

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	1555- Whole School 1047 -Excluding Sixth Form
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	We are currently in the first year of our 3-year plan 2024/25- 2027/28
Date this statement was published	31st December 2024
Date on which it will be reviewed	31st December 2025
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	£85,331.67
Recovery COVID funding allocation this academic year	£19,182
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 progress and attainment gap between boys and girls with a particular focus on disadvantaged pupils' underachievement.
2	Improving literacy levels across the school
3	Raising aspirations of students with no family history of University education.
4	Implementing adaptive teaching to ensure greater access to the curriculum for all
5	Well-being of 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 adaptive teaching and learning. Increased pupil participation in lessons and breaking down barriers to learning through adapted resources and tasks.</p> <p>All teaching staff to engage in mandatory CPD and study skills workshops 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"> • Use of a shared approach across the school regarding the use of adapted resources as evidenced in department SIPs. • On learning walks, seeing evidence of high expectations being established/maintained/reinforced. • Improved academic progress and GCSE results for all pupils including those who are disadvantaged • Go4Schools will highlight the pupil progress and data on summative assessments.
<p>Using NRG T standardised testing to assess reading and literacy levels to implement literacy catch up sessions.</p>	<ul style="list-style-type: none"> • Summative testing after interventions to track pupil progress specifically linked to literacy. • Go4Schools will highlight pupil progress across academic subjects.
<p>Disadvantaged pupils will have an open mind when considering aspirational pathways beyond 16.</p>	<ul style="list-style-type: none"> • Data from The Brilliant Club's Scholar's programme. Pupil and parent voice,
<p>Maintain the academic progress and achievement of disadvantaged children across the curriculum and to close the gender gap for all including for those who are disadvantaged.</p>	<ul style="list-style-type: none"> • Our disadvantaged pupils will make as good progress as those who are not disadvantaged. Evidenced through progress 8 scores at GCSE.
<p>Improve the well-being of pupils at school</p>	<ul style="list-style-type: none"> • Demonstrated through student voice, teacher observations and qualitative data. • Disadvantaged students are given particular focus by both teacher and observer during lessons.

Activity in this academic year

This details how we intend to spend our pupil premium grant **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,407.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching staff CPD to inform staff of adaptive teaching strategies. Not understanding the material or resources can be a huge barrier to learning and therefore resources should be adapted to enable the inclusion of all pupils. This year the focus is on preventing the academic underachievement of boys.</p>	<p>EEF report on mechanisms for supporting effective CPD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Use of Walkthrus based on evidence informed approaches to developing CPD</p> <p>https://www.walkthrus.co.uk/effective-teaching</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</p>	<p>1,2, 3, 4, 5</p>
<p>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.</p> <p>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</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1,2,5,</p>

<p>to chance of them becoming NEET.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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 will be in place for 15 pupils on a weekly basis from February and 10 pupils will participate in the Phonics intervention weekly once staffing has been allocated.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1,2</p>
<p>Investing in The Brilliant Club's Scholars Programme for 28 pupils in KS3 to introduce aspirational content to pupils who had not necessarily considered university as a pathway.</p>	<p>Raising aspirations programme to help students from less advantaged backgrounds overcome barriers to accessing higher education- Programme has been evaluated positively by EEF. Impact reports from The Brilliant Club can be viewed here:</p> <p>https://thebrilliantclub.org/evaluation/programmes-evaluation/#:~:text=Data%20from%20the%20Higher%20Education,Stage%20%20within%20their%20schools.</p> <p>https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools</p>	<p>3</p>

<p>Maintaining routines and high standards at the start and end of lessons with 'Super Starts' and 'Fantastic finishes' to set behaviour expectations for the lesson and ensure full participation from the pupils including disadvantaged pupils and boys.</p>	<p>Pupils feel more secure and comfortable when they know what to expect in lessons. Evidence shows that pupils are more likely to engage in lessons, remain on task and conform to expectations. https://educationendowmentfoundation.org.uk/news/eef-blog-routine-reset-or-routine-re-teach</p>	<p>1,4,5</p>
<p>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>	<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"> • monitoring attendance, punctuality and behaviour • wellbeing, mental health and safeguarding concerns • consistent engagement between families and school • access to technology and educational materials • coincidence of SEN • receiving necessary support to fulfil academic potential <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1,2,3,4,5</p>

<p>Elevate Education workshops for KS4 Students</p>	<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 recognise and understand effective study habits and metacognition at home.</p> <p>https://uk.elevateeducation.com/home</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1, 2, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,119.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling and Social and Emotional Learning skills.</p> <p>Having Emotional Support Team (HEST) to offer group support sessions for students with low mood and anxiety</p>	<p>Based on evidence which suggests that mental health difficulties during 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>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p> <p>https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/childhealth/articles/childrenwhosefamiliesstruggletogetonaremorelikelytohavementaldisorders/2019-03-26</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
<p>English Language Tutoring on a 1:1 basis with a qualified teacher to boost pupils' grades.</p>	<p>To support our disadvantaged pupils to achieve their maximum potential in the English Language GCSE, we provide weekly tutoring.</p> <p>https://educationendowmentfoundation.org.uk/news/national-tutoring-programme-launches-in-schools</p>	

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

Budgeted cost: £6986.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital support	<p>A student’s cultural capital is the total non-financial assets that the student has, as a result of their cultural knowledge and experiences. We build on this as a school by including pupils who would not otherwise have such beneficial experiences.</p> <p>https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf</p> <p>https://www.culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf</p>	1,3,5
Contingency fund for acute issues including provision of uniform and resources	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	All

Total budgeted cost: £104,513.67

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data.

For 2024 our Progress 8 score for our 10 Pupil Premium cohort was -0.35, compared to +0.45 for the whole of year 11. This was largely due to a couple of PP pupils whose low attainment in the GCSE exams were outliers which decreased the data significantly. Their Attainment 8 score was 4.5 compared to 5.98 for the whole year group. 25% of Pupil Premium students also achieved at least 8 grades at 5 and above (including English Language and Maths) and 4 pupils have stayed at this school to complete A Levels. The internal progress gap was significantly closed by the majority of disadvantaged pupils with the exception of a few outliers who despite numerous interventions were not able to progress as much as expected.

From the DFE Performance table: Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care). You can compare the pupils' results with the performance of non-disadvantaged pupils at state-funded schools at local authority and national level.

	School disadvantaged pupils	Local Authority non-disadvantaged pupils	England non-disadvantaged pupils
Number of pupils	10	2,364	462,766
P8 score & CI	-0.35 (-1.22-0.53)	0.26	0.16
A8 score	45	52.2	50
English & Maths at grade 5+	30.0%	58.5%	53.1%
English & Maths at grade 4+	70%	78%	72.7%
EBacc at grade 5+	20%	27.2%	21.6%

EBacc at grade 4+	30%	39.3%	29.7%
Entering EBacc	60%	67.7%	44.7%
EBacc Average Point Score (APS)	4.05	4.75	4.46
Exam entries per pupil, all KS4 quals	8.6	8.6	8.2
Exam entries per pupil GCSEs	8.6	8.3	7.6

Some of these comparisons make for uncomfortable reading hence our 3-year strategy plan which is being implemented to address the attainment gap between disadvantaged and non-disadvantaged pupils.

In terms of our wider strategies, our school attendance for 2023-24 was at 93.96%, and the percentage of attendance for Pupil Premium students was 91.84% both of which are above the national average. The whole school percentage of persistent absence was 14.01% of all pupils and the percentage of PP pupils with persistent absence was 12.35%. This gap has closed significantly over the few last academic years as a result of the strategies that have been implemented.

Year group	% Attendance of whole year group 2023-2024	% Attendance of PP 2023-2024
7	95.95%	96.12%
8	93.95%	85.15%
9	93.14%	90.04%
10	93.28%	94.13%
11	91.95%	94.59%

Other successes include:

- 15% of our athletes at the National Athletics final were of PP status.
- 18% of our Maths Challenge competitors were of PP status.
- Year 11 cohort undertook sessions by Elevate on Revision strategies
- The music trip to Italy provided an enriching experience for 4 of our disadvantaged pupils.
- 92% of our disadvantaged pupils in year 8 participated on the language trips to Spain, Germany and France.

- 94% of our disadvantaged pupils participated on the Year 7 residential to Bowles.

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
ASE interactive services (booster club)	ASE
White Rose staff CPD	White Rose maths
PIXL Club	PIXL
Elevate Education	Elevate Education
Exampro	Exampro
Lexia PowerUp	Lexia Uk Ltd.
MathsWatch	MathsWatch Ltd.
Twinkl	Twinkl

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 plus additional resources provided for our Service pupils. One of the pupils is on the Brilliant Club's Scholars Programme. and is hoping to achieve a 2:1 in his assessment.
What was the impact of that spending on service pupil premium eligible pupils?	Our scholar is aiming (and is predicted) to achieve a 2:1 or a 1 st in his assessment. For the GCSE Service pupil, there has been a 15% increase in progress checks in Geography and the pupils has maintained or improved upon GCSE grades between the Year 10 mocks and year 11 mocks.

Further information (optional)

Planning, implementation and evaluation

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, with the focus being on closing the academic attainment gap between boys and girls including those who are at a disadvantage. This will continue to help to break down the barriers to learning for boys in particular who currently lag behind in terms of progress and attainment. We are looking at changing the culture within the school rather than implementing particular systems. We will be able to demonstrate fairness and equality in the way boys and girls are taught, spoken to and treated by teaching and support staff. We hope that with the potential rebuilding of the majority of the school, the environment and premises will be drastically improved to meet the physical space needed for pupils and staff alike and therefore have a positive effect on all. We are planning to review displays to ensure there are plenty of diverse role models to inspire all of our pupils and that work displayed will have been produced by boys and girls from disadvantaged and non-disadvantaged cohorts.

There are a number of leadership roles within the sixth form and in the main cohort that have currently been given to female pupils largely because the girls have a better reputation for being relied upon. We plan to address this to ensure that we have role models of both genders from disadvantaged and non-disadvantaged backgrounds.

To address misogyny and toxic masculinity we ran a series of targeted workshops in association with The National Theatre in 2023-2024 which helped to address stereotypes and to build more positive relationships as well as boosting self-esteem in male pupils. The outcome of these workshops was positive according to pupil and staff feedback. We hope to run a similar programme this year. This will build into the way staff teach and treat boys so they are helped to understand where their learning leads to. Boys need to see that society and the school community cares about them enough to dismiss negative narratives and the indifference that many boys face from society at large. Peer mentoring has been a valuable method in helping to achieve these objectives and the programme will continue to run for the foreseeable future.

Additional activity

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