

Court Fields School

Pupil Premium

Strategy 2019-20



Improving student outcomes through:

Teaching & Learning

Attendance

Literacy

Cultural capital and enrichment

Holistic support

Supporting students:

In class

In addition

Wider enrichment

Background

The Pupil Premium Grant (PPG) is additional national funding and it provides support for:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces.

The Pupil Premium Grant per pupil for 2019-2020 is estimated to be as follows:

- Pupils in Year Groups 7 to 11 recorded as Ever 6 Free School Meals (FSM) are allocated £935.
- Looked after Children (LAC) are allocated £2,300.
- Post-Looked After Children (children adopted from care and children who have left care under a Special Guardianship or Residence Order) are allocated £2,300.
- Students from families who have a member of the family serving in the armed forces in Year Groups 7 to 11 or who are in receipt of a child pension from the Ministry of Defence are allocated £300.
- Funding for most elements of Pupil Premium grant is determined on a backdated basis from the January census each year (i.e. funding follows a year behind the actual student the funding is allocated to support).

Achieve | Belong | Participate

1. Summary information					
School	Court Fields School	Academic Year	2019/20	Total number of pupils	775
Number of pupils eligible for PP	183	Amount per PP student	£935	Total Pupil Premium funding	£175,125
Number of Service family students	9	Number of Looked After Children (LAC)	3	Number of Post-LAC students	3
Amount per student	£300	Amount per student	£2,300	Amount per student	£2,300
Total Service family student funding	£3600	Total LAC funding	£6,900	Total Post-LAC funding	£6,900

1a. Staff Involved in Monitoring & Supporting the Pupil Premium Action Plan			
Governor	Carly Hatch (Quality Assurance)	Headteacher	Acting Headteacher Polly Matthews
Deputy Headteacher	Martyn Dudley (PP strategy and monitoring)	Designated Teacher for Looked After Children and PP Champion	Helen Towler-Williams
Heads of Faculty	Monitor classroom standards and the progress of all students. In particular coordinate faculty interventions for pupil premium students where progress within any particular subject area is not sufficiently rapid.		
Heads of Year	Monitor the attainment and progress of pupil premium, service, post-LAC students, and those who have been identified as otherwise vulnerable/disadvantaged or having additional targeted support within individual year groups (Elevate students). In particular coordinate cross faculty interventions for pupil premium and Elevate students where progress across a number of subjects is not sufficiently rapid.		
All Teachers, Teaching Assistants & Support Staff	Awareness of students qualifying for support under the pupil premium and of the impact they can make in the classroom through carefully differentiated work and close monitoring. All are expected to make appropriate arrangements in the classroom to secure strong and rapid progress to close the gap between those eligible for the pupil premium and all other students. At Court Fields School our regular monitoring and progress checks enable our teachers and teaching assistants to identify and intervene to support any student at risk of underachieving.		

Summary of Reflections on 2018/19 for 2019/20 Proposed Strategy

- Continue use of new style review format to give clearer indications of progress/impact
- Clarify exact budgetary decisions based on evaluation of previous intervention and/or PP cohort
- Use of Pearson Pupil Premium Tracker to correlate specific interventions to individual student progress
- Embedding of 'Elevate' programme to raise staff awareness and drive developments in PP support
- Continue work with the Beach Teaching School Alliance to access additional support, training and resources to improve outcomes for PP students, including a follow-up with Bill Jerman (October 2019)
- Follow DfE PP Guidance due to be published Oct 2019. EEF expectation that this will fit with Elevate programme, increased focus on individual students (rather than homogenous groups) and structure of CFS PP planning and review format.

Key Issues to Note

- In line with whole school there is underachievement of the following groups reflected in PP:
 - Boys
 - High Ability Pupils
 - Free School Meal Pupils
- Attendance of Pupil Premium pupils is lower than their peers but above PP national average
- Exclusions of Pupil Premium students are higher than their peers but significantly reduced on 2017/18

1b. Context information (as of Term 6)

CONTEXT & COHORT INFORMATION (as at 24.1.19)	Year 7					Year 8					Year 9					Year 10					Year 11					Y7-11 PP Total			Y7-11 Others Total		Y7-11 All Total
	PP		Others		All	PP		Others		All	PP		Others		All	PP		Others		All	PP		Others		All	PP		Others			
	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%	No	No	%	No	%		
NOR 776	46	28	118	72	164	40	25	120	75	160	33	23.9	105	76.1	138	37	21.6	134	78.4	171	27	18.9	116	81.1	143	183	23.6	593	76.4	776	
Male	22	31	49	69	71	19	22.1	67	78	86	13	19.7	53	80.3	66	18	21.2	67	78.8	85	12	16.4	61	83.6	73	84	22	297	78	381	
Female	24	25.8	69	74.2	93	21	28.4	53	72	74	20	27.8	52	72.2	72	19	22.1	67	77.9	86	15	21.4	55	78.6	70	99	25.1	296	74.9	395	
HAP	5	15.2	28	84.8	33	7	24.1	22	76	29	1	5	19	95	20	6	11.1	48	88.9	54	12	19	51	81	63	31	15.6	168	84.4	199	
MAP	31	34.1	60	65.9	91	19	24.1	60	76	79	19	32.8	39	67.2	58	26	25.7	75	74.3	101	9	13.8	56	86.2	65	104	26.4	290	73.6	394	
LAP	9	25	27	75	36	14	28.6	35	71	49	13	25	39	75	52	5	33.3	10	66.7	15	4	40	6	60	10	45	27.8	117	72.2	162	
SEN	7	50	7	50	14	7	41.2	10	59	17	9	39.1	14	60.9	23	5	23.8	16	76.2	21	6	26.1	17	73.9	23	34	34.7	64	65.3	98	
EAL	0	0	14	100	14	0	0	6	100	6	0	0	9	100	9	1	20	4	80	5	0	0	4	100	4	1	2.63	37	97.4	38	
Service	1	50	1	50	2	0	0	1	100	1	1	25	3	75	4	0	0	3	100	3	0	0	2	100	2	2	16.7	10	83.3	12	
LAC	0	0	0	0	0	2	100	0	0	2	1	100	0	0	1	0	0	0	0	0	0	0	0	0	0	3	100	0	0	3	
Mobility (joined after Y7)	NA	NA	NA	NA	NA	1	25	3	75	4	1	8.33	11	91.7	12	5	45.5	6	54.5	11	7	38.9	11	61.1	18	14	31.1	31	68.9	45	
Young Carer	0	0	0	0	0	1	100	0	0	1	1	100	0	0	1	1	100	0	0	1	3	75	1	25	4	6	85.7	1	14.3	7	
Traveller	1	100	0	0	1	3	100	0	0	3	0	0	0	0	0	2	40	3	60	5	1	5.56	17	94.4	18	7	25.9	20	74.1	27	
Catch Up	13	28.3	33	71.7	46	20	30.8	45	69	65	17	27.9	44	0	61	8	30.8	18	69.2	26	6	26.1	17	73.9	23	64	29	157	71	221	
Elevate	46	75.4	15	24.6	61	40	83.3	8	17	48	32	69.6	14	30.4	46	36	66.7	18	33.3	54	27	64.3	15	35.7	42	181	72.1	70	27.9	251	

KEY	■ PP cohort more than 5% greater than school average	■ PP cohort between 1% and 5% greater than school average	■ PP cohort in line with school average	<u>Abbreviations/Key Terms:</u> PP – Pupil Premium
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2. Successful Strategies as Evidenced by the Education Endowment Foundation

Research evidence suggests that:

- It is not simply a question of spending more to get better results.
- There is a link between spending and outcomes, but that it is a complex picture.
- Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).

Sutton Trust research suggests:

Low cost strategies offering high impact	Higher cost strategies with high impact	Other strategies offering high potential impact
Effective feedback - marking of books first Meta-cognitive and self-regulation strategies Homework Reading Comprehension strategies Peer tutoring / peer-assisted learning strategies Mastery learning	One-to-one tuition/ small group learning Social & Emotional Learning Early Intervention Behaviour Interventions Holiday/additional tuition	Parental engagement Adapted and flexible curriculum pathways Strong pastoral support Sports participation Arts participation

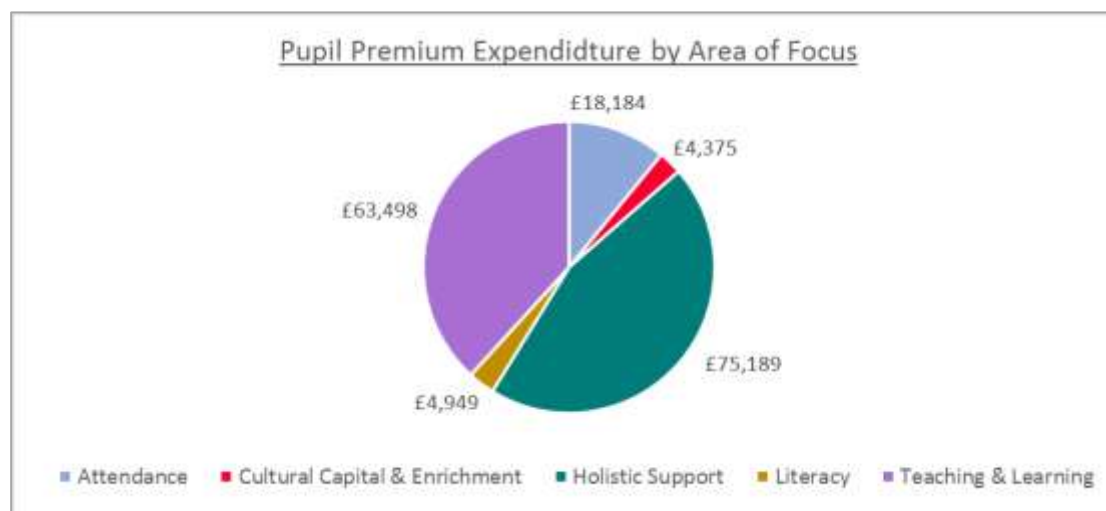
Bespoke Support

More personalised support for individuals can, for some students, address a range of wider needs. This might include the provision of equipment, uniform, electronic learning devices and resources, pencil cases, revision guides and materials etc. or financial support for participating in educational visits and enrichment activities, e.g. music lessons.

At Court Fields School we have a strong focus on securing the best possible intervention within every classroom and continue to utilise the following strategies widely regarded as having the greatest impact. We have carefully evaluated the impact of our Pupil Premium spend over the last year, cross-referenced with the extensive research from the Sutton Trust Education Endowment Foundation (EEF) Toolkit, and developed a targeted strategy across the following areas:

- **Teaching & Learning**
- **Attendance**
- **Literacy**
- **Cultural capital and enrichment**
- **Holistic support**

See graph to right of page for details of 2018/19 spending by area of focus.



3. Desired Outcomes for 2019/20 Pupil Premium Strategy (including review of 2018/19 end of Year data)

Approach		Success criteria	Notes/Observations (from Review 2 of 3 18/19)	Next Steps
Teaching & Learning	To improve rates of attainment/progress and for students to progress equally with others across year groups and subjects	<ul style="list-style-type: none"> PP students make accelerated progress in line with students from similar starting points % of students achieving grade 4 or above in English and mathematics at least in line with national average 	<ul style="list-style-type: none"> Y11 En/Ma Gap Improved: <ul style="list-style-type: none"> 2018 = 17% at 4+, 19% at 5+ 2019 = 12% at 4+, 6% at 5+ 2019 percentage of Dis. achieving 5+ increased by 8% P8 gap widened: <ul style="list-style-type: none"> -0.55 in 2019 (-0.43 minus outliers) -0.21 in 2018 (no official outliers) 	<ul style="list-style-type: none"> Embed ingredients of an effective lesson in all lessons by all staff Behaviour provides an effective learning environment CPD supports the above Wellbeing reduces staff absence/improves retention
Attendance	For Pupil Premium students attendance to meet national expectations.	<ul style="list-style-type: none"> % absence - the national average is achieved % Persistent Absence (PA) - the national average is achieved 	<ul style="list-style-type: none"> Whole school and all groups attendance improved and in line with national average state funded secondary schools (minus outliers 0.5% above Nat. Avg.) 2nd best attendance in Somerset in 2018/19 PP PA above national average and reduced by 2.3% on 18/19 SEN/FSM % attendance below nat. avg. (minus outliers SEN PE improved to 5.2% better than Nat. Avg.) 	<ul style="list-style-type: none"> Develop the graduated response for PME students Further reduce PA Develop engagement of/with parents/students to raise attendance average
Literacy	Literacy for Pupil Premium students to be improved so that they are better able to access the curriculum and wider learning	<ul style="list-style-type: none"> PP students with lower literacy levels make accelerated progress to be in line with their age related expectations (ARE) PP students make the same or greater progress in English than others within school PP students make the same/greater progress than those nationally with the same starting points 	<ul style="list-style-type: none"> Year on Year improvements in students catching up and meeting ARE Y7, 8 & 9 students in line with peers having caught-up at CFS Y11 & 10 PP LAP progress currently below that of their peers Y7-9 PP LAP progress in line with/above their peers DEAR programme insufficient impact on improving literacy, to be replaced in 2019/20 by shared reading methodology 	<ul style="list-style-type: none"> Review DEAR to develop strategy for 19/20 Develop structures and incentives around Accelerated Reader Continuing to develop extended writing across faculties
Cultural Capital & Enrichment	Increase the opportunities for PP students to engage with sports, the arts, cultures in the UK and abroad, and to be exposed to activities that enrich and widen their horizons	<ul style="list-style-type: none"> PP attendance on trips and extra-curricular activities is in line with PP% Increase in numbers of PP students in leadership roles in line with others % of PP students staying in education or going into employment after key stage 4 (student destinations) at least in line with national average 	<ul style="list-style-type: none"> PP attendance at enrichment activities is in line with PP% and in most cases above Transition Leaders 2018 PP = 38% (10% above PP cohort %) Year 11 Prefects: <ul style="list-style-type: none"> 2018 PP = 22% (4% above PP cohort %) 2019 PP = 28% (6% ABOVE pp COHORT %) Post-16 destinations 2018 3% above England avg at 97% (awaiting 2019 data) Articulatory Project participants PP = 40%, PP Distinction/Merit = 53%, PP submitted and Highly Commended in National Young Speaker of the Year Competition = 29% 	<ul style="list-style-type: none"> Develop oracy Rejuvenate the House System and link to rewards Develop a culture of pride in success (eg: termly raffle and 100 Club) Develop leadership opportunities in Y8, 9, 10 (eg. Anti-Bullying Ambassadors Y9, Wellbeing Champions Y10)
Holistic Support	For students and families to be supported to work in partnership with CFS, to deal with difficulties and build resilience	<ul style="list-style-type: none"> Decrease in referrals and re-referrals for support above Level 2 Reduction in BVPT score for PP students Increase in parental engagement for PP students at school events Reduction of number of PP students with fixed term exclusions 	<ul style="list-style-type: none"> Level 3/4 referrals static across 2017/18 and 2018/19 FTE reduced across the whole cohort and PP FTE halved to 2.7% IE for PP reduced by 10.1% for PP cohort Increased Academic Monitoring Day attendance – Y7/10 PP above others Parents' Evening Attendance remains below 80% for all, and lower for PP 	<ul style="list-style-type: none"> Reinstate Student Focus Meetings using BVPT to evidence impact Use parent surveys to develop Parent Engagement Strategy for 19/20 Positively discriminate for PP Parents Develop Wellbeing Hub to increase effectiveness of support and relieve pressure on AFA

Court Fields School : Pupil Premium Strategy Statement 2019-2020

1. School overview

Metric	Data
School Name	Court Fields School
Pupils in school	775
Proportion of disadvantaged pupils	183 24%
Pupil premium allocation this academic year	£175,125
Academic year or years covered by statement	2018/19 - 2020/21
Publish date	November 2019
Review date	October 2020
Statement authorised by	Polly Matthews (Acting Head of School)
Pupil Premium lead	Martin Dudley
Designated Teacher	Helen Towler-Williams
Governor Lead	Lyndsey James

2. Disadvantaged pupil performance overview for last academic year 2018-2019

Progress 8	-0.95
EBacc entry	11.54%
Percentage of Grade 5+ in English and Maths	27%
Percentage of Grade 4+ in English and Maths	46%

3. Strategy aims for disadvantaged pupils 2019-2020

Aim	Target	Target date
Progress 8	-0.50	September 2020
Percentage of Grade 5+ in English and Maths	35%	September 2020
Percentage of Grade 4+ in English and Maths	55%	September 2020
EBacc Entry	8.11%	September 2020

At Court Fields School the **Elevate** Programme identifies students who may benefit from support, additional opportunities, or simply a key member of staff to provide mentoring. It could relate to students who are exceeding their targets, as well as those who have the potential to make greater progress than they are currently.

In particular the Elevate group contains students who are disadvantaged (children who have ever been in receipt of Free School Meals in the last 6 years, looked after children, and those students adopted from care/in the care of a designated guardian) and those children otherwise in receipt of the pupil premium (children of service families). Our Heads of Year have identified which vulnerable students should join the Pupil Premium students to make up the wider Elevate group.

Identification of the Elevate group allows us to work with disadvantaged and otherwise vulnerable students as an ambition focus group without fear of highlighting their 'pupil premium' status overtly.

(NB: The term 'disadvantaged' includes those in receipt of the Pupil Premium, including Looked after Children, but not the children of service families)

4. Teaching priorities for current academic year to powerfully address disadvantage

Measure	Activity
Priority 1	Developing Planning for Progress including associated CPD and development of Working Parties in line with EEF Toolkit: <ul style="list-style-type: none"> - Metacognition & Self Regulation - Oracy - Mindset & Building Resilience - Building Relationships & Social/Emotional Learning - Independent Learning & Homework
Additional Priorities	Continue to embed Maths Whiz/Hegarty Maths Continue to embed Accelerated reader
Barriers to learning these priorities address	Reducing class size Individualised instruction To increase maths engagement To increase reading for pleasure

5. Targeted academic support for current academic year to powerfully address disadvantage

Measure	Activity
Priority 1	Tutor group for targeted PA students
Priority 2	Revision and study skills sessions
Priority 3	Head of Year working with PP students to improve attendance Pastoral support assistant targeted intervention to improve attendance, behaviour for learning and achievement
Priority 4	Cultural MFL program for targeted pupils Corrective Reader for Targeted pupils
Priority 5	TA to work with SEN disadvantaged students Teacher for AFA base Maths 1:1/small group tuition English and Maths tutor time tuition
Priority 6	Counselling Service
Priority 7	Alternative provision such as REACH, Conquest, Forest school
Barriers to learning these priorities address	Ensuring attendance increases Empower students and raise self-belief and aspirations Ensure equal access for cultural capital such as MFL Provide support for students in difficult circumstances/improve SEMH
Projected overall spending, in excess of:	£175,125

6. Wider strategies for current academic year to powerfully address disadvantage

Measure	Activity
Priority 1	Improving behaviour and student/staff wellbeing
Priority 2	DHT and AHT leading PP strategy and promoting home school links
Priority 3	Attendance officer to improve attendance for disadvantaged students
Priority 4	Uniform, textbooks, revision guides, resources and ingredients to those that need it
Priority 5	Financial support to enable students to benefit from educational activities, enrichment and experiences
Priority 6	Careers advisor
Barriers to learning these priorities address	Increased engagement with home Increased attendance and decrease PA Ensure equipment is available

	Equal opportunity to raise cultural capital
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Total projected spending, in excess of:	£175,125
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7. Monitoring and implementation February 2020 Review

Area	Challenge	Mitigating action
Teaching		
Targeted support		
Wider strategies		

8. Review: last year's aims and outcomes (TBC September 2020)

Aim	Outcome