

Cowley International College

Pupil Premium Evaluation and Analysis 2018/19

What is Pupil Premium Funding?

The Pupil Premium was introduced in April 2011 to provide additional support for looked after children, those children from low-income families and service children. The funding is made available to schools to help narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. It therefore supports those students who have either been registered for free school meals at any point within the last six years, students who have been on the St Helens Local Authority looked after register (and have been continuously registered for more than six months), and children of service personnel. Cowley International College consistently has about half of their 11-16 students that meet these requirements (Source: Raise 2019).

Use of Pupil Premium 2018-19

The College received £570,270 in Pupil Premium. The College based the support and intervention on the 'Cowley Pillars of Pupil Premium':

- Literacy
- Numeracy
- Quality of Teaching
- Attendance
- Aspiration

These 5 pillars/barriers are underpinned by the leadership and these form the basis and structure to the annual Pupil Premium Plan.

The Pupil Premium Strategy and outcomes are reviewed each half term with the Pupil Premium Strategy group and progress is scrutinised each half term by the Governing Body.

The college commissioned a 1 day review of Pupil Premium provision in May 2019. An experienced and serving OfSTED Inspector conducted the review. The review consisted of:

- Interviews with Senior Staff
- Interviews with staff responsible for Literacy and Numeracy
- Meetings with Y7 & Y8 students who are eligible for pupil premium
- Meetings with Y9 & 10 students who are eligible for pupil premium
- Scrutiny of documents, plans and performance data (including the most recent ISDR and internal data)

Summary comments from the Pupil Premium review

- *The visit confirmed that, on the evidence available, college provision for PP students remains good.*

September 2019

- *Systems and strategies for supporting pupils eligible for PP are well-considered. The strategies set out in the website are thorough and carefully evaluated to demonstrate any impact. Discussions with leaders, pupils and scrutiny of other documents confirm that these plans and intentions are being delivered effectively in practice and that they are making a difference.*
- *This aspect of the college provision is very well led and managed at the strategic level. All the reporting requirements are met and the cross-disciplinary nature of the strategy group means that no stone is left unturned as they strive to improve the opportunities for PP students*
- *Meetings with individual leaders confirmed the college's commitment to PP students.*

OfSTED Inspection

The college has had two-day OfSTED inspection with a team of eight inspectors including three HMIs (October 2016). During the inspection, there was scrutiny on the use of Pupil Premium Funding and the performance of Disadvantaged (DA) students. This included interviews with members of the Pupil Premium Strategy group, analysis of performance data, plans and evaluations. The inspectors also held meetings with Disadvantaged students and observed disadvantaged students in lessons and at social time.

Comments from the OfSTED report

- *The proportion of disadvantaged pupils is well above the national average.*
- *Governors ensure that there is careful financial management in the school. Spending on the additional government funding to support disadvantaged pupils is closely accounted for. A large part of this funding is used to provide smaller classes in English and mathematics in key stage 4. This has contributed to the increasing achievement in these subjects for both disadvantaged pupils and other pupils.*
- *The most able disadvantaged pupils do as well as other pupils nationally.*
- *In 2016, the most able disadvantaged pupils in Year 11 achieved results similar to those of other pupils nationally. Differences between the attainment of disadvantaged pupils overall and others reduced.*
- *The school uses well-planned and regular opportunities for assessment to build up teachers' understanding of how well pupils are learning. This assessment begins as part of the induction activities for new pupils as they join the school. This early assessment is used by leaders to help to add to the information about pupils' starting points. The information from assessment adds to teachers' knowledge of pupils' personal situations. It allows teachers to plan work aimed at meeting the needs of different groups of pupils.*
- *Pupils' attendance is close to the national average. The effectiveness of the school's systems to help pupils enjoy school and to want to attend well is demonstrated by the low proportion of pupils who have longer-term absence.*

Context 2018/19

	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		SCHOOL		National
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	
PUPIL PREMIUM	118	48%	120	48%	112	46%	110	45%	97	44%	557	46%	29%
NON PUPIL PREMIUM	128	52%	128	52%	129	54%	133	55%	123	56%	641	54%	71%
ALL STUDENTS	246		248		241		243		220		1198		

Impact summary 2018/19

Key area	Evaluation																																										
Attendance	<p>The college continues to ensure attendance is a priority in college, and in the community. The college works with disadvantaged students with poor attendance and delivers attendance improvement programmes. The overall attendance of students has decreased by 0.2%. The attendance of disadvantaged students dropped to 91.2% with the other students dropping to 95.5%. This resulted in the gap between disadvantage students' attendance and other students in Cowley increasing by 0.2% resulting an attendance gap of 4.3% which is 0.7% above National.</p> <p><i>The college has introduced a good range of strategies to tackle the attendance issues with PP groups. Pupil Premium review May 2019</i></p> <p>Overall attendance</p> <table border="1"> <thead> <tr> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th>2018/19</th> </tr> <tr> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> </tr> </thead> <tbody> <tr> <td>94.4%</td> <td>95.0%</td> <td>93.6%</td> <td>94.8%</td> <td>93.7%</td> <td>94.5%</td> <td>93.5%</td> </tr> </tbody> </table> <p>Gaps between Disadvantaged and Non-disadvantaged students</p> <table border="1"> <thead> <tr> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th>2017/18</th> <th></th> <th>2018/19</th> </tr> <tr> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> </tr> </thead> <tbody> <tr> <td>3.2%</td> <td>3.1%</td> <td>3.1%</td> <td>3.3%</td> <td>4.1%</td> <td>3.6%</td> <td>4.3%</td> </tr> </tbody> </table>	2015/16		2016/17		2017/18		2018/19	Cowley	National	Cowley	National	Cowley	National	Cowley	94.4%	95.0%	93.6%	94.8%	93.7%	94.5%	93.5%	2015/16		2016/17		2017/18		2018/19	Cowley	National	Cowley	National	Cowley	National	Cowley	3.2%	3.1%	3.1%	3.3%	4.1%	3.6%	4.3%
2015/16		2016/17		2017/18		2018/19																																					
Cowley	National	Cowley	National	Cowley	National	Cowley																																					
94.4%	95.0%	93.6%	94.8%	93.7%	94.5%	93.5%																																					
2015/16		2016/17		2017/18		2018/19																																					
Cowley	National	Cowley	National	Cowley	National	Cowley																																					
3.2%	3.1%	3.1%	3.3%	4.1%	3.6%	4.3%																																					
Quality of Teaching	<p>Improvement in the quality of teaching</p> <ul style="list-style-type: none"> From observations - All teaching meets the required standard with much exceeding this. All staff analyse progress data of disadvantaged students in their classes and plan specific interventions for improvement <p><i>Pupils like the small classes that they have, especially in English and maths which they say really helps their learning. Pupil Premium review May 2019</i></p>																																										

Overall Attainment and progress	<p>Significant improvement seen in overall Attainment 8 and overall Progress 8</p> <ul style="list-style-type: none"> • Overall A8 has increased for the third consecutive year. • A8 above National and SISRA collaborative data for DA and 'other' students • A8 is improving faster for 'other' students than DA students • Overall P8 has improved significantly for both DA and 'other' students for the past three years • P8 is higher than SISRA collaborative for DA and 'other' students
Literacy	<ul style="list-style-type: none"> • Attainment in English at KS4 is below national averages for both DA and 'other' students • The attainment gap between disadvantaged students has widened which reflects the national trend • Average class size in English lessons = 16 students. Students and parents welcome the small classes. • 82% of Y7 'catch up students' made expected standards in Y7
Numeracy	<ul style="list-style-type: none"> • Attainment in Maths at KS4 below national averages for both DA and 'other' students • Attainment in Maths of disadvantaged students is in line with national SISRA collaborative for similar students • The attainment between disadvantaged students and how 'other' students perform nationally has widened • Average class size in Maths lessons = 18 students. Students and parents welcome the small classes • 71% of Y7 'catch up students' made expected standards in Y7
Aspiration	<ul style="list-style-type: none"> • Disadvantaged students attended personal development visits e.g. Quinta for Y8 • All Y11 students involved in the Assertive-mentoring programme stated, their mentor helped them prepare for exams and would recommend the mentoring programme for future Y11 students. • 20% of the Y7 students studying mandarin are DA • 37% of the Y8 students studying mandarin are DA • 39% of the Y8 students who took part in the China mandarin trip were DA

Summary for Pupil Premium Data (Y11 GCSE)

All data is provisional

Measure	National % 2018	Cowley 2017 %	Cowley 2018 %	Results 2019	Collaborative data SISRA 2019
Basics 4+	64	65	62	58	65
Basics 4+ (disadv)	44.6	52	48	44	48
Basics 4 + (other)	72	76	72	69	72
English 4+	75	73	70	68	77
English 4+ (disadv)	Not provided	63	60	56	63
English 4+ (other)	81	82	77	77	82
Maths 4+	69	73	74	67	71
Maths 4+ (disadv)	Not provided	61	63	55	54
Maths 4+ (other)	76	83	82	76	77
Basics 5+	43	34	36	38	42
Basics 5+ (disadv)	24.9	28	24	24	26
Basics 5 + (other)	50	40	44	48	49
English 5+	61	53	50	48	61
English 5+ (disadv)	Not provided	45	39	34	45
English 5+ (other)	67	61	58	59	67
Maths 5+	49	39	49	46	49
Maths 5+ (disadv)	Not provided	31	37	30	32
Maths 5+ (other)	56	46	58	57	55

Comparison between Disadvantage students and 'other' students nationally

Summary Y11 GCSE

GAP Measure DA/Other	Difference between Cowley DA and 'other' students nationally 2017	Difference between Cowley DA 2018 and 'other' students nationally 2018	Difference between Cowley DA 2019 and 'other' students nationally 2018
Basics E&M 4+	19	24	28
English 9-4	18	21	25
Maths 9-4	15	13	21
Basics E&M 5+	15	26	26
English 9-5	16	28	33
Maths 9-5	36	19	26

Disadvantage gaps at KS3

% on track or above – Disadvantage Gap (June 2019)		
Subject	Year 7	Year 8
English	-13.8	-3.0
Maths	-8.1	-1.0

Year 7 Catch-Up Funding

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2 (KS2).

	2015/16		2016/17		2017/18		2018/19	
	English	English	English	Maths	English	Maths	English	Maths
Number of students eligible for catch-up funding	20	70	70	64	70	57	49	42
Percentage who have made expected progress in Y7	70%	77%	77%	78%	77%	84%	82%	71%

Sources of data used (all 2018-19 data is provisional at the time of publication):

- School census
- RASIE online / DfE
- SISRA online
- SISRA collaborative
- Data lab - https://ffteducationdatalab.org.uk/2018/09/reformed-gcses-are-they-disadvantaging-the-disadvantaged/?utm_source=FFT+Education+Datalab&utm_campaign=f3730fbcaf-EMAIL_CAMPAIGN_2018_09_26_03_55&utm_medium=email&utm_term=0_69bf38d335-f3730fbcaf-130021637