

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Cottenham Village College
Number of pupils in school	880
Proportion (%) of pupil premium eligible pupils	15.23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024 (plus annual review Dec 2023)
Statement authorised by	Zoe Andrews
Pupil premium lead	Clive Crisford
Governor / Trustee lead	Kate Tarlow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,275 (+LAC)
Recovery premium funding allocation this academic year	£32,568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,843

# Part A: Pupil premium strategy plan

## Statement of intent

Cottenham Village College is a successful and fully inclusive 11-16 school, in recent years, the proportion of pupils with Pupil Premium has increased. Alongside high expectations of behaviour, we provide an ambitious curriculum that aims to foster pupils' curiosity, unlock their potential and raise their aspirations, as well as ensure that pupils achieve high levels of attainment that will open doors for their future. In order to tackle educational inequality, high quality teaching is at the heart of our strategy. Ensuring effective teaching in all classrooms, along with support to improve and develop, is the key factor to a successful approach.

We have identified the four main areas that we wish to focus on to support disadvantaged pupils with. Therefore, the main principles driving the strategy are increasing attendance to maximise learning, the use of targeted academic support to narrow the gap in attainment, to continue to develop high standards of behaviour and to support with pupil well-being.

All pupils, regardless of their background, are encouraged to pursue not only their academic aspirations but also to participate in extra-curricular activities. Opportunities for enrichment helps to foster positive educational experiences, gain wider skills and provide shared experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that there is a significant difference between disadvantaged and non-disadvantaged students, leading to disengagement and underachievement by disadvantaged pupils.
2	Long-term effects of lockdown. After returning from lockdown in January 2021, some of our pupils found it difficult to re-engage with their learning, many pupils successfully returned to school, however, we found that our most disadvantaged pupils continue to be affected by the lockdowns.  Some disadvantaged students accrue a disproportionate number of behaviour points and sanctions. For the academic year 2022-23, the average number of detentions issued for a disadvantaged pupil was higher than non-disadvantaged.
3	Attainment of disadvantaged pupils needs to improve. Year 11 results for the academic year 2020-21 indicated that the average grade attained for non-disadvantaged pupils was 5+, whereas the average grade attained for disadvantaged pupils was 4. Although the gap between the attainment of non-disadvantaged students and disadvantaged students has closed from two grades difference in 2021 (5+ and 3+) to one grade difference in 2022 (5+ and 4), the gap between the attainment of disadvantaged pupils and their peers mirrors the national pattern and is a priority for focus and improvement. The impact of the pandemic and lockdown learning is increasingly evident - gaps in knowledge due to C-19 presents challenges that we need to address if we are to reduce the gap in attainment.
4	We have identified an increase in social and emotional issues from more pupils, especially in light of the pandemic. These challenges particularly affect disadvantaged pupils leading to a reduction in engagement with education and school.

## 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
1. Improved attendance for disadvantaged pupils.	To increase attendance of disadvantaged pupils so that it is in line with PP nationally, and to work towards closing the attendance gap with non-PP pupils.
2. Behaviour – ensure that pupils engage positively with their teachers and lessons	<p>Decrease the gap when analysing the number of detentions for PP pupils as a result of HW and pastoral support. Increase in parental engagement to encourage a partnership in learning.</p> <p>Students' learning profiles on reporting data are positive. Tracking sheet for PP and involvement of the pastoral team to show successful interventions.</p>
3. Improved attainment outcomes for disadvantaged pupils, especially in maths and English.	<p>Key data points in the academic year will be analysed for attainment progress – this will be measured against target grade and comparisons made between average attainment for non-disadvantaged pupils versus disadvantaged pupils. HoDs will analyse data with a sharp focus on the progress and attainment of disadvantaged pupils. Through Line Management discussions and in reflection with SLT, HoDs will regularly review and amend the curriculum, where needed, to ensure inclusion and access for all. In addition, HoDs will review strategies needed to support individual pupils. The effectiveness of strategies used to support individual pupils will also be regularly viewed.</p> <p>Pupils with the greatest attainment gaps will be offered extra support to help them to narrow it. All catchup and lesson 6 attendance data will be monitored to ensure that disadvantaged pupils are making good use of this opportunity – with a particular focus on maths and English attendance.</p> <p>MyTutor catch up sessions will be offered to key disadvantaged pupils in maths and English.</p> <p>Reading ages for KS3 disadvantaged pupils will be analysed – where they do not match chronological age, intervention and reading support will be put in place to ensure a reading age improvement and support pupils to access the curriculum as fully as possible and make progress in all subjects.</p> <p>Maths progress will be regularly analysed (using both formative and summative assessment) and the progress of disadvantaged students tracked. This will support pupils to access the curriculum as fully as possible and make progress in maths. Where needed, set changes will be made to push students where they are making positive progress or to support students to make progress where it is slower or static.</p> <p>As a result of these undertakings, we hope to achieve a narrowing of the disadvantaged gap and for all pupils to make broadly the same advances in progress (relative to their starting positions). If we are successful in this, then we will also improve engagement as well as opportunities for further studies and aspirations to pursue higher education.</p>

4. Well-being – increase in self-esteem and engagement with learning and school.	Improved pupil attitude to school and implementation of strategies to promote resilience and improve decision making. Participating in extracurricular opportunities and greater family engagement with the school.
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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: £85,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – support teachers so that the quality of teaching and feedback within the school is consistently good	<p><b>External evidence</b></p> <p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.  <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Investing in CPD for teachers and support for early career teachers, along with recruitment and retention will make a significant difference to all students. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is vitally important for success and a priority for PP funding.  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Quality first teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students.  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p> <p>High quality feedback is an effective way to improve attainment and feedback studies suggests significantly high effects on learning.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	2, 3, 4

	<p><b>Internal evidence</b></p> <p>Before Covid-19, staff training focused on effective feedback and, as a result, departments have spent considerable time in developing effective feedback strategies and approaches in their planning, and incorporating this into lessons.</p> <p>Effective, focused senior and middle leadership of T&amp;L through curriculum development time, professional development (subject-specific and pedagogical) at both a whole-school and departmental level will be monitored through lesson visits, including book looks and pupil voice. Regular sharing of best practice will also be used to develop staff, again both at a whole-school and departmental level. These methods will target the continuing improvement of T&amp;L which will lead to continued improvement of attainment at the college.</p>	
Whole school reading focus CPD	<p><b>External evidence:</b></p> <p>Evidence suggests that reading is crucial in supporting students to access the curriculum and to, therefore, make progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading?utm_source=/news/eef-blog-whole-class-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading">https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading?utm_source=/news/eef-blog-whole-class-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading</a></p> <p>The planning of how to deliver reading in the classroom, based on the purpose of the reading is crucial. The pedagogical choices surrounding whole-class reading and shared reading versus independent reading must be considered in teaching and learning and lesson planning:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading">https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading</a></p> <p><b>Internal evidence:</b></p> <p>Historically, the overarching focus for CPD has regularly focused on reading and its importance in supporting pupil progress. Last academic year, training days focused on reading and best practice/strategies to support pupils: training explored how to select appropriately challenging texts; how to support all students to access texts; how to choose the appropriate reading strategy based on the purpose of the reading activity, and how phonics works to support weaker readers to make progress and learn to read fluently. This academic year, planning is taking place to incorporate high-quality non-fiction and fiction texts within the PSHE programme in form times. In addition, a range of subjects regularly use challenging, extended texts in lessons, using appropriate scaffolding strategies to support all students to access texts. High-quality planning and delivery as well as selection of texts will be crucial in supporting disadvantaged students to make progress in line with their peers.</p>	3

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

Budgeted cost: £42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English	<p><b>External evidence:</b></p>	3

<p>intervention lessons</p> <p>Small group tuition and 1:1 sessions</p>	<p>Evidence suggests that teachers, TAs and tutors can have a positive impact on academic achievement where they support small groups or individual pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</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>The EEF has researched Catch Up Numeracy and found this to have a positive impact on outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</a></p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</a></p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/teaching-assistants/</a> - Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p> <p><b>Internal evidence:</b></p> <p>Targeted catch-up Period 6 sessions are part of the provision and disadvantaged students are key considerations for all subjects leads when identifying the targeted students for this provision. This strategy means key targeted students rae receiving carefully planned intervention and the method of directly inviting students to attend means a better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	
<p>Period 6 – My Tutor, teacher led revision</p>	<p><b>External evidence:</b></p> <p>Evidence that extending the school times makes a positive impact on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><b>Internal evidence:</b></p> <p>Targeted catch-up sessions after school last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of period 6 lessons, however, will ensure better coverage of the disadvantaged pupils (as well as a few non-disadvantaged).</p>	<p>3</p>

Fresh start phonics reading programme	<p><b>External evidence:</b></p> <p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DF_E-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DF E-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/</a> - Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school - <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a></p> <p><b>Internal evidence:</b></p> <p>Reading programmes such as Lexia have been used in the past and supported short-term progress for students; however, this phonics-based programme has an established record of progress and will support disadvantaged students with a low reading age to progress and access the curriculum more fully (alongside and complemented by the whole-school CPD focus on reading).</p>	3,4
The Scholars Programme	<p><b>External evidence:</b></p> <p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</a></p> <p><b>Internal evidence:</b></p> <p>Before Covid-19, The Scholars Programme had run successfully for 3 years. Working with the English department, PhD students from Cambridge University worked with a small cohort of students (between 15 and 20) including a high proportion of disadvantaged students. There was a 100% success rate for all students who took part and completed the programme – producing an extended piece of analytical writing. The experience of working with PhD students and producing the extended writing both developed the literacy skills of students and also raised aspirations. The graduation ceremony in Norwich at UEA was pivotal in this feeling of achievement and aspiration.</p>	3
Monitoring and reviewing of PP achievement using appropriate data analysis	<p><b>External evidence:</b></p> <p>The Ofsted summary recommends that achievement data is regularly analysed to check whether interventions or techniques are working and adjust if needed. <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	3

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



Budgeted cost: £42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring of PP attendance including contact home.	<p><b>External evidence</b></p> <p>Nationally, and in school, PP attendance is below 'All Pupils.' Higher attendance increases learning time and aids achievement. The barrier to learning this priority addresses: research shows that low PP attendance is closely linked to underperformance.</p> <p>Strategies to promote good attendance are also listed in the top approaches for disadvantages pupils by the government in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in this report. <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spend-ing-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spend-ing-the-funding-successfully</a></p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disad-vantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disad-vantaged_pupils_-_briefing_for_school_leaders.pdf</a></p> <p><b>Internal evidence:</b></p> <p>Students who have a good or excellent attendance on average make higher levels of progress throughout the academic year.</p>	1,3, 4
Development of HW	<p><b>External evidence:</b></p> <p>Using Show my Homework as a platform to set meaningful HW (three Es – extending, embedding and enhancing knowledge) that also allows parental/carers engagement.</p> <p>Development of HW Club and continued monitoring of HW completion rates. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><b>Internal evidence</b> - Data collection – HW set on Show My HW, attendance at HW club, HW detentions, QA of HW in book looks.</p>	1, 2, ,3 ,4
Develop and implement a behaviour policy to support an improved school culture including a new rewards programme.	<p><b>External evidence:</b></p> <p>The senior leadership team will implement new behaviour strategies. Data analysis followed by appropriate intervention can have a positive impact on PP progress in terms of attainment, attendance, behaviour and well-being.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 3, 4



<p>Delivery of pastoral interventions and activities designed to foster the core character qualities of resilience, hope, growth mindset and self-efficacy.</p>	<p><b>Internal evidence:</b></p> <p>Recognition of PP contribution demonstrated by an increase in rewards for disadvantaged pupils.</p> <p>Targeted work with students on attendance, mental health and well-being through family liaison and The Bridge. This crosses over with SEND students who are also disadvantaged. Education Endowment Foundation (EEF) research has shown good impact for pastoral interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p>Well-being support available during the school day</p>	<p><b>External evidence:</b></p> <p>Use of Trust appointed counsellor and school bought BACP registered counsellor. Increase in non-teaching pastoral staff to support pupils' needs. TA led form time well-being session and a nurture breakfast club group led by PP co-ordinator</p> <p>Use of alternative therapies - canine and music.</p> <p>Interventions for social and emotional learning (SEL) in education have been shown to improve SEL skills which in turn supports disadvantaged pupils in a variety of ways.</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>1, 2, 3, 4</p>
<p>Access to resources for pupils.</p> <p>Uniform and transport assistance to support PP well-being and</p>	<p><b>External evidence:</b></p> <p>Equipment and academic resources to be made available so that disadvantaged pupils have equal opportunities to non-PP peers. Use of technology can be an effective approach for disadvantaged young people to access intensive support and catch up with their peers. Technology is best used as an addition to normal teaching rather than as a replacement.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</a></p> <p>Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</a></p> <p><b>Internal evidence</b></p> <p>Uniform assistance is available to PP students. This allows for students to feel part of the CVC community and be visibly equal to their peers. This will develop confidence and self-esteem, as well as ensuring a positive start to their school</p>	<p>1, 2, 3, 4</p>

to reduce low self-esteem, isolation and to develop further school engagement.	<p>day. The school uniform 'boutique' is open every morning and loans PP students any uniform they may need for the school day.</p> <p>Financial support for out of catchment PP bus passes and free after school buses for pupils who require transport, thereby removing a barrier for non-attendance at extra-curricular clubs / after school revision.</p>	
Develop engagement with disadvantaged parents/carers in the community	<p><b>External evidence:</b></p> <p>The EEF report states that home plays a crucial role in supporting children's learning, and levels of parental/carers engagement are consistently associated with improved academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><b>Internal evidence:</b></p> <p>Engagement with information evenings, parent forum, parents' evenings and pastoral meetings</p>	1, 2, 3, 4
Ensure all PP students have access to enrichment activities	<p><b>External evidence</b></p> <p>Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p><b>Internal evidence</b></p> <p>Pre-Covid, outside classroom opportunities (e.g. Activities week, work experience, subject trips) have been effective for cultural capital and providing shared experiences.</p>	3, 4

**Total budgeted cost: £170,800**

## Part B: Review of outcomes in the previous academic year

This details the impact that CVC's pupil premium strategies had on pupils during the academic year 2021-2022.

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on disadvantaged pupils in the academic year 2021-22. Disruption due to Covid-19 meant that some strategies did not run or were severely affected, and as such, evaluating our approach has been challenging given the limitations.

Desired outcome	Impact
Improved numeracy and literacy for disadvantaged pupils in Year 7.  NGRT to show progress  GL assessments from summer term to show improvement	<p>Overall, Year 7 disadvantaged students made progress in their reading. Reading ages from the start of September 2021 compared with September 2022 showed that 11 students (of 32 students) were reading at a higher age by the end of Year 7 than at the start: their reading age had increased by an average of 2 years. In addition, 7 students stayed at the same reading age; 6 scored a lower reading age, although 2 score results indicate that the second test to measure progress was inaccurate given the drop from high reading ages (at or above chronological age) to reading ages significantly lower. The number of students who moved from reading at primary school age to secondary school age was 5. 8 students were reading at an age higher than their chronological age by September 2022 (13 years – 17 years). On average, the reading age of disadvantaged students rose by 6 months over the year.</p> <p>GL summer assessments were carried out in July 2022 in English, maths and science. Disadvantaged students, on average, made progress in all three subjects.</p>
Improved outcomes at KS4 for PP students.  P8 score for PP to show narrowing of gap and getting closer to 0 / more in line with national average	<p>The average attainment 8 grade for non-disadvantaged students was 5.79 in 2022. For disadvantaged students, the average attainment grade was 4 in 2022. This reflects the existing gap between PP and non-PP attainment. Whilst the gap improved between 2021 and 2022 (2021 average attainment 8 grade for non-disadvantaged students was 5 and for disadvantaged students was 3), we must continue to focus on raising the attainment of PP students in their KS4 outcomes and closing the existing gap.</p>
Improved sense of self-esteem and 'belonging' leading to improved behaviour.	<p>Student behaviour, well being and mental health continue to be an area of challenge. PP students continue to be overrepresented in terms of school sanctions and consequences as well as suspensions.</p> <p>PP students will have one to one meetings with key KS3 and KS4 members of staff. Formally meet, once per half term to look at overcoming barriers for those students in order to improve attitudes. Application of the PP catch up strategies to support such as tutoring and careers meetings.</p>
Improved attendance for disadvantaged pupils.	<p>The following attendance data is up to the week ending 17<sup>th</sup> June 2022 so that it incorporates the Y11 pupils before their study leave / they completed most of</p>

<p>Increase in attendance of disadvantaged students and more in line with the national average.</p>	<p>their exams. Overall, the PP attendance was 83.5%. However, when analysing that figure, if we remove Covid (PP pupils were affected more than non-PP pupils – 60.3% of PP pupils had Covid compared to 54% of non-PP pupils who had Covid), and remove pupils who left CVC during the academic year and remove alternative provision pupils, CVC's PP attendance was 91.1%.</p> <p>The attendance data for all state secondary schools for last academic year will be released in March 2023, so if we compare to the year before that, 2020-21, the attendance of FSM pupils was 92,2% (FSM makes up the majority of PP students at CVC)..</p> <p>We will continue to work with and support our PP families to improve attendance and remove barriers.</p>
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## Externally provided programmes

Programme	Provider
Fresh Start	Read-Write Inc