

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Coopers' Company and Coborn School
Number of pupils in school	1569- Whole School 1049 -Excluding Sixth Form
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	We are currently in the final year of our 3 year plan 2020/21- 2023/24
Date this statement was published	31 <sup>st</sup> December 2023
Date on which it will be reviewed	31 <sup>st</sup> December 2024
Statement authorised by	Ms S Hay (Headteacher)
Pupil premium lead	Mrs B Teece (Pupil Premium Champion with responsibility for Charity)
Governor / Trustee lead	Ms C Day (Linked Governor for Pupil Premium and SEN)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,392.86
Recovery premium funding allocation this academic year	£18,354.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

# Part A: Pupil premium strategy plan

## Statement of intent

- Our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve academic excellence across the curriculum.
- Our focus on quality first teaching, reinforced by school-wide CPD aims to close the attainment gap in achievement, whilst also benefitting the non-disadvantaged pupils at our school. Our whole school approach will aim to ensure that all staff take responsibility for disadvantaged pupils' outcomes and have a strong awareness of not only who those pupils are but also how our strategy is designed to support them and the role they play in implementing this strategy effectively.
- Via diagnostic assessment we intend to respond to individual pupil needs, deliver consistent challenge to all pupils regardless of prior attainment and to provide relevant and specific intervention when appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	Close the internal progress and attainment gap between disadvantaged and non-disadvantaged students.
2	Ensure high-quality feedback is given to all students including disadvantaged students.
3	Students are unable to access and utilise the optimum depth and breadth of subject specific vocabulary.
4	Repeat sanctions for some disadvantaged students indicate that they need additional support with emotional literacy and behaviour regulation.
5	To close the attendance gap between advantaged and disadvantaged pupils.

## 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>Reintroducing a culture of CPD into the school with a focus on Behaviour &amp; Relationships as a whole through increasing pupil participation in lessons and breaking down barriers to learning through questioning techniques.</p> <p>All teaching staff to engage in mandatory CPD relating to quality first teaching to address the areas identified as presenting the greatest barriers to students achieving their highest potential in the classroom. Staff will be well equipped to identify and address these barriers.</p>	<ul style="list-style-type: none"> <li>• Developing a culture where staff recognise they can get better and want to get better</li> <li>• Use of shared language across the school regarding behaviour e.g. expectations, positive framing, routines</li> <li>• On learning walks, seeing evidence of high expectations being established/maintained/reinforced</li> </ul>
<p>All students will be able to articulate clearly what they need to do to continue to make progress, based on regular feedback which is given to them by staff as a result of robust diagnostic assessment.</p>	<ul style="list-style-type: none"> <li>• Student voice based quality assurance measures will report that all students will be able to articulate the success criteria in each subject.</li> <li>• Go4Schools will highlight the pupil progress and data on summative assessments.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance rate for all pupils being more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers less than 1%</li> <li>• The percentage of all pupils who are persistently absent being below 13.5% and the figure among disadvantaged pupils being no more than 5% higher than their peers.</li> </ul>

<p>Introduction of a behaviour policy to include 'Super Starts' and 'Fantastic Finishes' that is transparent to all staff and students which aims to create a consistently positive attitude to learning through the establishment of routine. Changes to the detention system are being implemented in January 2024 in response to staff feedback.</p>	<p>No noticeable difference in behaviour between disadvantaged pupils and their peers.</p>
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## 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: £16,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching staff CPD to address greatest barriers to student engagement in the classroom. Anxiety, complacency and disengagement are all factors to consider in addressing pupil engagement.</p> <p>These areas of focus are Behaviour and Relationships and Responsive Teaching (Questioning and breaking down barriers to pupil involvement in lessons). When the strategies are used effectively it leads to a more inclusive classroom experience where pupils' understanding is checked in lessons.</p> <p>Resources are shared with all staff electronically.</p>	<p>EEF report on mechanisms for supporting effective CPD</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Use of Walkthrus based on evidence informed approaches to developing CPD</p> <p><a href="https://www.walkthrus.co.uk/effective-teaching">https://www.walkthrus.co.uk/effective-teaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/EEF-Questioning-Habits-Tool-1.0.pdf?v=1701756437">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/EEF-Questioning-Habits-Tool-1.0.pdf?v=1701756437</a></p>	1, 2
<p>Increasing pupils' independence through LSA specific CPD. This empowers LSAs and pupils to adopt a range of techniques to facilitate more independent study skills.</p>	<p>Research available from the EEF suggests that LSAs are most effective when deployed in specific interventions and can have limited value in classrooms. On the basis of this we have provided targeted CPD to our LSAs about their time spent in the classroom and also revisited expectations for teaching staff about how best to utilise LSAs when they are available; encouraging practices such as sharing classroom resources in advance</p>	1,2, 3

	<p>and communicating before and after lessons with the LSA about how effectively the learning objectives have been achieved.</p> <p>This is an ongoing process in conjunction with the research conducted as part of the EFF 'scale-up' campaign to ensure that deploying LSAs in classrooms has the greatest possible impact.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/EEF_-_TA_Supplementary_Scaffolding_Framework.pdf?v=1701780981">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/EEF - _TA Supplementary Scaffolding Framework.pdf?v=1701780981</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Campaigns/TA_scale_up_lessons_learned.pdf">https://educationendowmentfoundation.org.uk/public/files/Campaigns/TA_scale_u p_lessons_learned.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Supplementary_Acting_on_Evidence.pdf?v=1701780981">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA Supplementary Acting o n Evidence.pdf?v=1701780981</a></p>	
<p>Improve quality and consistency of assessment feedback for all pupils in order that they can articulate what they need to do to reach and sustain consistent progress. QLA (question, level, analysis) lessons are necessary after assessments where the teacher provides a model answer and pupils are given the opportunity to retry answering a different question where the same skill is tested.</p>	<p>Our pupils have shown that, in some cases they find it difficult to understand what they need to do in order to make progress. Through the newly written Assessment Policy 2023-2024, we aim to equip teaching staff with the research-based skills to deliver meaningful feedback to all students, irrespective of disadvantage in a way which is productive and in line with effective practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	1,2

<p>Our intention is to increase exposure to subject specific vocabulary and to reinforce comprehension and use of tier 3 vocabulary consistently throughout the year.</p> <p>Understanding of this acquired vocabulary will be assessed via low and high stakes assessments regularly completed in individual subject areas.</p>	<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">Improving Literacy in Secondary Schools</a>.</p> <p>Our intention is that all pupils, but especially those who are disadvantaged, are exposed to subject specific vocabulary and supported in their use of it. Pupils will be able to achieve the best possible outcomes by being able to retain this acquired knowledge as evidence in the progress checks documented on Go4schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1, 2, 3</p>
<p>Whole year group standardised testing with NGTR to identify pupils who may need extra support. The lowest attaining third of the cohort underwent diagnostic testing. Reading fluency intervention is in place for 29 pupils on a weekly basis and 9 pupils participate in the Phonics intervention weekly.</p>	<p>Our intention is that by implementing the Reading interventions, the lowest attaining pupils will improve upon their literacy levels by applying the knowledge they have been taught during the interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1,2,3</p>

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

Budgeted cost: £43,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, behaviour and academic progress is monitored by the Pupil Premium co-ordinator. They have an overview and direction of the school's Pupil Premium approach ensuring challenges are addressed effectively through on-going monitoring and evaluation.	<p>Evidence supports the necessity for diagnostic assessment by a specific individual(s) which specifically addresses those pupils who are disadvantaged and/or vulnerable and the barriers to achieving outcomes which they may face.</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• monitoring attendance, punctuality and behaviour</li> <li>• wellbeing, mental health and safeguarding concerns</li> <li>• consistent engagement between families and school</li> <li>• access to technology and educational materials</li> <li>• coincidence of SEN</li> <li>• receiving necessary support to fulfil academic potential</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	All
Elevate Education workshops for KS4 Students	<p>Targeted seminars delivered in Year 10 and in Year 11 to achieve behavioural change regarding effective study habits and reinforce positive metacognitive behaviour. These sessions aim to get students to apply the skills they are taught by understanding the rationale behind them and using an integrated process which includes post-seminar resources, digital resources and parent and staff training.</p> <p>Elevate collect their evidence by working with the highest achieving students in over 2000 school across 5 countries and analysing their 13 most commonly recurring study habits.</p> <p>We also include parents and carers in the Elevate process by hosting a session specifically for parents and providing them with programme materials so that they can</p>	1



	<p>recognise and understand effective study habits and metacognition at home.</p> <p><a href="https://uk.elevateeducation.com/home">https://uk.elevateeducation.com/home</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	
ELSA (Emotional Literacy Support) intervention	<p>Morning interventions are run by our trained ELSA practitioners. By offering daily emotional support we work on the basis that if our students are feeling emotionally well and equipped with the social skills which they need to communicate their emotions effectively, they are more receptive to being in class, which supports their education.</p> <p>This supports the research-based evidence that, when trained LSAs are deployed to deliver interventions with a specific intention, they can have a positive impact on disadvantaged students.</p> <p><a href="https://www.elsa-support.co.uk/about-elsa-support/">https://www.elsa-support.co.uk/about-elsa-support/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 4, 5

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

Budgeted cost: £37,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated attendance officer to embed principles of good practice set out in DfE's ' <i>working together to improve school attendance</i> ' (contribution to cost)	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	5
To improve upon the academic, attendance, behaviour and well-being of all pupils, three Pastoral Support managers to provide increased mentoring, safeguarding and pastoral support. The role includes proactive behaviour interventions including positive report cards, internal day-long interventions to cancel out high numbers of detentions, liaison with Heads of Year to improve student outcomes and the recommendation of disadvantaged students for early and additional careers support to reduce to chance of them becoming NEET.	Dedicated staff members to work with those who present with challenging behaviours (regardless of disadvantage) which prevent all students from accessing the curriculum. Our pastoral managers employ strategies such as empowering students to become more self-reflective about the impact of their behaviour, encouraging them to be aware of the advantages of engaging with curriculum content and through mentoring building positive habits in relation to their time at school.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 4
Havering Emotional Support Team (HEST) to offer group	Based on evidence which suggests that mental health difficulties during	

support sessions for students with low mood and anxiety.	<p>adolescence can have lifelong effects, which has been further exacerbated by the Covid-19 pandemic, we have continued to make the mental health of all our students a priority.</p> <p>As it has been statistically demonstrated that children from disadvantaged backgrounds are more than twice as likely to experience poor mental health in the 11-16 age bracket, as well as being twice as likely to experience parental mental health issues at home, we will continue to make sure that mental health support, through a variety of services is offered to our disadvantaged students.</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p> <p><a href="https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/childhealth/articles/childrenwhosefamiliesstruggletogetonaremorelikelytohaveamentaldisorders/2019-03-26">https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/childhealth/articles/childrenwhosefamiliesstruggletogetonaremorelikelytohaveamentaldisorders/2019-03-26</a></p>	
Contingency fund for acute issues including provision of uniform, resources and support towards curriculum-linked trips.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified which may pose as a barrier to accessing education for disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	All

**Total budgeted cost: £97,747**

## 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data.

For 2023, our estimated Progress 8 score for our 11 Pupil Premium cohort was +0.36, compared to +0.53 for the whole of year 11. Their Attainment 8 score was 5.78 compared to 6.24 for the whole year group. 36% of Pupil Premium students also achieved at least 8 grades at 5 and above (including English Language and Maths) and have stayed at this school to complete A Levels. This is a pleasing achievement as the stringency of examinations returned to the pre-pandemic standard of 2019 and our GCSE results for all pupils and in particular for our disadvantaged pupils increased compared to the results in 2019. The Sunday Times ranked The Coopers' Company and Coborn School as the highest performing Comprehensive School in London in 2023. The award was based on the exam results in 2022. See DfE guidance for more information about performance measures.

In terms of our wider strategies, our school attendance for 2022-23 was the highest it has been for five years at 95.61%, however the percentage of Pupil Premium students with persistent absence below 90% was slightly higher than the whole school cohort at 17.95% compared to 16.24%. This gap has closed significantly in the last academic year as a result of the strategies that had been implemented.

We are on course to achieve most of our intended outcomes for 2024/25, as stated in the Intended Outcomes section above. However, we recognise that we need to make changes to the existing strategy statement and we have reviewed our strategy plan accordingly. The Further Information section below provides more details about our revised planning, implementation and evaluation process.

## 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
PiXL Club	PiXL
White Rose staff CPD	White Rose maths
TT Rockstars	Maths Circle
Doodle Maths	Doodle Learning
Exampro	Exampro
Lexia PowerUp	Lexia Uk Ltd.
MathsWatch	MathsWatch Ltd.
Pinpoint Learning	Pinpoint Learning

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	General academic support including Elevate and Maximise seminars
What was the impact of that spending on service pupil premium eligible pupils?	Student consistently maintained a Progress 8 score above national average and improved grades in three subjects from April Mock exams to GCSEs. She achieved eight GCSEs at grade 9 and two at grade 8.

## Further information (optional)

### Planning, implementation and evaluation

Some of the activity planned in the last academic year was done so without consideration of the EEF '*explore, prepare, deliver and sustain*' methodology and therefore although our PP outcomes were positive, these activities did not necessarily make an impact on this progress. One example is the use of standardised diagnostic assessments for the whole of our Year 7 cohort to provide an additional benchmark alongside key stage 2 SATs data. Although this was useful during the Pandemic when SATs data was not available, the sustained use of this information has not added a proportionate amount of value to quality first teaching therefore we have discontinued the use of these assessments except where necessary (for example for SEN students). The pupils that were selected for CAT4 assessments were on the SEN register, on the PP list or were highlighted as having academic concerns either by the staff or by parents.

We have implemented GTRC standardised testing of the current year 7 cohort and as a result of further diagnostic testing of the lowest attaining third of the year group, fluency and phonics interventions have been in place.

With quality first teaching being one of the biggest priorities in achieving high outcomes for disadvantaged children we have continued to invest in and enhance our staff CPD, which is referred to in the previous academic year's statement, with the addition of greater transparency and accountability for teaching staff and LSAs who take part in it. Pupil Voice was taken into consideration with the suggested methods and tools teachers could use to increase pupil participation and engagement in lessons. The impact, when adopted by teachers as designed is that pupil engagement in lessons increases; staff have a range of tools and techniques to improve their repertoire and pupils' understanding is checked each lesson. Learning Walks, feedback from Heads of Departments and Middle Leaders have suggested that the CPD is having a positive impact on pupils' learning and barriers to pupil's learnings are being removed.

### Additional activity

One of the core values of the school is 'Extra- Curricular Opportunities'. Partial restrictions placed on us by the pandemic meant that we could not fully address targets such as raising the aspirations of our disadvantaged students between 2020-2022, by increasing their cultural capital. The academic year of 2022-2023 saw further disruption as a result of the RAAC situation, prolonged teaching strikes and inclement weather closures however, in the summer of 2023 the Year 8 Language trips took place after a hiatus. As the trips are curriculum based trips, the

PP budget covered 50% of the costs for each of the disadvantaged pupils (£650-£1000 cost of each trip depending on the destination). In the year ahead, we have invested in making sure all disadvantaged students are able to take part in the full spectrum of curriculum related trips. These activities do not necessarily need to be planned as additional enrichment as we are very proud of the diverse offering consistently available to all students at our school. However, we intend to ensure that no student misses an opportunity on the grounds of disadvantage and will fully support parents and carers with regards to addressing these barriers.

We became a mental health hub (outlined in our 2021-22 strategy) and will continue to implement a programme of emotional support to all our students in the upcoming year. This will be implemented with the support of the Havering Emotional Support Team (HEST) who will be available for all students to offer structured sessions for those experiencing mild to moderate low mood and anxiety, which often correlates with disadvantage.

We will also continue to facilitate internal initiatives which include disadvantaged students which have had positive pupil voice feedback from those involved including: in-school science peer-mentoring from key stage 5 students, subject mentoring and a form-time literacy-based reading programme in key stage 3.

We believe we have now implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure the best possible outcomes for students.