Pupil premium strategy statement

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	Cowley International College
Number of pupils in school	1237
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2022/23 - 2024/25
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	R Cormack
Pupil premium lead	C Dickinson
Governor / Trustee lead	M Bellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£486,250
Recovery premium funding allocation this academic year	£131,928
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	£618,178

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all Cowley students, irrespective of the background or the challenges they face, attend College with excellent attendance, make good progress and achieve high attainment across a broad curriculum. It is also our intention that all students take part in a range of extracurricular activities and access the incredible offer of enrichment opportunities activities available.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and have high aspiration to further their opportunities and career options. We will consider the challenges faced by vulnerable pupils, such as those who are looked after, have a social worker or early help support, and those with caring responsibilities.

The activities we have outlined in this statement will support students, regardless of whether they are disadvantaged or not. Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all students.

The strategy is part of the wider College plan for education recovery, targeting support through the National Tutoring Programme and additional lessons and classes after College, and during school holidays.

There is also a focus on supporting strong routines and additional support for those students and families struggling with high-levels of attendance and punctuality, and those with challenges in self-regulation.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that the reading and comprehension of disadvantaged students is lower than that of their peers, and have been impacted to a greater extent by the recent partial school closures. Our observations support the findings of discussions with students and families; which indicate that our disadvantaged students are less likely to engage with reading outside of the classroom, with fewer children have regular access to reading materials outside of the classroom.
2	The attainment and progress of disadvantaged students in Core and EBacc subjects is generally lower than that of their peers at the end of Year 11. KS2 tests and CAT tests completed in Year 6 shows that the attainment gap of Year 7 students on entry to Cowley has widened significantly this year, emphasising the importance of early intervention across the College.
3	The 2021/22 attendance data shows that the attendance of disadvantaged students in general terms is 10% lower than that of their peers with a higher proportion of disadvantaged students identified as persistently, or severely absent from College. Our assessment of student performance demonstrates that absenteeism has a significant negative impact on the progress of disadvantaged students. 50% of disadvantaged students are persistently absent, compared to 24% of their peers.
4	Our data suggests that some disadvantaged students have found greater challenges returning to strong routines, and good self-regulation of their choices. In general terms, in the 2021/22 academic year, a disadvantaged student is twice as likely to be late to College, twice as likely to choose a detention, and 4 times as likely to choose suspension.
5	Our observations and assessments indicate that the quality and quantity of preparation for external examinations is lower for disadvantaged students than their peers. The 2021/22 end of KS4 progress gap is 0.92.
6	The College supports children in wider capacities above the typical national and local averages. The College coordinates the early help support for a significant number of students and families in the community, and contributes alongside the Council's Children and Young Persons Service to the wider family support for children in need, children who care for their relatives, and children who are looked after.

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
Improve attainment and progress of disadvantaged students across the curriculum at the end of KS4 with an increase in disadvantaged students entering the English Baccalaureate.	By the end of our current plan in 2024/25, 35% or more of disadvantaged students enter the English Baccalaureate (EBacc). 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: • an average Attainment 8 score of 45 • an EBacc average point score of 3.5
Improve reading and comprehension of disadvantaged students	By the end of the current plan, the percentage of disadvantaged students reading below their chronological age should be below the national average 25% for all students.
Improve attendance for all, particularly disadvantaged students	By the end of the current plan, we aim for sustained high attendance to be demonstrated by: • improving the attendance of disadvantaged students generally to 90% • reducing the proportion of disadvantaged students persistently absent to 25% • reducing the proportion of disadvantaged students severely absent to 7%
Improve self-regulation of disadvantaged students	We expect to see disadvantaged students return to strong routines and evidence to suggest they are making good self-regulation of choices by a reduction in C5 sanctions for defiance
Increase in participation rates of disadvantaged students in a wide range of extracurricular and enrichment activities.	In year 1 we expect to increase the percentage of disadvantaged students participating in at least 1 enrichment activity to 70%, rising to 75% in 2024/25.

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

Budgeted cost: £54,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase standardised diagnostic assessment tool to adequately assess reading age of students.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student, and enables teachers to have a clear understanding of this so that they can choose the most effective activities and interventions to improve reading.	1,2,5
Whole school CPD to focus on explicit reading and vocabulary instruction in all disciplines. Explicit reading instruction CPD opportunities will continue to be developed and interwoven into curriculum plans in all subject areas. Recruitment of trained KS2 teachers.	EEF findings show that reading comprehension strategies are high impact on average, for relatively low implementation cost: KS2 teachers highly trained in phonics and reading instruction will be able to effectively support students working at reading ages below secondary-level https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Retrieval opportunities developed (CPD to upskill staff in effective retrieval activities)	Retrieval practice is an effective technique because it requires students to recall previously learnt knowledge, which creates stronger memory traces and increases the likelihood that the information will be transferred to the long-term memory. EEF research shows well planned retrieval practice has the potential to considerably accelerate student achievement at a low cost.	2,5
Develop whole-College feedback policy	EEF research shows that effective use of feedback has the potential to accelerate student achievement (0.66 months) at a low cost.	2,5

Implement a programme of peer tutoring in lessons	Research suggests that peer tutoring can accelerate student achievement (0.51 months) at a very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 2, 3 ,4 ,5
Develop teachers' 'strong starts' to all lessons through continued, targeted CPD sessions.	EEF research suggests that effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time. Strong starts also reduce cognitive overload and free up working memory, ensuring strong schema is developed. This will in turn make good academic outcomes more likely. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,4, 5

Targeted academic support

Budgeted cost: £251,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase reading decoding and comprehension intervention packages. Train team of staff to use intervention effectively.	EEF findings show that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.	1,2,5
Purchase of a specific Reading Intervention Programme 'Thinking Reading' and the recruitment and training of LSAs to support effective delivery of the intervention strategies. Purchase of a specific comprehension intervention programme 'Rapid Plus' and the	Research studies have demonstrated that small group tuition and LSA led interventions have a moderate impact for a moderate costs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Other findings show that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	

	EEF findings show that explicit teaching of phonics has high impact for level cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
appropriate training to support effective implementation and delivery. Phonics training for LSAs delivery bespoke reading intervention. Purchase of online ebook platform to engage all students. Purchase and publication of a termly 'recommended reads magazine' to encourage and engage all students.	EEF findings show that explicit teaching of phonics has high impact for level cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Recent research conducted by the National Literacy Trusts found that access to ebooks had a positive impact on pupils' reading habits. The research also indicated a positive impact on the reading habits of boys with the lowest levels of reading enjoyment.	
Reduce class sizes for DA students in KS4 English and maths lessons. The average class size for disadvantaged students is 13.	Using the principles of small group tuition, students benefit from more personalised curriculum plans addressing key gaps in their knowledge. Feedback and intervention can be tailored more precisely to student's needs.	1, 2
Timetable 5 additional 'Progress Teams' in Year 11 focussed on English and Maths intervention	Evidence shows that regular intervention supports retrieval and recall of knowledge, which supports students in their English and Maths Lessons	1, 2, 5
Timetable additional after-College small-group tuition sessions for students, which are focussed on addressing gaps in knowledge.	EEF research indicates that this intervention is value for money; having good impact for a very low cost. Our analysis of student attendance shows that small group sessions are very well attended. Student voice tell us that students value small group intervention sessions.	2, 5
Schedule 3 programmes of small-group holiday tuition	Students and parents tell us that they appreciate and value holiday tuition. The examination data shows that	2, 5

sessions for students, focussed on addressing gaps in knowledge.	students that attend these sessions have significantly higher Attainment 8 scores	
Provide a range of high-quality online resources and physical textbooks for KS4 students to support College-directed self-study, and preparation for external examinations.	Student and parent questionnaires tell us that using a common bank of online and physical resources supports the planning and quality of independent study and is good preparation for external examinations. Teachers are able to set revision tasks more effectively and track accurately the level and quality of student self-study.	1, 2, 5
Provide ADHD therapeutic intervention to DA pupils (71% of current cohort) and parents.	In 2021/22 the therapist worked with 15 families who all engaged well and found the course beneficial. Our internal data shows that poor behaviour referrals have reduced for the group of students working with the foundation.	4
Deploy teaching assistants to specific students and deliver intervention.	This ensures that students are supported with their learning, organisation and behaviour. EEF research suggests that LSA support can have moderate impact 0.4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4, 5, 6

Wider strategies

Budgeted cost: £311,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase subscription to Class Charts and an integrated SEND portal to increase and improve communications and relations with families	Students and parents tell us that they value regular communication about their child's achievements in lessons. 90% of parents/carers, and 75% of students access Class Charts to check progress.	1, 2, 3, 4, 5, 6
Purchase stocks of rewards that students can claim when they achieve conduct points	Student voice tells us that students like to earn conduct points and work towards a goal so they can then purchase an item or event on the Rewards store.	1, 2, 3, 4, 5, 6
Employ Family Liaison Officers	Based on our experiences we have identified a need for a lead member of the pastoral support team to be the main point of contact	3,4, 6

	for students who are persistently or severely absent. where absence becomes severe or persistent the FLO can identify targeted support, both internal and external, to remove barriers for attendance to college. [Summary table of responsibilities for school attendance (publishing.service.gov.uk)](publishing.service.gov.uk)	
Employ a mental health and early help coordinator to provide early intervention to support students' social, emotional, and behavioural needs, and ensures students can be signposted to a range of internal and external support which can help maintain attendance to college.	Cowley are identified as the lead professional for 85% of families accessing support through Early Help and are supporting over 40 additional students at Child in Need. Our research is identified as a key support is summarised by the DfE in the Working together to improve school attendance guidance [Summary table of responsibilities for school attendance (publishing.service.gov.uk)](publishing.service.gov.uk)	2, 3, 4, 6
Secure the services of a Safer Schools Officer 0.6 to support help for young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do	Our observations indicate that the early identification and intervention by the Safer Schools Officer have been a key preventative measure for a number of young people.	3, 4, 6
Employ additional clerical support for the pastoral team, to enable the staff to spend more of their time supporting students in College, with early intervention	Our observations show that the pastoral team build fantastic relationships with students that need their support, and additional clerical support will enable the team to spend less of their time on administrative tasks, and more time helping students.	4, 6
Invest in the Sarah Cowley Centre employing additional staff and Leadership, to support students who are accessing the Sarah Cowley Centre, the Cowley Reintegration Centre and Alternative Provision.	An increased number of students require social, emotional and behavioural support. A larger team in the Sarah Cowley Centre with additional Senior Leadership will support these students to improve attendance, punctuality and engagement with the curriculum. The Sarah Cowley Centre received an increase of 25% more referrals in 2021/22 than in 2018/19.	3, 4, 5, 6
Integrate time-budgeted behaviour management, support and intervention with a range and menu of support for teaching and support staff	Our analysis of interventions shows that personalised interventions from students' own teachers have the most positive impact on improving a student's engagement in learning.	3, 4, 6
Provide breakfast clubs with meal provision	Our observations show that some students benefit from a free meal at the beginning of the College Day	1, 2, 3, 4, 5, 6

Provide homework club after College	There is an increase in the number of disadvantaged students who are struggling to return to self-study.	1, 2, 3, 4, 5, 6
Provide and purchase various miscellaneous items to remove barriers for disadvantaged students	Each year there are a number, and range of unanticipated barriers for disadvantaged students.	1, 2, 3, 4, 5, 6
<National Tutoring Programme (non-grant-funded element) Employ two full time Academic Mentors from the NTP both working full time in school, both appointed in 2022. Over fifty pupils have already benefited from working with them. Internal data shows significantly raised attainment for pupils who have worked with the mentors. Employ two NTP tutors on a part time basis delivering weekly after school sessions. Twelve students have benefited from working afterschool with the tutors and internal data shows raised attainment for the students.	EEF findings show that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | EEF (educationendowmentfoundation.org.uk) EEF Findings and our own internal data show that small group tuition has a moderate impact on pupils' learning and can be an effective tool to address key knowledge gaps:Small group tuition | EEF (educationendowmentfoundation.org.uk)	2, 5

Total budgeted cost: £618,178

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.

Achieve top quartile for progress 8 made by disadvantaged pupils amongst similar schools

- Not achieved

Achieve national average for attainment for all pupils

- Attainment of students was 3 points below national attainment

English and maths achieve average English and maths 5+ scores for similar schools September 2022

- Not achieved

Improve attendance to above national average

- Attendance in 2021/22 mirrored national and local trends

Better national average for EBacc Entry for all pupils

- EBacc entry was in-line with national figures