March 2015- July 2015:
- 65% knew their alphabet in both upper and lower case letters at the start of the programme. 100% of students knew their alphabet in both upper and lower case letters by the end of the programme.
- 60% had developed their knowledge of consonant sounds and 60% had developed their knowledge of vowel sounds.

Year 8
Of the 3 year 8 students who participated in the programme's first cohort:
- Two student's reading age progressed by two years
- One student's reading age progressed by six months

Year 9
Of the 5 year 9 students who participated in the phonics programme:

- 100% made progress with their recognition of vowel sounds,
- 40% made progress with the consonant sounds.
- At the start of the programme 60% of students knew the alphabet in lower case letters. By the end of the programme 100% of students knew the alphabet in lower case letters.
- At the start of the programme none of the students knew the alphabet in upper case letters. By the end of the programme 60% knew the whole alphabet in upper case letters and 80% knew the alphabet in upper case letters.

During Year 9; 1 student made 6 sub-levels of progress (SLoP) in English; two made 4 SLoP; 1 made 2 SLoP and 1 student made 0 SLoP.