

Pupil premium strategy statement – Cape Cornwall School

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	Cape Cornwall School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022 2022-2023
Date this statement was published	15/10/21
Date on which it will be reviewed	01/09/22
Statement authorised by	Governing Body
Pupil premium lead	Mr J Hall
Governor / Trustee lead	Mark Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59000 (subject to funding confirmation following October census)
Recovery premium funding allocation this academic year	£ 11878
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£71000

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Our ultimate objective for all of the students at Cape Cornwall School is that they all, whatever their background and starting points, leave with high value achievements that enable them to access the next stage of their education. As important is our desire for our young people to develop the personal skills and attributes that are so important if they are to flourish in adulthood. At the centre of our school ethos is our sense of community of which we are very proud. We strive to ensure that all students are valued and have a sense of belonging – this has been particularly important following the two national lockdowns where isolation (and especially rural isolation) was a real challenge.

Often disadvantaged students face all sorts of barriers that can slow progress: in line with students nationally, our disadvantaged students can suffer from instability in home life and accommodation, lower attendance than their non-disadvantaged peers; a propensity to lack resilience and a dearth of vocabulary and cultural capital. All these factors can impact unfavourably on behaviour and attitudes. Again, many of these factors have been exacerbated during the national lockdowns. Our principal aim is to identify these barriers and other 'risk factors' so that we can use our unique position as a smaller school to work closely with all of these individuals and their families to overcome barriers to learning and to progress.

The ambition for Cape Cornwall School is that our disadvantaged students achieve significantly better than their peers nationally and as well as their non-disadvantaged peers. This is to be reflected in their academic outcomes and progress. In particular, there is a focus on literacy and numeracy – our ambition is that all disadvantaged students develop the literacy and numeracy skills to give them confidence to confidently move into post-16 provision so they can all progress to become fully functional adults.

To enable students to be successful, they must attend school every day. That is a given. There needs to be a sense of urgency here as across all cohorts in the school, attendance has historically been a challenge and particularly for disadvantaged students. Attendance for disadvantaged students needs to be significantly higher than their peers nationally and Persistent Absence rates significantly lower. Overall, attendance needs to be in line with non-disadvantaged students and above the

national average. Linked to this, and fundamental to good attendance, is students' wellbeing and a sense of belonging. School needs to be a place that is welcoming, where every student feels part of the school community. At Cape Cornwall, our ambition is that this is achieved through whole school events, opportunities to be successful in and out of lessons and working towards common goals.

As well as improving attendance, there needs to be a reduction in behaviour points and Fixed Term Exclusions for all students but especially for disadvantaged students who have gained more than their non-disadvantaged peers in recent years. Like attendance, this is a key priority that can be achieved through a sense of community and belonging, a shared investment in the 'way we do things round here' from all our stakeholders. Our ambition is to support the personal development of our disadvantaged students by making sure that there is a wide range of extra-curricular activities, e.g. our 'Be Inspired' programme, the plans for our 'Academy' programme, Student Council and the prefect system and that there is equality of access for all our students, whatever their background. There is a proven link between poor behaviour and disengagement and a lack of a sense of belonging.

This Pupil Premium Strategy outlines the challenges that we face at Cape Cornwall School. By closely linking this strategy to our School Development Plan we outline the approaches we plan to take, using our Pupil Premium and catch up funding to support this work, drawing on published research and accepted approaches to maximise the impact of our various interventions.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have lower literacy skills on entry to the school and in particular in reading. This can impede progress. Disadvantaged students need support to make as much progress in reading as their non-disadvantaged peers. Diagnostic assessment (autumn 2021) has identified a significant number of students whose reading age is below their chronological age.
2	Attendance for disadvantaged students is below national average. Persistent Absence rates are above national average. The overall attendance and persistent absence in our disadvantaged cohort remain a significant challenge and a huge priority for the duration of the this strategy..
3	The education of disadvantaged students may be impeded by lack of access to IT and wider support, e.g. background knowledge and resources. Disadvantaged students need support to make as much progress across the curriculum as their disadvantaged peers, particularly given the impact of the national lockdowns.

4	Disadvantaged students need more support than their support than their peers for their social /emotional/ metacognitive development, especially since the two national lockdowns. Over the last year, disadvantaged students have accrued behaviour points and receive more Fixed Term Exclusions than their non-disadvantaged peers.
5	Exacerbated by the repeated school lockdowns and linked to a narrower range of vocabulary, general literacy and a lack of cultural capital, disadvantaged students are more likely to have gaps in knowledge and in their grasp of 'key concepts'. This in turn has a negative impact on literacy.

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
1. Disadvantaged students make as much progress in reading as their non-disadvantaged peers with reading ages matching or exceeding chronological age.	<ul style="list-style-type: none"> ○ In reading diagnostic assessments, disadvantaged students are making as much progress as their non-disadvantaged peers. ○ The reading profile is the same for disadvantaged students and non-disadvantaged students. The range of reading ability is distributed equally.
2. Attendance for disadvantaged students is in line with their non-disadvantaged peers. Persistent Absence is significantly lower than for disadvantaged students nationally and is the same as for non-disadvantaged students.	<ul style="list-style-type: none"> ○ In termly reports to Governors, the attendance for disadvantaged students is 96.4% by Spring 2023. ○ Form tutors proactively support attendance with a sense of urgency. There are strong relationships between form tutors and parents / carers as evidenced by staff and student voice. ○ In classrooms and tutor bases, attendance information is displayed clearly and is regularly updated. ○ Disadvantaged students are supported by the attendance support team with regular slots for support and coaching. ○ Termly reports to Governors report incremental improvements in whole school attendance and attendance for disadvantaged students. ○ In termly reports to Governors, persistent absence for disadvantaged students is incrementally lower.

<p>3. Progress and attainment for disadvantaged students is in line with progress and attainment for non-disadvantaged students and significantly above national averages for disadvantaged students.</p>	<ul style="list-style-type: none"> ○ In national benchmarks / assessments, progress and attainment scores are the same for disadvantaged students as their non-disadvantaged peers. ○ Termly monitoring of progress and attainment evidences incremental improvement as disadvantaged students close the gap with their non-disadvantaged peers. ○ In summer 2022, Progress 8 for disadvantaged students is at least 0. ○ In Summer 2024, Progress 8 is at least 0.2 for disadvantaged students.
<p>4. The number of Fixed Term Exclusions is reduced for all students. On the rare occasion that there is a need for Fixed Term Exclusions, the ratio of Fixed Term Exclusions for disadvantaged students vs non-disadvantaged students is broadly equal.</p> <p>As a school, we increase the number of achievement points, especially for disadvantaged students. We also reduce the number of behaviour points, especially for disadvantaged students.</p> <p>In Student Voice, disadvantaged students report high levels of engagement. Their response is at least on a par with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ○ In termly reports, it is clear that disadvantaged students receive at least as many achievement points as their non-disadvantaged peers. ○ In termly reports to Governors, the number of behaviour points for all students and particularly for disadvantaged students is reduced. ○ The number of behaviour points for disadvantaged students is in line with their non-disadvantaged peers. ○ Levels of fixed term exclusions across the school reduce, especially for disadvantaged students, where rates of Fixed Term Exclusions are in line with non-disadvantaged peers. ○ When evaluating student voice, it is clear that disadvantaged students report the same levels of satisfaction as their non-disadvantaged peers. Over time there is incremental improvements in the amount of positive feedback.
<p>5. Disadvantaged students know / recall and apply as much knowledge as their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ○ As part of 'Subject Reviews', it is clear that disadvantaged students are able to recall and know the same amount of knowledge as their non-disadvantaged peers. ○ In work scrutiny, routine evaluation reveals that the quality of work produced by disadvantaged students is at least as good as their non-disadvantaged peers.

Activity in this academic year (2021-2022)

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: £29000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ○ Diagnostic testing for reading across the whole school; investment in reading approaches and support. ○ Increase in reading resources, especially for weaker readers – focus on age appropriate reading texts. ○ CPD to support staff training on disciplinary literacy. ○ Recruit and retain subject specialist teachers in all national curriculum subjects. ○ Provide effective CPD for subject specialists to ensure that subject knowledge is secure and able to manage misconceptions, e.g. subscriptions to online CPD platform and support for Trust wide Subject Network groups. ○ Direct PP funding to provide sufficient resources to support home learning, e.g. Tassomai, textbooks etc.. 	<ul style="list-style-type: none"> ○ EEF Research into the links between literacy and overall progress, e.g. Guidance report: 'Improving Literacy in Secondary Schools'. ○ Wider research and discussions, especially around the work of Razinski, that focus on the importance of reading fluency and outline internationally recognised processes for intervention. 	1,3,5
<ul style="list-style-type: none"> ○ CPD Programme: targeted CPD to 	Range of evidence pertaining to CPD, e.g., EEF and wider research/ reading.	3,5

<p>support teachers' precise diagnostic testing / implementation of the curriculum and evaluation of its impact.</p> <ul style="list-style-type: none"> ○ National College CPD programme as part of CPD aligns with teacher needs, resulting in bespoke programme. 		
---	--	--

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

Budgeted cost: £31000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ○ Ensure that students receive small group / 121 tuition in core subjects. ○ Draw on nationally available funding to provide Academic Mentoring / School-Led tutoring to support children to catch up/ secure foundations in core subjects. ○ Ensure Year 11 children receive subject specific support to achieve the support to reach their next stage of education / training. ○ Use trained staff to improve standards in reading, particularly for the weakest readers 	<p>EEF research into impact of NTP.</p> <p>EEF Guidance Report, 'Improving Literacy in Secondary School'.</p> <p>Nationally available data demonstrates that children with weak reading skills struggle to access the wider curriculum.</p> <p>Wider reading that collates international research.</p>	1,3,5

<ul style="list-style-type: none"> ○ Employ a Head of Lower School to support personal development of disadvantaged students with a focus on identifying / removing barriers to learning and attendance. 		
---	--	--

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

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ○ Create, fund and deliver a strategic action plan to improve attendance. ○ Employment of Head of Lower School to support pastoral system in Years 7-9. ○ Invest in additional hours for our EWO to support work on attendance. ○ Plan / Implement events to raise the profile of attendance and improve student motivation, initially through extrinsic motivation. ○ Invest in time (pastoral team and school leader) and resources to drive forward on attendance. ○ Work to increase participation in school by disadvantaged students, e.g. Student Council, prefects etc... 	<ul style="list-style-type: none"> ○ Links between attendance and attainment, e.g. 2015 DfE Review 'The Link Between Absence and Attainment' ○ Evaluation of successful strategies, e.g. 'Supporting the attainment of disadvantaged pupils: articulating success and good practice', DfE 2015 ○ Research on metacognition, e.g. EEF Metacognition Guidance Report, 2018. 	2,4

<ul style="list-style-type: none"> ○ Strengthen metacognitive abilities in all students. 		
<ul style="list-style-type: none"> ○ Invest in capacity and skills in pastoral team, leadership team and in teachers and tutors to support the social and emotional development of children. ○ Alternatives to mainstream education. Harness the skills of external agencies to mentor and support children. (Savvy, Pegasus) 		
<ul style="list-style-type: none"> ○ Develop the wider curriculum, e.g. Be Inspired, Wellbeing programme ○ House system to promote inclusion and a sense of belonging, especially for disadvantaged children. 	<p>EEF Research on the link between emotional wellbeing and resilience, e.g. 'Healthy Minds' project.</p> <p>Fullan, M, 'The Right Drivers for Whole System Success' (2021) and 'Education Re-imagined' (2020) highlight the close links between wellbeing and learning.</p>	4

Total budgeted cost: £71000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2021)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Progress and Attainment

- Progress 8 for disadvantaged students was 0.2 and for all students P8 was 0.8
- Attainment 8 score for disadvantaged students was 42.46 and for non-disadvantaged students was 53.37 For the most able disadvantaged students, P8 was 0.19 and A8 was 62.0 for their non-disadvantaged peers, P8 was 0.8 and A8 was 71.25.
- The percentage of student's achieving a 5+ in English and Maths for disadvantaged students was 41.7% and for non-disadvantaged students it was 66.7%. For the most able disadvantaged students, 50% achieved this measure and for non-disadvantaged students 92.9% of the most able achieved this measure.
- To support reading, new titles were chosen for diversity of topic and author as being suitable for more capable readers. There is the embedded use of 'Accelerated Reader' in Years 7-9.
- Using STAR reading test data, Year 7 are showing that approx 90% of students increasing their reading age by one year at least.
- Year 8 are showing approx. 60% of students increasing their reading age by one year at least. This decrease through the years has to be addressed, and the pattern stopped. We will continue to provide AR for year 9 as well as academic reading intervention in year 10.
- The new reading material has been successful. However, it is the lower ability students who have made the least amount of progress in year 9. There is still a need to support the reading practices of these students (both within and outside of for school). Sending reading age information home to parents needs to continue as one way to involve parents. Successful use of Catch Up Literacy across all KS3 year groups. It is regular 15 min sessions twice a week.
- In numeracy the sessions that have run have successfully developed students' mathematical ability and basic numeracy. This support will need to continue as students involved have not yet attained the necessary basic numeracy skills. White Rose Maths has proved a useful tool in providing mastery curriculum to enable to support students with gaps in their knowledge whilst stretching the more able. It has also enabled us to effectively incorporate missed content from the 19-20 curriculum by appropriately placing this within the 20-21 schemes of work.

Attendance

- Whole school attendance* was 90% and the attendance of students eligible for Pupil Premium funding was 86.5% There was therefore a gap of 3.5% (*this was up to January 2021, start of national lockdown, the impact of Covid -19 was already impacting on school attendance).

- Persistent absence for disadvantaged students was above national average and remains a priority for the current academic year.

EBacc

- EBacc entry for all students was 36.5% and for disadvantaged students 25%
- National figures are: 38.3% (SISRA Collaborative data)

Behaviour

- 6.6% of students eligible for pupil premium funding had a fixed term exclusion, above the exclusion rates for their non-disadvantaged peers. However, the rates of fixed term exclusions are below national rates for this cohort.
- Pupil premium students achieved a proportional number of achievement points that were in line with their non-disadvantaged peers.
- Behaviour points for disadvantaged students and fixed term exclusions are higher than for their non-disadvantaged peers. This remains a school priority.