

The Astley Cooper School - Pupil Premium Strategy 2021-2022

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	The Astley Cooper School
Number of pupils in school	809 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	38.34% (310 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	31.12.2021
Date on which it will be reviewed	01.09.2022
Statement authorised by	Sam Orsborne
Pupil premium lead	Ase Welsh
Governor / Trustee lead	Jackie Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,030
Recovery premium funding allocation this academic year	£21,388
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£134,820
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	£410,238

Part A: Pupil premium strategy plan

Statement of intent

The intent of our PP strategy is underpinned by our school values of: Aspiration, Determination and Integrity.

Our aim is for all our students, regardless of their background, to achieve to their potential in order to successfully progress onto their chosen life path. We want to raise aspirations so that our students actively consider a range of post 16 pathways.

The combination of high-quality teaching and high-quality pastoral care are at the heart of our strategy. A proactive approach to identifying specific needs in order to remove all barriers to learning is a driving force of the school's work. Continuous development and adaptations to the curriculum drive improvements in teaching, learning and attainment and enables all students to achieve.

Use of robust evidence is at the heart of our approach. This includes internal and external use of summative assessments as well as work scrutinies, lessons observations and student interviews. In addition, pastoral evidence such as attendance analysis and behaviour logs are used to identify trends, needs and potential solutions.

The school's decisions on strategies are researched informed using the EEF toolkit alongside other reputable sources of educational research to aid planning of teachers' professional learning.

Challenges

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

Academic

Challenge number	Detail of challenge
Academic	
1	Assessment data, as well as discussions with students and parents have indicated that the pandemic has negatively impacted the progress of PP students in comparison to non-PP students . Our most recent set of internal data shows the following: <ul style="list-style-type: none">• Year 7 - Gap of -0.14 Average points score gap for PP students• Year 8 - Gap of -0.20 Average points score gap for PP students• Year 9 - Gap of -0.21 Average points score gap for PP students• Year 10 - Gap of +0.13 (PP students performed better)• Year 11 (TAGs) - Gap of -0.49 (PP students performed worse)
2	Our observations and teacher feedback show that metacognition and self-regulation skills are challenging for our PP learners . Students struggle to organise themselves and work independently. This is made more challenging for some of our PP learners due to a lack of available resources at home. Motivation can also be a problem in some cases.

3	<p>Assessments and NGRT testing indicate that our PP students start Year 7 behind their peers. Year 7 literacy levels from NGRT show that 79 students are behind their peers compared to 93 on or above their target in their year group. For PP (38 students), 7 students are PP with low literacy.</p> <p>NGRT testing is currently in progress with all other year groups but we know from department PP reviews, NPQSL focus work and previous P8 and A8 data that students struggle with extended writing and breaking down complex texts, Disciplinary literacy needs to be prioritised in each subject so students can be supported effectively to read, write and communicate verbally.</p>
4	<p>Knowledge retention and recall is a challenge for our students, but this has been exacerbated further due to the pandemic. Teacher feedback has shown that students have struggled to recall knowledge taught during the pandemic due to the different way they were taught. This has meant that staff are having to build in further support and revision opportunities for students in order to ensure that they are confident in their knowledge. The biggest issues seems to be in our current Year 10 based on Average Points difference</p>
Non-Academic	
5	<p>Raising aspirations and providing opportunities for our students to make informed decisions about their next steps, as well as providing experiences which help to develop students' cultural awareness and understanding have been limited due to the pandemic. Previously, we have used our PP funding in order to provide additional opportunities for our students, such as trips. The uptake from PP students has always been good for this so we need to explore opportunities to re-introduce these opportunities (COVID permitting).</p>
6	<p>The attendance of our PP students is currently below national averages and below that of their non-PP students.</p> <p>Attendance figures from Sept 2021-Dec 2021 for PP students is 89.35% compared to 92.99% for non-PP students. This is a particular concern all all Year groups except for Year 7:</p> <ul style="list-style-type: none"> • Year 7: PP – 91.93%, Non-PP – 94.73% • Year 8: PP – 88.59%, Non-PP – 93.49% • Year 9: PP – 86.03%, Non-PP – 93.58% • Year 10: PP – 87.03%, Non-PP – 91.87% • Year 11: PP – 87.68%, Non-PP – 93.72% <p>Overall attendance for PP students in 2020-21 was 89.35% compared to 92.99% for non-PP students. The pandemic has damaged attendance but the attendance of PP students was still lower than that of non-PP students prior to March 2020.</p>
7	<p>Behaviour – a small minority struggle to self-regulate and learn from mistakes</p>
8	<p>Student wellbeing and mental health concerns have been increased due to the prolonged periods of time students had to work at home during the pandemic. Wellbeing surveys of students during the pandemic, as well as surveys carried out as part of our Recovery Curriculum between September and October 2020 indicated that anxiety was a significant issue facing many students. In addition, we have seen a steep increase in referrals to our school counsellor since the pandemic began and feedback from Heads of Year and Form Tutors have shown that mental health is an ongoing concern in all year groups.</p>

9	Access to technology was a problem for a large number of students during the pandemic. A survey was sent out to parents in January 2021 to gauge needs. Over 200 laptops were allocated during lockdowns with 20 routers also being allocated. We are aware that circumstances for parents might have changed further due to the pandemic so this is something which needs regular review to ensure all students have the technology they need to work from in the event of further lockdowns
10	Parental engagement can be a barrier for some of our most vulnerable students. Some parents have had a negative experience of school themselves which can cloud their perception of school. Others face challenges in balancing work / childcare / family commitments making contact difficult to organise in some cases. Many parents are keen to support their students but can lack the knowledge and skills in knowing how to do this.

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
To ensure the Progress 8 performance of PP students at least matches those of non-PP students at the end of Year 11	Progress 8 data will show no gap between PP and non-PP students
To develop students' ability to self-regulate and work independently	All students will be well-equipped for lessons. Students will meet deadlines. Lessons will show more engagement from students.
To embed a literacy catch-up curriculum for Year 7 students identified from NGRT testing as being below ARE on entry	NGRT testing at the start of Year 8 will show a reduction in the number of students working below ARE.
To ensure disciplinary literacy and literacy strategies are embedded across all curriculums, with training for staff, to support the development of students' literacy skills	Lesson observations, work scrutines and assessments will show an improvement in extended writing and reading comprehension. Staff will have the confidence and skills to effectively support students with literacy in the classroom.
To ensure regular opportunities for reviewing knowledge are embedded in all curriculums across all subjects	Assessments and knowledge tests will show improvement in knowledge retention over time.
To increase opportunities available students outside of school through trips and visits so that aspirations and cultural capital can be improved	Increased number of students staying in the 6 th form and going to university. Reduction in NEET students. Students will have increased confidence in their own knowledge and abilities
To narrow the attendance gap between PP and non-PP students across all year groups	Reduction in percentage of persistently absent students Attendance for PP students for all year groups will be at a minimum of 90%

To improve mental health and wellbeing provision and support for students across all year groups	Improved attendance for individual students experiencing mental health problems Feedback / surveys from students and staff will show improved knowledge and skills in dealing with mental health and wellbeing concerns Students will have the confidence and coping strategies to deal with mental health and wellbeing issues School counsellor feedback will show improvement in students' coping skills and over time there will be less demand for student counsellor referrals
To ensure all students have access to the technology and resources they need to successfully work from home	Surveys will show students have the technology and resources they need to work from home
To improve the support and communication methods we use to further engage hard-to-reach parents	Increased engagement of parents

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy <ul style="list-style-type: none"> • Purchase class sets of textbooks for students in Year 11 and Year 7 • Purchase of teacher guides where required • Online versions of textbooks where required • Assemblies and letters home to explain trust and expectations • Potential to use for flipped learning • Alice – Literacy training in Jan • Meetings – Raising standards – PP 	<ul style="list-style-type: none"> • Closing the Reading Gap, Closing the Vocabulary Gap - Alex Quigley • Doug Lamov – Reading Reconsidered • EEF - reading comprehension strategies + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3

<p>Curriculum</p> <ul style="list-style-type: none"> • Purchase class sets of textbook & spares for students in Year 7 and 11 to have their own copies for use at home and in school. Letters home – entrusting. Assemblies. Potential to also used to support flipped learning • Teachers guides to be purchase where needed • Online versions of textbooks to be purchased where needed 	<p>EEF – Metacognition adds +7 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Collaborative learning approaches +5 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1, 2, 4</p>
<p>Training</p> <ul style="list-style-type: none"> • Mark Rowland – HFL • Sandringham Research School courses • HFL courses 	<p>Research shows that the most important factor influencing students' outcomes is Quality First Teaching This is particularly true for disadvantaged students.</p> <p>https://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/</p>	<p>1, 2, 4</p>
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Unified framework • Bespoke exercise books – pilot • Redesign planner 	<p>Research shows that the most important factor influencing students' outcomes is Quality First Teaching This is particularly true for disadvantaged students.</p> <p>https://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/</p>	<p>1, 2, 4, 5, 7</p>
<p>Provision of Food Studies ingredients</p>	<p>https://foodteacherscentre.co.uk/food-teachers-centre-newsletter-march-2016/</p>	<p>1</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy</p> <ul style="list-style-type: none"> • LL identify which students need additional literacy support. Use of NGRT data to identify. • Hackney Lit – target early readers • Talk the Talk – External programme – develop oracy • Holiday support literacy - Use the 6th – pay them to read with students • Uni of Herts – Tutors • Form time readers – target dis-engaged readers 	<ul style="list-style-type: none"> • Closing the Reading Gap, Closing the Vocabulary Gap - Alex Quigley • Doug Lamov – Reading Reconsidered • EEF – peer tutoring + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring oral language interventions + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions reading comprehension strategies + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 	1, 3, 5
Identification of barriers		6, 7
Brilliant Club	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5
Laptops	Sutton Trust https://www.suttontrust.com/our-research/social-mobility-covid-education-recovery-plan-catch-up/	
Raising Aspirations – Cameron Parker	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5
SEND		

Alternative Provision – DESC, Forest House, College Course	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips <ul style="list-style-type: none"> Cultural capital week – Trips to London. Work on what to expect beforehand – Scaffold to build confidence Give them lunch. Form tutor encouragement – Address worries 	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5
Appointment of student wellbeing leads <ul style="list-style-type: none"> Appoint another KS3 pastoral support staff member Uniform Appoint extra Counsellor 	EEF - + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6, 8
Careers <ul style="list-style-type: none"> Evaluate careers programme to do more PP Purchase Unifrog – use in form time and in 6th form 	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infographic.pdf	5
Attendance <ul style="list-style-type: none"> Professionally made posters Pastoral/ Attendance support - appoint 	EEF – parental engagement strategies + 4 months	6, 8, 10
Breakfast Club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&utm_medium=search&utm_campaign=site_search&search_term=break	6, 8

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs - Final Report.pdf	
Uniform provision for identified students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	6, 10

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Teaching and Learning

Activity	Review
<p>Develop a consistent approach to remote and hybrid learning using Google Classroom to support student progress during Covid-19</p>	<ul style="list-style-type: none"> • During Jan-March 2021 lockdown, we moved to online learning and live lessons to reduce the number of lessons being missed. Staff were mostly able to continue with their curriculum plans. All lessons were taught live with clear expectations for delivery and provision of work. Registers were taken each lesson and absences monitored and actions taken to address via HoYs and Attendance Co-Ordinator. We also continued with PSHE and form time to ensure as much pastoral support and emotional support as possible. • The school did not reduce any curriculum learning and all students are studied every subject on the national curriculum throughout the last academic year. The school has increased hours in English and Maths where possible. • Tracking and monitoring of how well students were engaging with remote learning took place. This information was kept on a spreadsheet, which was scrutinised to ensure that the right students received intervention and support e.g doorstep visits. Heads of Year and form tutors recorded pastoral interventions and contact with parents on the spreadsheet so that all the information was kept in one place. • 550 families responded to a survey as to whether they have appropriate devices for their children to work from. We provided over 200 laptops to support students • Training was provided for staff on remote learning. INSETs were delivered to support staff in the use of online teaching and learning technologies. • When in school, the main subject that was impacted was Science as students were in bubbles. Drama was also impacted for short periods of time as the Drama Block was used for COVID testing. • Google Classroom was used for sharing all lessons and resources with students during lockdown. Google Meet was used for hosting live lessons. Upon return to school, staff continued to post all lessons on Google Classroom for students who were isolating so learning was not missed.
<p>Develop strategies to encourage student engagement in their learning</p>	<ul style="list-style-type: none"> • Metacognition has been a focus of INSET for staff since 2019, with a number of sessions delivered to support staff in developing metacognitive strategies with students • Progress towards this has been difficult in the last academic year due to lockdown and remote teaching. • We have a renewed focus on this in 2021-22. A new Teaching and Learning framework is being developed to support this.

Targeted Academic Support

Activity	
<p>Provide catch-up opportunities for students identified as in need of further support: NTP programme via MyTutor – 60 students registered (identified via SLs in core subjects) In school tutoring – 1000 hours across all subjects</p>	<ul style="list-style-type: none"> • During the first lockdown, all middle leaders identified which areas of their curriculum did not get taught and where would they start back in the curriculum after returning to school. • After returning to school, the SLT met every Subject Leader to monitor lost learning and how subject leaders plan to catch up any taught learning. Methods included readapting their current subject curriculums and identifying students who did not engage fully during lockdown. • The school decided not to have assessments at the start of the term because we felt this was not necessary for students. The school was concerned that this would have raised anxiety and be detrimental to students. • To reduce further lost learning, the school decided not to reduce any curriculum learning/subject time and all students continued to study every subject on the national curriculum. The school increased hours in English and Maths where possible. • NTP - 60 students targeted across KS3 and KS4 as follows: <ul style="list-style-type: none"> • 16 students in Year 11 • 29 students in Year 10 • 15 students in Year 9 • Tutoring sessions were delivered virtually from April 2020 to June 2020 with students. • A full report of attendance and tutoring content for each student has been provided by MyTutor. This was analysed in conjunction with assessment data from July 2021 for Year 9 and 10 and exam results for Year 11 to fully evaluate the impact with the identified students in September 2021. Based on the positive impact this had, we have decided to continue with this method during 2021-22. • Inspire Herts have also funded an additional 70 places for Maths students. • Please see the COVID catch-up statement for full details of how opportunities were provided for students to catch-up
<p>Provide laptops and 4G dongles provided for those identified as being in need</p>	<ul style="list-style-type: none"> • We provided over 200 laptops to support students during Jan-March 2021 • Provision and allocation of laptops is tracked through a central spreadsheet • Ongoing provision has been provided for students. If a Head of Year / SEND department identify a need for a laptop then we have provided this • Twenty dongles were provided by the DFE. All of these were allocated. DFE supported for these ceased in July 2021.
<p>Improve accountability of departments in relation to their PP interventions</p>	<ul style="list-style-type: none"> • All departments completed PP training in November 2020 • All completed department analysis of their PP provision in December 2020. • These were reviewed and opportunities for utilising PP funding within each department have been identified so the funding can be utilised.

Wider Strategies

Activity	
Improve students' literacy provision and skills across KS3	<p><u>Hackney Lit programme</u></p> <p>This follows the English curriculum. All the same key area are covered. It employs evidence based strategies proven to increase progress in English and the wider curriculum for the lowest achieving students in year 7.</p> <p>In 2020-21, students were targeted as follows: There are 3 groups in year 7 and 2 groups in year 8. 7A - 9 Students (2 girls and 7 boys) 7B – 6 Students (2 girls and 4 boys) 7C - 9 Students (1 girl and 8 boys) 8A – 7 Students (3 girls and 4 boys) 8C – 8 Students (1 girl and 7 boys)</p> <p>Year 7 received 8 hours per fortnight. Year 8 received 9 hours per fortnight. Students were targeted using assessments during the first term of school.</p> <p>COVID has had a huge impact on the effectiveness of the programme. The programme is designed to be teacher led with “I do, you do, we do” techniques being used. During the first lockdown it was difficult to set tasks as they need to be initiated by the class teacher. The second lockdown was slightly easier with live lessons, however student participation was poor with many students failing to attend a single lesson. Since returning to school in March 2021, the programme has been able to be delivered as intended. Students have grown in confidence and those who were not comfortable answering questions out loud at the beginning of the year are now comfortable participating in whole class debates. They are happy to read their work out loud and to accept advice and constructive criticism from their peers. All are happy working within their peer groups and their ability to participate in class discussions has improved. Writing skills have improved across the board with many students progressing from a Bronze (emerging) level to a Gold (secure) level.</p> <p><u>Whole School Reading</u></p> <p>Staff have reported that students are much calmer on days when they read. It helps facilitate a smooth transition into period 5. It also helps to address vocabulary and improve cultural capital.</p> <p>A survey and interviews were completed to evaluate the impact.</p> <p>Student feedback:</p> <ul style="list-style-type: none">• ‘I love reading as a class’• ‘When you hear other people read with emotion it makes me want to be able to read like them one day’• ‘I like the history in the book we are reading’• ‘I think I am dyslexic and hate reading alone so this way I get to actually read a book’

	<ul style="list-style-type: none"> • 'English is my second language, so I really like hearing how words are pronounced so that one day I might have the confidence to read out loud' • 'When we read a word we don't get, the teacher helps us' <p>Staff feedback:</p> <ul style="list-style-type: none"> • 'I would read every day with the form if we could' • 'I love reading so I enjoy reading with the form' • 'I really like the book we are reading' • 'The students are much calmer on the days when we read'
Improve resilience within the classroom	COVID has meant that students have had to become more resilient to changing circumstances and methods of teaching. In general, they have learnt to adapt. However, we have seen a rise in anxiety and referrals to the student counsellor. Due to the pandemic, it is difficult to measure the impact of this as many of our planned activities were disrupted. However, it is part of our new teaching and learning framework for this year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Scholars Programme	The Brilliant Club
MyTutor	National Tutoring Programme
Inspire Herts	University of Hertfordshire
Hackney Lit	Hackney Services for Schools
Cameron Parker https://cameron-parker.com/motivational-speaker-for-you/motivational-speaker-for-schools/	Schools Speaker