

Coundon Court Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Coundon Court School
Number of pupils in school	1799
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	AY2122 to AY2425
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Sam Mohamed
Pupil premium lead	Mr Christopher Connor
Governor / Trustee lead	Mr Antony Cash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,520
Recovery premium funding allocation this academic year	£50,170
Pupil premium (COVID Catch Up) funding carried forward from previous years	£29'394
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£408,084
<i>School Led Tutoring (Ring Fenced)</i>	<i>£42,120</i>

Part A: Pupil premium strategy plan

Statement of intent

At Coundon Court School we combine income streams to achieve a ‘multiplier effect’ – a powerful cannon to raise the attainment of disadvantaged students so they can fulfil their potential.

Using the EEF’s guidance – our strategy uses the three strands of:

High Quality Teaching - High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Targeted Academic Support – Addressing the widened literacy and numeracy gap will have a profound impact on our students both while here at Coundon and their futures. Key to education recovery, is targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils

Wider Pastoral Strategies – Identifying and removing significant barriers to achievement is crucial to a students success. As well as attendance, social and emotional skills are fundamental to a childs success.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment</i> In 2019, the P8 gap between the disadvantaged and non-disadvantaged was -1.22. In 2021, it was -0.26 (according to FFT).
2	Literacy and Numeracy Levels Assessments and observations KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The attainment in baseline literacy tests shows that 42% of disadvantaged students are working below their age expected level, compared to 25% of non-disadvantaged.

	<p>Our base line numeracy tests show that 51% of disadvantaged students are working below their age expected level, compared to 46% of non-disadvantaged.</p>
3	<p>Metacognition skills and opportunities</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies. Home learning is typically completed to a lower standard and some students miss deadline regularly.</p>
4	<p>Well-being</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>2020/21 – Disadvantaged 84.0%, Non- Disadvantaged 89.6% 2019/20 – Disadvantaged 88.9%, Non- Disadvantaged 91.2% 2018/19 – Disadvantaged 90.1%, Non- Disadvantaged 91.7%</p> <p>34.7% of disadvantaged pupils have been 'persistently absent' compared to 20.8% of their peers in 2020/21. Absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Effective Teaching of Disadvantaged</p> <p>Effective teaching will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.</p> <p>A review of learning for pupils with a lower prior attainment indicated that the teaching of these lessons requires additional training and support.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve a P8 score above 0.
Improved literacy and numeracy among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is eliminated. the percentage of all pupils who are persistently absent being below 10%.
To improve teaching of all students but especially those classes who have a large number of disadvantaged students	The teaching of all classes to be graded as good or better.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Creation of T&L Implementation Teams including Responsive Teaching</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Responsive Teaching is crucial to learning. Teachers need to adapt teaching based on the previously secured knowledge of the students. The previous learning needs to be assessed accurately and then teaching adapted. The need for responsive teaching has been heightened by the disruption caused by the pandemic.</p> <p>In a large secondary school, teaching strategies and initiatives need to be implemented across a range of diverse subjects and a staff with a range of experience.</p> <p>Implementation Teams + Responsive Teaching Post</p>	1 & 6
<i>Teacher CPD – Chartered Teaching, NPQs and Subject Development</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Well managed and allocated development resource aids retention of quality teaching staff.</p>	1 & 6
<i>Specialist SEN/ Teaching and SEN Curriculum Leader</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Specialist teachers and a curriculum leader will ensure SEND students receive better teaching.</p>	1 & 6
<i>Effective Assessment and High Quality Feedback</i>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1 & 6

	Effective assessment is the platform for responsive teaching. The effective assessment of the curriculum (using Progressive Assessment) will inform better teaching and communicate progress to all stakeholders.	
<i>Phase 3 Teaching Lead and coordinate targeted support</i>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. Additional support is required in some subjects who have historically underperformed.</p>	1 & 6
<i>Support for ECT – Teaching Load and Instructional Coaching</i>	<p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/ECT_Support_Pilot_Report_-_final.pdf</p> <p>Support early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards.</p>	1 & 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 150'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy and Numeracy Testing</i>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	2
<i>Literacy and Numeracy Intervention Staffing</i>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies have a positive impact on pupils' ability to understand a text.</p>	2

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Based on detailed students assessment, planned effectively and taught through explicit and systematic instruction</p>	
<i>National Tutoring Program</i>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</p> <p>Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils or those falling behind.</p> <p>2 English, 2 Maths and 2 Science tutors supporting 96 students per subject from Years 7-11.</p> <p>Additional English Tuition for 36 GCSE students from years 10-11.</p> <p>Started January 2022</p>	1 & 2
<i>Phase 3 Interventions in School Holidays</i>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Booster Classes using NTP Partner for Year 11 Maths and English. 96 students over 3 days (15 hours total each)</p>	1 & 6
<i>School Led-Tutoring</i>	<p>https://www.gov.uk/government/publications/school-led-tutoring-grant</p> <p>204 x 15 hour blocks allocated £42,120 (Ring Fenced and not used on main total)</p>	1 & 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving Attendance - Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance officer post</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	5
<p><i>Homework and an environment to develop Metacognition</i></p> <p><i>Wednesday After-school clubs for disadvantaged and who need additional structure to complete homework</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3
<p><i>Providing Laptops and 4G Internet Access</i></p>	<p>https://www.gov.uk/guidance/get-help-with-technology-for-remote-education</p>	3
<p><i>THRIVE Approach – a social and emotional development model based on using attachment, child development theory and neuroscience.</i></p>	<p>https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p> <p>This includes training for school staff, collaboration with our local behaviour hub and access to a professional counsellor</p>	4
<p><i>Work Related Learning</i></p>	<p>To improve the attendance and engagement of vulnerable learners.</p>	4 & 5

Total budgeted cost: £ 422,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year can be found on the school website under 'COVID Catch Up'.

Externally provided programmes

National Tutoring Program (£26,425)	School Led Tutoring (£42,120 ring fenced + additional £9'567)
<p><u>Maths</u></p> <p>Y7-11 Small Group Tuition for 96 students and 4 days a week (£6,912)</p>	<p><u>Maths</u></p> <p>Y7-11 Maths Small Group Tuition for 96 students (Jan – May) and 48 students (June and July).</p> <p>Y7-8 Numeracy Small Group Tuition for 29 students</p> <p>Y11 Maths Catch Up for 48 pupils - 3 Day Booster in the Easter Holidays (£12,902)</p>
<p><u>English</u></p> <p>Y10 and 11 GCSE English 1:3 Tuition on Thursdays and Fridays for 36 students (£5'905)</p> <p>Y7-11 Small Group Tuition for 96 students and 4 days a week (£6,912)</p>	<p><u>English</u></p> <p>Y11 English Catch Up for 48 pupils - 3 Day Booster in the Easter Holidays (£12,902)</p>
<p><u>Science</u></p> <p>Y7-11 Small Group Tuition for 93 students and 4 days a week (£6'696)</p>	