

# Pupil Premium Strategy Statement – Cape Cornwall School

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 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	284
Proportion (%) of Pupil Premium eligible pupils	36%
Academic year/years that our current Pupil Premium Strategy Plan covers ( <b>3 year plans are recommended</b> )	2023-2024, 2024-2025, 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	1 September 2025
Statement authorised by	Local Monitoring Committee
Pupil Premium Lead	Mr J Hall
Local Monitoring Committee / Trustee Lead	Rachel Thomas – Chair of Local Monitoring Committee Anita Firth – Chair of Trustees

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£104,410
Recovery premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,410

# 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 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 since the pandemic, where isolation (and especially rural isolation) was a real challenge. Many in the school community still face challenges since this difficult time, especially in the area of mental health.

Many of our students face all sorts of barriers that can slow progress. In line with students nationally, for some young people, there can be instability in home life and accommodation; low attendance that impacts on progress; sometimes a lack of resilience, gaps in vocabulary when compared with peers and a lack of general knowledge. All these factors can impact unfavourably on behaviour and attitudes. Again, many of these factors were exacerbated both during the pandemic and in its aftermath and we are still seeing the 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 all of our students achieve in line with the highest achieving students nationally across all cohorts. This needs to be reflected in both academic outcomes and progress. The quality of education that the school provides, is the biggest lever we have to ensure that our young people get the very best life chances. As a school, we prioritise staff development through a carefully planned and resourced CPD programme. As a result, our staff are kept up to date with the latest thinking and developments in pedagogy. In particular, there needs to be a focus on literacy and numeracy – our ambition is that all of our 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 adults who participate fully in society.

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 where students face significant challenge in their life beyond school. Overall Attendance and Persistent Absence needs to meet government targets across all cohorts.

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, this sense of belonging 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 wider pastoral developments, there needs to be a reduction in behaviour points and suspensions for all students across all cohorts but especially for students who may be facing challenges in their wider lives. Like attendance, this is a key priority that can be achieved through a sense of community and belonging and a shared investment in the 'way we do things round here' from all our stakeholders. Our ambition is to support the personal development of all our 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 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.	Some students have lower literacy skills on entry to the school and in particular in reading. This can impede progress. These students need support to make as much progress in reading as their peers. Whole school diagnostic assessments have identified that there are still significant numbers 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 some students is below national average. Persistent Absence rates are above national average. The overall attendance and persistent absence in some of our students remain a significant challenge and a huge priority for the duration of this strategy. Although the whole school attendance for 2023-2024 was broadly in line with national figures, we are fully aware that poor attendance is an ongoing challenge. Persistent absence is significantly higher than other schools nationally.
3.	Rural isolation and the impact this can have on some of our families. Isolation has the potential to restrict students' 'world view' and make it more challenging to see the opportunities available beyond the locality.
4.	Some students need more support than their peers for their social /emotional/ metacognitive development, especially since the two national lockdowns. Over the last year, some students have accrued behaviour points and received more suspensions than their peers.
5.	Exacerbated by the repeated school lockdowns and linked to a narrower range of vocabulary, general literacy and a lack of cultural capital, some students 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
<p>1. All students make good progress in reading with reading ages matching or exceeding chronological age.</p>	<ul style="list-style-type: none"> <li>○ In reading diagnostic assessments, all students make good progress; assessments demonstrate that interventions are closing gaps.</li> <li>○ The reading profile is the same across different cohorts. The range of reading ability is distributed equally.</li> </ul>
<p>2. Numeracy is a priority. Where there are gaps in maths knowledge, these gaps are addressed. Progress in maths is good across all cohorts.</p>	<ul style="list-style-type: none"> <li>○ All students receive teaching from a subject specialist in maths.</li> <li>○ Students identified as needing support in maths, receive structured and timely support from well-trained staff. There are key staff deployed to support numeracy development.</li> </ul>
<p>3. There is equity in the number of extra-curricular activities accessed across all cohorts represented equally in wider trips and visits.</p>	<ul style="list-style-type: none"> <li>○ All students access the full range of extra-curricular activities. There is an equal distribution of key cohorts of children across 'Be Inspired' activities.</li> <li>○ All students attend wider trips and visits.</li> <li>○ The Cape Cornwall '5 Year Strategy' is embedded to ensure that all students have equity of opportunity.</li> </ul>
<p>4. Attendance meets national expectations across all cohorts. Persistent Absence is significantly lower across all cohorts.</p>	<ul style="list-style-type: none"> <li>○ There is a clear strategy in place that is fully understood by all stakeholders. This clearly articulates roles and responsibilities and lines of accountability.</li> <li>○ In termly reports to the Local Monitoring Committee, attendance is in line with national expectations.</li> <li>○ 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.</li> <li>○ In classrooms and tutor bases, attendance information is displayed clearly and is regularly updated.</li> <li>○ Students with low attendance are supported by the attendance support</li> </ul>

	<p>team with regular slots for support and coaching.</p> <ul style="list-style-type: none"> <li>○ Termly reports to Local Monitoring Committee members, report incremental improvements in whole school attendance.</li> </ul>
<p>5. Progress and attainment for all students is in line with national expectations.</p>	<ul style="list-style-type: none"> <li>○ In national benchmarks / assessments, progress and attainment, scores are the same across all cohorts. Where there are gaps, over time these gaps are closing.</li> </ul>
<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 across key cohorts is broadly equal. As a school, there is an even distribution of House points. In student voice, students report high levels of engagement.</p>	<ul style="list-style-type: none"> <li>○ In termly reports, it is clear that there is an even distribution of House points across all key cohorts.</li> <li>○ In termly reports to the Local Monitoring Committee, the number of behaviour points for all students is reduced.</li> <li>○ Levels of suspensions across the school reduce across all cohorts.</li> <li>○ When evaluating student voice, it is clear that across all cohorts, students report the same levels of satisfaction. Over time there are incremental improvements in the amount of positive feedback.</li> </ul>
<p>7. Students know / recall and apply knowledge across all cohorts.</p>	<ul style="list-style-type: none"> <li>○ As part of quality assurance processes, it is clear that across all cohorts, students are able to recall, know and apply the knowledge they are taught. In work scrutiny, routine evaluation reveals that the quality of work is good across all key cohorts.</li> </ul>

## Activity in this academic year (2024-2025)

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"> <li>○ Invest in 'Teaching Walkthrus' platform to support improvements in teaching.</li> <li>○ Diagnostic testing for reading across the whole school; sustained investment in reading approaches and support.</li> <li>○ Train staff to improve standards in reading, particularly for the weakest readers. Support training for the Literacy Lead to gain the necessary training, for example through subscription to SlinkY literacy network.</li> <li>○ Subscribe to 'Steplab' to support quality assurance and bespoke CPD.</li> <li>○ Recruit and retain subject specialist teachers in all national curriculum subjects, especially maths. Where necessary, pay Recruitment and Retention allowance to secure strong appointments.</li> <li>○ 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</li> </ul>	<ul style="list-style-type: none"> <li>○ EEF Research into the links between literacy and overall progress, e.g. Guidance report: 'Improving Literacy in Secondary Schools'.</li> <li>○ 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.</li> <li>○ Research base that underpins 'Teaching Walkthrus'.</li> </ul>	<p>1,3,5</p>

<p>for Trust-wide Subject Network groups.</p> <ul style="list-style-type: none"> <li>○ Direct PP funding to provide sufficient resources to support home learning, for example Sparx Maths / Sparx Reader programmes.</li> <li>○ Invest in the ASDAN programme and upskill teachers in its delivery.</li> </ul>		
<ul style="list-style-type: none"> <li>○ CPD Programme: free up time in CPD programme for cross phase work.</li> </ul>	Range of evidence pertaining to CPD, e.g., EEF and wider research/ reading.	3,5

### 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"> <li>○ Ensure Year 11 children receive subject-specific support to achieve the support to reach their next stage of education / training, especially in maths.</li> <li>○ Employ a Head of Lower School to support personal development with a focus on identifying / removing barriers to learning and attendance, especially around mental health.</li> <li>○ Deploy additional resources into the support of numeracy for our weakest students.</li> <li>○ Expand the school's 'Nurture Room' to support students who are facing barriers to learning.</li> <li>○ Fund short term alternative provisions where this is needed to support a return to mainstream curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>○ EEF Guidance Report, 'Improving Literacy in Secondary School'.</li> <li>○ Nationally available data demonstrates that children with weak reading skills struggle to access the wider curriculum.</li> <li>○ Wider reading that collates international research.</li> </ul>	1,2,3,4,5



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

Budgeted cost: £34,410.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>○ Create, fund and deliver a strategic action plan to improve attendance in line with Trust approach.</li> <li>○ Purchase time for a Trust-wide EWO.</li> <li>○ Work with Trust Attendance Lead to develop and deploy Attendance Strategy.</li> <li>○ Fund an 'Attendance Co-Ordinator' to support attendance. This replaces the time procured from the EWO using an SLA with the Local Authority.</li> <li>○ Resource events to raise the profile of attendance and improve student motivation, initially through extrinsic motivation.</li> <li>○ Support funding for recruitment and training of an Inclusion Lead for specific interventions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Links between attendance and attainment, e.g. 2015 DfE Review 'The Link Between Absence and Attainment'.</li> <li>○ Evaluation of successful strategies, e.g. 'Supporting the attainment of disadvantaged pupils: articulating success and good practice', DfE 2015.</li> <li>○ Research on metacognition, e.g. EEF Metacognition Guidance Report, 2018.</li> </ul>	2,4
<ul style="list-style-type: none"> <li>○ 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.</li> </ul>		2,4
<ul style="list-style-type: none"> <li>○ Develop the wider curriculum, e.g. Be Inspired, and the CCS 5 Year Strategy.</li> <li>○ Fund House system to continue to promote inclusion and a sense of belonging.</li> <li>○ Fund extra-curricular activities for students to support their personal development.</li> </ul>	<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'</p>	4

○ Refurbish new internal Isolation Room, e.g. build pods.	(2020) highlight the close links between wellbeing and learning.	
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**Total budgeted cost: £104,410.**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy outcomes (2024)

This details the impact that our Pupil Premium activity had on pupils in the 2022-2023 academic year.

#### *Academic Outcomes*

It is important to consider the nature of the cohort. Out of the 39 students in this cohort, 2 students attended our Area Resource base, Kites. These students were not on a GCSE pathway and all were in receipt of the Pupil Premium. One other student receiving Pupil Premium did not attend mainstream school due to medical reasons. These students made up 30% of the group of students who were in receipt of the Pupil Premium.

Some of our under-resourced students accessed the wide range of revision and support sessions on offer, and consequently made good progress. Less successful were the students who did not attend additional support sessions, had poor attendance (sometimes due to mental health concerns) or who failed to sit key exams.

Overall P8 was -0.07, putting the school performance into the 'Average' category. For disadvantaged students, it was -0.52 so there was a gap of 0.45 between the progress of disadvantaged students when compared to their non-disadvantaged peers.

In English, for disadvantaged students, Progress 8 was -0.13 and Progress 8 in maths -0.53, Progress 8 in Ebacc was -0.40.

In terms of Basics 5+, only 10% PP students achieved this benchmark (vs 31%) and in terms of Basic 4+, 50% of PP students achieved this compared to 62.5% for all pupils.

In terms of attainment across the full suite of subjects, the fact that so many disadvantaged students were not on a full GCSE pathway meant that there were gaps in terms of overall attainment and overall progress.

#### *Reading and Literacy*

Evaluation of data for the academic year 2023-2024 shows 100% of students either retained their reading age, or improved their reading age. In those cases when reading ages kept consistent, students are still reading at or above their age. We discussed how this might be an effect of a lack of librarian/advice on challenging reading material (which the English teacher gives fortnightly, but cannot track more regularly). Movement from AR into Sparx Reader (which the trust is investigating/trialling) will help with this as students can only choose to read from appropriately challenging books. We have also cross-referenced data with those who do not engage with AR reading/reading at home despite sanctions and contact home. All year 7 students reading below actual age, received appropriate intervention. The six lowest year 8 readers also received intervention. All KS3 students either improved their reading age, or stayed the same (individual cases assessed when they

remained the same - attendance, disparity of test, use of LSA support withdrawn). All data is correlated to current age of student, therefore it is feasible that a student remains a 'significantly lower reader' through the year even though they have made progress.

Data for reading age improvement (end of year).

YEAR 7 - 61 students tested, 23 PP (40%), 3 SEND (5%). Those reading at or above chronological age 70% (from 59% at beginning of the year), 30% of which are PP (from 25%), 0 SEND. Those reading up to 20% below chronological age 11% (from 10% at the beginning of the year), 71% of which are PP (from 50%) and 1 SEND student (14% from 0%). Those reading more than 20% below chronological age 18% (from 21% at the beginning of the year), 50% of which are PP (from 55%) and 2 SEND (23%).

YEAR 8 - 53 students tested, 14 PP (27%), 11 SEND ((21%). Those reading at or above chronological age 58% (from 54% at beginning of the year), 16% of which are PP (from 13%), 3 SEND (10% from 10%). Those reading up to 20% below chronological age 23% (from 28% at the beginning of the year), 42% of which are PP (from 46%) and 6 SEND (50%% from 40%). Those reading more than 20% below chronological age 19% (from 17% at the beginning of the year), 40% of which are PP (from 33%) and 2 SEND (20%).

YEAR 9 -45 students tested, 16 PP (36%), 6 SEND (13%). Those reading at or above chronological age 56% (from 42% at beginning of the year), 24% of which are PP (from 26%), 0 SEND (0% from 5%). Those reading up to 20% below chronological age 31% (from 31% at the beginning of the year), 50% of which are PP (from 29%) and 2 SEND (14% from 14%). Those reading more than 20% below chronological age 18% (from 27% at the beginning of the year), 36 % of which are PP (from 41%) and 4 SEND (50% from 25%).

#### *Attendance*

- Whole school attendance\* was 90.9% and the attendance of students eligible for Pupil Premium funding was 88.2%. There was therefore a gap of 2.7%, which is broadly similar.
- Whole school Persistent Absence was 30.3%. Disadvantaged PA was 44.8%. There was therefore a gap of 14.5%, Attendance remains a priority.

#### *EBacc*

- EBacc entry for all students was 75.9% and for disadvantaged students 50%. National figures are: 37.3% and 28.5% (SISRA Collaborative data). We remain focused on delivering a broad, balanced and ambitious curriculum to our students.

#### *Behaviour*

- The number of students eligible for Pupil Premium funding had a fixed term exclusion (17) in line with the exclusion rates for their non-disadvantaged peers (18). Some of the exclusions were for specific one-off incidents. We follow our Behaviour Policy and respond in a robust way, making reasonable adjustment where appropriate. We appointed another member of staff to the pastoral team which has strengthened our ability to focus on our pastoral systems, 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.

- Students eligible for Pupil Premium funding receive on average 56 achievement points less (347) than their non-disadvantaged peer (403). Achievement points remains a focus, especially for boys.
- 33% of all behaviour points are given to Pupil Premium students compared to their non-disadvantaged peers (66%). Behaviour points for disadvantaged students are substantially lower and fixed term exclusion marginally lower than for their non-disadvantaged peers.