

Pupil premium strategy statement – Cape Cornwall School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	227
Proportion (%) of pupil premium eligible pupils	35.68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	12/10/2022
Date on which it will be reviewed	01/09/2023
Statement authorised by	Governing Body
Pupil premium lead	Mr J Hall
Governor / Trustee lead	Mark Arnold – Chair of Governors Anita Firth – Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,785
Recovery premium funding allocation this academic year	£32,917
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	112,702

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 our young people 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 the 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 gaps in cultural capital. All these factors can impact unfavourably on behaviour and attitudes. Again, many of these factors were exacerbated during the national lockdowns and we are seeing the ongoing effects. 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 at least as well as their non-disadvantaged peers. This needs 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 School, our ambition is that this is achieved through whole school systems such as our House System, 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 over 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 House System, Student Council and the prefect system and that there is equity of access for all our students, whatever their background. This is to extend to wider opportunities, such as our ambition for every student to visit another country during their time with us. 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. Whole school diagnostic assessment (autumn 2021) identified a significant number of students whose reading age is below their chronological age and our most recent assessments have demonstrated that reading remains a key focus.
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 this strategy. Although the whole school attendance for 2021-2022 was broadly in line with national figures, we are fully aware that poor attendance is an ongoing challenge.
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 progress.

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 peer; assessments demonstrate that interventions are closing gaps. ○ The reading profile is the same for disadvantaged students and non-disadvantaged students. The range of reading ability is distributed equally.
2. Disadvantaged students are as numerate as their non-disadvantaged peers. Where there are gaps in maths knowledge, these gaps are addressed. Progress in maths is as good as for disadvantaged students as for their non-disadvantaged peers.	<ul style="list-style-type: none"> ○ All students receive teaching for a subject specialist in maths. ○ Students identified as needing support in maths receive structured and timely support from well trained staff.
3. There is equity in the number of extra-curricular activities accessed by disadvantaged students and disadvantaged students are represented equally in wider trips and wider visits.	<ul style="list-style-type: none"> ○ Disadvantaged students access the full range of extra-curricular activities. There is an equal proportion of disadvantaged / non-disadvantaged students across Be Inspired activities. ○ Disadvantaged students attend wider trips and visits, e.g. the Paris trip.

<p>4. 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.</p>	<ul style="list-style-type: none"> ○ There is a clear strategy in place that is fully understood by all stakeholders. This clearly articulates roles and responsibilities and lines of accountability. ○ 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>5. 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; over time these gaps are closing. ○ Termly monitoring of progress and attainment evidences incremental improvement as disadvantaged students close the gap with their non-disadvantaged peers. ○ In summer 2023, Progress 8 for disadvantaged students is at least 0. ○ In Summer 2025, Progress 8 is at least 0.2 for disadvantaged students.
<p>6. The number of suspensions is reduced for all students. On the rare occasion that there is a need for a suspension, the ratio of suspensions for disadvantaged students vs non-disadvantaged students is broadly equal. As a school, we increase the number of House Points, especially for disadvantaged students. We also reduce</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.

<p>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"> ○ The number of behaviour points for disadvantaged students is in line with their non-disadvantaged peers. ○ Levels of suspensions across the school reduce, especially for disadvantaged students, where rates of suspensions 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>7. 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 (2022-2023)

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: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ○ Diagnostic testing for reading across the whole school; sustained 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, especially maths. Where necessary, pay R+R allowance to secure strong appointments. ○ Recruit a Maths Learning Mentor to support small group teaching. ○ 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 	<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

<p>wide Subject Network groups.</p> <ul style="list-style-type: none"> ○ Direct PP funding to provide sufficient resources to support home learning. 		
<ul style="list-style-type: none"> ○ CPD Programme: targeted CPD to support teachers' precise diagnostic testing / implementation of the curriculum and evaluation of its impact. ○ National College CPD programme as part of CPD aligns with teacher needs, resulting in bespoke programme. 	<p>Range of evidence pertaining to CPD, e.g., EEF and wider research/ reading.</p>	<p>3,5</p>

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

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ○ Draw on nationally available funding (PP, Catch Up funding and Tutoring funding) to provide Academic Mentoring / School-Led tutoring to support children to catch up/ secure foundations in core subjects. Employ both an Academic Mentor (Literacy) and a Maths Learning Mentor to support 	<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>	<p>1,2,3,4,5</p>

<p>intervention programmes.</p> <ul style="list-style-type: none"> ○ Ensure Year 11 children receive subject specific support to achieve the support to reach their next stage of education / training. ○ Train staff to improve standards in reading, particularly for the weakest readers. Support training for the Literacy lead to gain the necessary training. ○ Employ a Head of Lower School to support personal development of disadvantaged students with a focus on identifying / removing barriers to learning and attendance. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41 700

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. ○ Head of Lower School to receive training on mental health strategies. ○ Due to changes in SLA agreements with the local authority, to ensure that strategic work with EWO is focused and effective. 	<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"> ○ Fund a role in school to support on attendance. This would replace the time procured from the EWO using an SLA with the Local Authority. ○ Continue 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... ○ 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. Secure mental health training and training in careers. ○ Alternatives to mainstream education. Harness the skills of external agencies to mentor and support children. (Savvy, Pegasus) 		2,4
<ul style="list-style-type: none"> ○ Develop the wider curriculum, e.g. Be 	EEF Research on the link between emotional wellbeing and resilience, e.g. 'Healthy Minds' project.	4

<p>Inspired, Wellbeing programme</p> <ul style="list-style-type: none"> ○ House system to promote inclusion and a sense of belonging, especially for disadvantaged children. ○ Support disadvantaged children to visit France as part of their wider personal development. 	<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>	
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Total budgeted cost: £112, 700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2022)

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

Progress and Attainment

Attainment

According to the most recent unvalidated SISRA data, overall P8 was -0.19. For disadvantaged students, it was -0.25 so there was a gap of -0.10 between the progress of disadvantaged students when compared to their non-disadvantaged peers. This was reflected in maths where progress for PP students was -0.39 vs -0.14. In English, PP students' progress was -0.29, better than for their non-disadvantaged peers (-0.43). In terms of Basics 5+, only 33.3% PP students achieved this benchmark (vs 45.7%) and in terms of Basic 4+, 47.6% of PP students achieved this compared to 65.7% of their peers.

In terms of attainment across the full suite of subjects, there were many subjects with a very small gap in terms of overall attainment and instances where disadvantaged students outperformed their non-disadvantaged peers. These included English and English Literature, French, geography, maths, music and Triple Science. The larger gaps were evident in DT, drama and Food Technology and Nutrition.

The investment in Tassomai meant that students had regular opportunities for revision in science and English Literature. Strong outcomes in science were supported by this regular opportunity for recall.

PP students who accessed the wide range of revision and support sessions on offer made good progress. Less successful were the students attending alternative provision or with low attendance/ school refusal. We will continue to evaluate provision in the alternative provision academy in Penzance, ensuring that students are sitting appropriate and achievable qualifications.

Reading and Literacy

The work done to support student literacy was very successful. Drawing on the NTP for an Academic Mentor meant that we were able to deliver a highly focused reading intervention programme, focusing mainly on Years 7-9. The investment in both Accelerated Reader and 'Literacy Assessment Online' meant we were able to confidently diagnose weakness both in decoding and in reading fluency. Our Academic Mentor (as a full-time member of staff) was able to have a strong impact on reading progress. In total, 22 Year 7s received focused intervention including 5 PP students and 7 SEND. In this cohort, 41% students improved beyond chronological age and 23% improved to chronological age. 32% improved but are still not at chronological reading age. In Year 8 20 students received regular and focused intervention. This year group was more of a challenge, with 50% students improved but who are not yet at their chronological age. Of this latter group, 6 students are PP. In summary, of the

PP cohort, 23% students improved beyond their chronological age, 18% improved to their chronological age and 59% improved but not yet to their chronological age. This intervention programme will continue in the new year.

Attendance

- Whole school attendance* was 88.02% and the attendance of students eligible for Pupil Premium funding was 81.89% There was therefore a gap of 6.3%. Covid infections had a significant impact on school attendance but we know that behind this this is much work to do to raise attendance, particularly in our disadvantaged cohort.
- Persistent absence for disadvantaged students was above national average and remains a priority for the current academic year. In all year groups, >10% PA was over 30%. We have a renewed focus on attendance and a re-vitalised Attendance Improvement Plan.

EBacc

- EBacc entry for all students was 39.3% and for disadvantaged students 33.3%
- National figures are: 37.4% and 28.5% (SISRA Collaborative data). We remain focused on delivering a broad, balanced and ambitious curriculum to our students.

Behaviour

- 12% of students eligible for pupil premium funding had a fixed term exclusion, above the exclusion rates for their non-disadvantaged peers. Some of the exclusions were for specific one off incidents. We continue to follow our behaviour policy and respond in a robust way. We continue to focus on our pastoral systems and diagnosing removing barriers to learning. We are also working hard to challenge and eradicate child on child abuse and will not tolerate foul and abusive language towards staff. We work closely with alternative provision and are working hard to support students to access future pathways.
- Pupil premium students receive fewer achievement points than their non-disadvantaged peers. This remains a focus, especially for boys.
- Behaviour points for disadvantaged students and fixed term exclusions are higher than for their non-disadvantaged peers. This remains a school priority.