COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 29 January 2024

To be held from 5.45pm

In conference via Teams

Membership: C Webb (Chair); Z Andrews (Principal); V Ellaway-Barnard; A Bigglestone-Widdows; V Cantrill; K Tarlow; A Tyrrell.

In attendance: Kath Goudie; Hanan McKeand; Amelia Parker; Paddy Winter; Clive Crisford; Sarah Powell; Judith Chipps; Mark Phillips

Clerk: Melanie Basson

	Summary of action required	By whom	Status
20.11.23	Academy to publish policies: • CVC Attendance policy 2023-25 • CVC RSE policy 2023-25 • CVC Recording and Reporting 2023-25	Principal	Complete
20.11.23	Consider providing a breakdown of reasons for student absence, in future Principals Reports.	PW	Complete - Ongoing

Agenda

Item	Timings	Subject	Format
1	2 mins	Introduction and apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 20 November 2023	Papers attached (pp3-7) - Chair
4	40 mins	Principal's Update	Papers attached (8-39) - Principal
5	10 mins	Admissions consultation	Oral item – Principal
6	5 mins	School visits and risk	Oral item -Chair
7	5 mins	Chairs update	Oral item - Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 29 April 2024	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair

**COTTENHAM VILLAGE COLLEGE
LOCAL GOVERNANCE COMMITTEE
HELD ON
MONDAY 20 NOVEMBER 2023
In conference via Teams**

MINUTES

Members Present:	Cerian Webb (Chair); Alison Bigglestone-Widdows; Vikki Cantrill; Vicky Ellaway-Barnard; Andrea Tyrrell.
In Attendance:	Melanie Basson (Clerk) Kath Goudie; Hanan McKeand; Amelia Parker; Paddy Winter; Clive Crisford; Sarah Powell; Judith Chipps

	Summary of action required	**By whom**	**Status**
25.09.23	Determine when Link Trustee, Peter Burrows is due to visit CVC.	Clerk	Complete – Item 3
25.09.23	Arrange publishing of CVC LGC statutory information on CVC website.	Clerk	Complete
25.09.23	Academy to publish policies: • CVC 2023-24 Safeguarding policy • Acceptable Use policy for students	Principal	Complete
20.11.23 Item 7	Academy to publish policies: • CVC Attendance policy 2023-25 • CVC RSE policy 2023-25 • CVC Recording and Reporting 2023-25	Principal	
20.11.23 Item 4	Consider providing a breakdown of reasons for student absence, in future Principals Reports.	PW	

1) Introductions and apologies

The meeting started at 5.45pm.

Apologies for absence were received from Zoe Andrews and Kate Tarlow and these were accepted by the committee.

The Chair welcomed all attendees.

Ms Bigglestone-Widdows was welcomed as a new LGC member and introductions were given.

2) Declarations of interest

There were no declarations of interest for agenda items regarding this meeting.

3) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 25 September 2023 were ratified electronically on 18 October 2023 and adopted by the committee.

The committee reviewed matters arising and acknowledged progress of actions as detailed in the action tracker.

The Clerk informed the committee that Peter Burrows, Link Trustee for Cambridgeshire is happy to attend in the event issues raised by LGCs require it. The committee were reassured that Mr Burrows attendance at Trustee Board meetings ensure he is kept informed with local issues.

The committee adopted the minutes as a true and accurate record of the meeting.

4) Principal's Update

The Principal's Update was circulated to the committee in advance of the meeting. The update focussed on:
- Safeguarding
- Examination outcomes 2023: analysis and review
- Year 11 Maximising Achievement Plan
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- AIP Priorities for 2023-24
- Pupil Premium Plan for 2023-24
- Marketing for 2023
- Astrea Reads
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community
- List of acronyms used

Attendance

The committee noted CVC student attendance was 92.6% for all students for the autumn term, compared to this time last year at 95.1%.

Safeguarding

Ms Ellaway-Barnard sought clarification regarding references to Nessie referrals, breakdown of bullying data and reporting timeframes for data tables.
Mr Winter to provide clarity of breakdown of data in future Principals Reports
Year 11 Maximising Achievement Plan

The Chair asked what CVC plan to communicate to parents/carers regarding Year 11 students academic progress status and how they might help their child to achieve the best outcomes in the summer 2024 examinations.

Ms Parker informed the committee individual student reports are due to be sent out before parent consultation evening scheduled for 7 December 2023. This will include student mock results, behaviour and SHINE points.
Year 11 mock results are currently being marked to identify areas to target. CVC aim to compose a targeted plan to be shared with teachers and subject areas. Period 6 sessions will deliver support to students to address identified learning gaps.
Ms Parker reassured the committee that families will be informed of what they need to address for scholars to achieve their best potential.

Curriculum and Teaching and Learning

Ms Goudie informed the committee that staff have been invited to consider signing up as examiners for CPD, but acknowledged no extra time is given to staff to accommodate this.

Behaviour and culture

The committee acknowledged significant increases in positive behaviour points issued to PP students compared to last year.

The committee acknowledged student suspensions are reducing.

Ms Ellaway-Barnard questioned whether CVC has support from the Trust and staff capacity to apply the suspension reduction plan in supporting PP and SEN students.

Mr Crisford confirmed that CVC are supported by the Trust with regards to being able to backfill vacant posts. Staff development and training is provided to support application of the suspension reduction plan for all students.

Attendance

Following the recent Ofsted inspection at CVC, the Chair informed the committee the Ofsted inspector asked whether governors would know the breakdown of reasons for student attendance.

Ms Myhill-Johnson informed the committee that CVC student SEN attendance is currently 92.9%, 1.1 above local average and 0.3 above national average and is ranked second in Astrea secondaries.

Mr Winter informed the committee that attendance was significantly affected by a sickness bug, which affected around twenty students on one particular day. The committee were reassured the Attendance Officer works closely with the Pastoral Team to address individual circumstances for each student in managing attendance. **Action: Mr Winter to consider providing reasons for student absence, in future Principals Reports.**

The Chair enquired what strategies CVC have in place to ensure students don't miss out on learning when they are not in school due to sickness.
Mr Winter explained that CVC identify where students are off due to medical reasons and address missed learning when they are back in school.

Mr Winter explained some students have an attendance plan in place, which includes opportunities to catch up on missed learning. Where absence is due to SEMH needs, CVC are mindful not exacerbate the situation and make reasonable adjustments to individual plans.

Ofsted result

The Chair congratulated the Principal and staff on the Ofsted outcome of Good rating.

The Chair and Ms Tarlow took part on behalf of the committee and were able to demonstrate to the inspector that governors carry out Link Lead school visits in their strategic monitoring role.
Ms Myhill-Johnson thanked the Chair and Ms Tarlow for their professional informed contribution in speaking with the Ofsted inspector.

In addressing parent/carer communications, Ms Goudie explained CVC has a procedure in place where teacher response times to parents/carers is expected to be within 72 hours and this has been communicated to parents/carers. The Principal has control and oversight on parental communications. The recent staff training day revisited how CVC handle communications and best practice from other schools in the Trust and central colleagues was shared.

The Chair asked why there are 15 students identified for the Fresh start program, compared to last year where there were none.
Ms Parker explained the criteria has been amended this year and the threshold has changed ensuring no students are missed. NGRT scores and reading ages are used to identify students (majority Year 7), who would benefit from the Fresh Start program. A parent/carer evening is scheduled for individual students taking part in the Fresh Start program.

Ms Bigglestone-Widdows asked whether reading ages are shared with parents.
Ms Parker explained that student attainment should be shared with parents/carers on students first progress report.

Ms Cantrill enquired how long the Fresh Start program runs for and how will impact be measured.
Ms Parker informed the committee that students take part in the program for 25 mins a day, during Astrea Reads sessions. Beck King, National Lead for Phonics and Early Learning visited CVC recently and more staff are being trained to deliver the Fresh Start program.
CVC conduct regular assessments and run NGRT to measure progress and next steps are identified for each student, the duration depends on ability of the student.

Staffing

Ms Myhill-Johnson informed the committee that CVC staff sickness rate of 0.44% is currently under the Trust benchmark figure of 3.6%. In October, days lost due to staff sickness was 1.78%, compared to the Trust average of 5.7%.

The Principal was thanked for their report.

5) CVC admissions criteria

Action: In the absence of the Principal, this item will be moved to the next meeting agenda.

6) School visits and risk

The committee acknowledged the link lead roles:

Pupil Premium LGC Link Lead: Kate Tarlow
CVC SLT member: Clive Crisford

SEND - LGC Link Lead: Vikki Cantrill
CVC SLT member: SENCO: Clive Crisford

Safeguarding and Behaviour: LGC Link Lead: Vicky Ellaway-Barnard
Safeguarding CVC SLT member: Hanan McKeand
Behaviour CVC SLT member: Paddy Winter

Teaching and Learning – (PHSCE & SRE) LGC Link Lead: Cerian Webb
CVC SLT member: Kath Goudie

Curriculum and Assessment - LGC Link Lead: Alison Bigglestone-Widdows
CVC SLT member: Amelia Parker

Fundraising: Vikki Cantrill
CVC SLT member: Sarah Powell

The Chairs link lead visit report in relation to the Single Central Record on 19 September 2023 was shared with the committee, and questions were invited.

Ms Ellaway-Barnard's link lead visit report in relation to Safeguarding on 12 November 2023, was shared with the committee and questions were invited.

The Chair accompanied new governor Ms Bigglestone-Widdows on an introductory school walk observation and the report will be shared in due course

The Chair and Ms Ellaway-Barnard were thanked for their reports.

7) Policies

The following policies have been reviewed and updated and circulated to the committee in advance of the meeting, which governors acknowledged and will be published by the academy:

- CVC Attendance policy 2023-25
- CVC RSE policy 2023-25 (no changes)
- CVC Recording and Reporting policy 2023-25 (electronically ratified)

Academy to arrange publishing of the above policies.

8) Chairs update

The Chair congratulated CVC on Ofsted outcome of Good rating.

The Chair informed the committee that she recently visited St Ivo Academy and met with Trustees with Longsands LGC Chair, Mr Young. They were shown around St Ivo school, observing the art department and a Pupil Voice session with Sixth Form students.

The Chair informed the committee that she is part of a school governor group with networking opportunities, through which a potential new CVC governor has been identified. Details have been shared with the Clerk to process the application.
The Principal is communicating with staff with regards to appointing another staff governor.

The Chair informed the committee that PTFA - Parent Teacher and Friends Association for CVC has been formed and Marie Clements has been appointed as Chair, along with a treasurer, two co-secretaries and two other members.

The first fundraising opportunity will include raising funds through school events, for the new 3G pitch.

The committee were made aware of negative participants of Astrea Parent Forum, encouraging others to complain to Ofsted about CVC. The committee were informed that CVC encourage parents/carers to raise their concerns directly with a view to resolving issues, in accordance with the Complaints policy.

9) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **29 January 2024 to be held by conference in Teams at 5.45pm.**

10) Any Other Business

There were no items of any other business.

Attendees were thanked for their contribution and retired from the meeting.

The meeting finished at 6.54pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 5 January 2024

Principal's Report

Spring Term One

2023-2024

Cottenham Village College

Zoe Andrews

Contents

Item	Contents	Page
1	Safeguarding	9
2	Data Analysis November Mock Exams	11 Appendix 1 (page 21)
3	Year 11 (& 13) Maximising Achievement Plan Update	11 Appendix 2 (page 23)
4	Teaching and Learning	11
5	Behaviour and Culture Including updated suspension reduction plan-Appendix 3	12 Appendix 3 (page 27)
6	Attendance	14
7	Pupil Premium Plan 2023-24	17 Appendix 4 (page 29)
8	HR, Operations and Site Update	17
9	NOR Update	18
10	Any other academy matters: to include enrichment and community	19

Safeguarding

Introduction and contextual Information about the school:

CVC is a fully inclusive 11-16 school with 879 students on roll. The contextual safeguarding concerns for the school continue to be self-harm, EBSA, vaping, and county lines. However, we see changes throughout the school year where these issues are more prominent and then less so at other times.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	The safeguarding audit will be taking place on 31/1/24		
Trends in School	Functional Neurological Disorders (FND) County lines EBSA	Meeting with specialist nurse has already taken place. Meeting with a consultant from Addenbrookes to take place w/b 15/01/24. Information sharing with staff. PD programme. Parental contact, pastoral interventions and adjustments, timetable flexibility, counselling, Thrive, EHA submission.	
Update on significant cases (anonymised)			
Summary of referrals made	0		
Ofsted Qualifying Complaints	0		

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

Children at risk and children in need:	Current	Previous Report (Autumn term 2)	This time last year
Number and % of PP	148 – 16.8%	148 – 16.8%	113 – 12.9%
Number and % of LAC	3 - 0.34%	3 -0 .34%	4 – 0.5%
Number and % of young carers	15 – 1.71%	2 – 0.23%	3 – 0.3%
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	3 –0.34%	0	1 – 0.1%
Number and % of CIN	0	4 – 0.45%	2 – 0.2%
Referrals made for early help	4 – 0.45%	0	1 – 0.1%
Family support assessments conducted	1 – 0.11%	0	0
Proportion meeting threshold	1 – 0.11%	0	0

CP meetings attended	9 – 1.02%	0	0
Number and % of students with an EHCP	46 – 5.22%	46 – 5.22%	40 – 4.6%
Number and % of students with serious medical conditions	2 – 0.23%	1 – 0.11%	0
Number of students receiving CAMHS	3 – 0.34%	2 – 0.23%	0
Number and % of students receiving external support: behaviour support	2 – 0.23% (Sub Conquest)	15 (Elements)	0
Number and % of students receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

We currently have three children on CP and no children on CIN.

SCR Scrutiny:
A scrutiny took place on 10/01/24 by ZA and HM, and another on 12/01/24 with VEB (Safeguarding link governor) and HM.

Statutory Requirements:
Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
Online Safety	24/11/23	All staff	National College
Young Carers	11/01/24	Teaching staff and TAs	CVC briefing

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	3	1	8
Racist Incidents	5	1	4
Cyber Bullying	0	2	1
Homophobic Bullying	0	0	3
Transphobic Bullying	0	0	0

Analysis and Next Steps
• We have seen isolated incidents related to racist language being reported. This may suggest that people feel more confident in reporting inappropriate use of racial language.
• We are continuing to work with our 'It stops now' ambassadors to ensure that this message continues to be echoed in different year groups and we can build on student voice.
• Incidents of bullying have been addressed through the behaviour policy. We have also proactively used the ISR to provide educational support for students to ensure they are able to engage with changing their behaviour.
• Where possible we have made use of the PD programme and the PD booklets to support the student in a holistic education around bullying: i.e. you have heard this message in PD, in assembly, in Be Kind Work Hard form times, in History.

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment

All Sexual Harassment Incidents:	1	1	1	
Verbal:	1	0		0
Physical:	0	1	1	0

Analysis and Next Steps
• We have built on the surveys that have been conducted across the key stages to gain student voice around sexual harassment at school.   • Students have felt confident in reporting incidents which have taken place outside of school, as well as the incident flagged above which took place in school.   • In light of student reporting of incidents outside of school we have worked proactively with families to offer guidance on how to appropriately respond to these concerns. This has led to development of resources for parental newsletters to provide a range of methods of parents to be able to discuss these topics outside of school.   • Again where possible we have made links with the PD curriculum and the booklets to support the education of students around these topics.

Data Analysis: November Mock Exams

November Mock Exams

Please attach your school level analysis of the Year 11 (and 13) November Mock Exams as **Appendix 1**

Year 11 Maximising Achievement Plan Update

Year 11 Maximising Achievement Plan Update

Please attach your updated MAP as **Appendix 2**

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy: 54

FTE Equivalent: 46.16

	Number of Teaching Staff	% of Teaching Staff
SLT	7	15.2%
UPS	22.72	49.2%
MPS	14.72	31.9%
LP	1	2.2%
UQTS (not part of ITT)	0.72	1.6%

From this staff

ECTS	5 (4.38 FTE)	9.5%
ITTs	N/A	

Next Steps:

We have focused our work on Quality of Education on two key areas this term: SEND provision based on our recent inspection outcomes and continuing to focus on the curriculum.   Quality assurance activity for subject leaders is focused on these aspects of provision this half term.

Matt Carnaby's carefully crafted keynote on the curriculum on 4 January was well-received by staff. Matt was able to share the vision of how to create an aligned curriculum, in consultation with staff within subject communities, and this was welcomed by staff.

Following Matt's 'keynote' subject leaders have been contributing to the development of these Subject Communities and a range of face-to-face meetings are planned this term, which will help facilitate discussion and collaboration.

We have used training time to provide chunks of 'intellectual preparation' time to prepare for teaching the curriculum. This was particularly useful for a small but significant cohort of staff who have picked up a 2nd subject in January, as this time has been used to establish that they are conversant with the material they will need to teach in advance and speak with specialists to gain advice and support. Support for non-specialist teachers will be an ongoing key part of our intellectual preparation training time.

With a 2nd set of mock examinations after half term the focus for subject teachers will be planning, marking and moderation, so this will form the core theme of our CPD theme for the second half term. Linked to the forthcoming mocks, subject teams are putting together revision programmes, material and resources, both at home, in class and in extra sessions in social times or after school to support Year 11 in these crucial last few months.

Alongside this curricular work we are continuing to use Deliberate Practice sessions to a) continue to hone our 'Means of Participation' techniques, widening these from cold-calling and turn and talk, as well as reflecting on how best to execute the 'Turn and Talk' technique: observations in other high-performing schools have given us food for thought in terms of the frequency and timing of the use of this technique, and how we could strengthen our expectations of how this could be utilised in the classroom.

Behaviour and Culture

Behaviour Data:

Negative Behaviour Events:

	2022-2023							2023-2024		
	HT1	HT2	HT3	HT4	HT5	HT6	Total HT 3-6	HT1	HT2	Difference HT2 2023 - HT2 2024
Disruption to learning – C1	736	807	697	628	762	562	2649	1226	1262	455
Disruption to learning – C2	115	112	129	141	121	90	481	186	165	53
Disruption to learning – C3	44	58	61	57	66	41	225	113	79	21
Failure to complete homework	194	219	134	177	115	76	502	211	243	24
Inappropriate language (Swearing)	7	10	32	38	12	15	97	53	27	17
Lack of equipment/PE Kit/Books	199	125	110	118	71	44	343	62	87	-38
Lateness to lesson	260	176	221	331	339	174	1065	77	139	-37
Lateness to school	29	18	15	26	25	13	79	19	36	18
Missed Detention	65	56	33	47	35	14	129	56	32	-24
Mobile phone used, seen or heard	19	30	31	37	48	33	149	42	107	77
Refusal to follow reasonable instructions – C1	252	273	309	372	280	279	1240	376	417	144
Refusal to follow reasonable instructions – C2	66	146	172	134	146	94	546	123	186	40
Refusal to follow reasonable instructions – C3	49	75	85	127	127	65	404	63	57	-18
Refusal to follow reasonable instructions – C5	19	20	13	51	6	14	84	16	14	-6
Refusal to Work/Lack of effort – C1	88	85	112	78	95	67	352	118	73	-12
Refusal to Work/Lack of effort – C2	18	15	10	37	9	16	72	33	29	14
Refusal to Work/Lack of effort – C3	17	15	15	15	13	11	54	8	5	-10
Truanting – external	4	5	4	6	0	0	10	0	0	-5
Truanting – internal	129	185	351	249	252	222	1074	267	431	246
Uniform issue	25	46	90	72	56	67	285	121	89	43
Verbal abuse/Rudeness – adult – C1	22	25	27	37	16	19	99	20	33	8
Verbal abuse/Rudeness – adult – C2	8	17	15	24	17	11	67	6	21	4
Verbal abuse/Rudeness – adult – C3	8	9	24	23	1	12	60	7	5	-4
Verbal abuse/Rudeness – pupil – C1	7	17	10	8	9	5	32	5	7	-10
Verbal abuse/Rudeness – pupil – C2	1	3	4	5	6	5	20	2	6	3
Verbal abuse/Rudeness – pupil – C3	3	2	5	4	2	4	15	0	5	3

Positive Behaviour Events:

	2022-2023							2023-2024			
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	Difference HT2 2023 - HT2 2024
All	68628	13714	13569	10817	11737	11955	6836	68628	23511	19969	6400
PP	9798	1933	1900	1526	1667	1729	1043	9798	3969	6880	2036
SEND (all)	6048	1212	1152	1001	1051	1013	619	6048	2041	4561	829
SEND E	2328	469	440	406	412	386	215	2328	626	443	157
SEND K	3720	743	712	595	639	627	404	3720	1415	4118	672
Boys	34015	6924	6638	5385	5822	5945	3301	34015	12210	21026	5286
Girls	34613	6790	6931	5432	5915	6010	3535	34613	11301	20207	4511
Year 7	18934	3150	3623	3005	3522	3304	2330	18934	5392	5201	2242
Year 8	18068	3522	3543	2723	2898	3125	2257	18068	5934	6023	2412
Year 9	14804	3180	3054	2252	2227	2701	1390	14804	4395	4073	1215
Year 10	12029	2403	2378	1859	2245	2300	844	12029	4909	3152	2506
Year 11	4793	1459	971	978	845	525	15	4793	2881	1520	1422

While the occurrence of negative events has risen compared to the same period last year, there has also been a substantial increase in positive events. We attribute this positive trend to an enhanced level of consistency in the implementation of policies by all staff.

The overall learning environment continues to be predominantly positive. Nevertheless, there remains a notable concern regarding a small minority of students, particularly in relation to internal truancy, resulting in several external suspensions.

In the previous term, our focus persisted on fostering a culture that encourages exemplary behaviour for learning. We strongly advocate for the right of every student to learn in an environment free from disruptions and affirm the right of every teacher to teach without interference. Students were able to participate in rewards trips during December.

Suspensions - The total number of suspensions per half term:

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	280	45	61	54	54	31	35	96	21	74	1	0	0	0
PP	129	20	23	25	32	13	16	36	10	25	1	0	0	0
SEN All	135	22	31	29	28	13	12	46	12	33	1	0	0	0
SEN E	70	14	20	14	14	4	4	21	6	14	1	0	0	0
SEN K	65	8	11	15	14	9	8	25	6	19	0	0	0	0
Boys	236	31	54	47	47	28	29	77	18	58	1	0	0	0
Girls	44	14	7	7	7	3	6	19	3	16	0	0	0	0
Y7	27	6	10	7	3	1	0	9	2	6	1	0	0	0
Y8	36	8	4	3	7	2	12	8	0	8	0	0	0	0
Y9	114	14	23	25	25	11	16	31	5	26	0	0	0	0
Y10	72	13	13	11	15	13	7	27	7	20	0	0	0	0
Y11	31	4	11	8	4	4	0	21	7	14	0	0	0	0

Suspensions - The suspension rate per half term:

	2022/2023							2023/2024						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	30.43%	4.89%	6.63%	5.87%	5.87%	3.37%	3.8%	10.79%	2.36%	8.31%	0.11%	0%	0%	0%
PP	87.16%	13.51%	15.54%	16.89%	21.62%	8.78%	10.81%	20.81%	5.78%	14.45%	0.58%	0%	0%	0%
SEN All	132.35%	21.57%	30.39%	28.43%	27.45%	12.75%	11.76%	46.94%	12.24%	33.67%	1.02%	0%	0%	0%
SEN E	148.94%	29.79%	42.55%	29.79%	29.79%	8.51%	8.51%	61.76%	17.65%	41.18%	2.94%	0%	0%	0%
SEN K	118.18%	14.55%	20%	27.27%	25.45%	16.36%	14.55%	39.06%	9.38%	29.69%	0%	0%	0%	0%
Boys	49.06%	6.44%	11.23%	9.77%	9.77%	5.82%	6.03%	16.18%	3.78%	12.18%	0.21%	0%	0%	0%
Girls	10.02%	3.19%	1.59%	1.59%	1.59%	0.68%	1.37%	4.59%	0.72%	3.86%	0%	0%	0%	0%
Y7	14.84%	3.3%	5.49%	3.85%	1.65%	0.55%	0%	5%	1.11%	3.33%	0.56%	0%	0%	0%
Y8	19.25%	4.28%	2.14%	1.6%	3.74%	1.07%	6.42%	4.44%	0%	4.44%	0%	0%	0%	0%
Y9	61.96%	7.61%	12.5%	13.59%	13.59%	5.98%	8.7%	17.42%	2.81%	14.61%	0%	0%	0%	0%
Y10	38.71%	6.99%	6.99%	5.91%	8.06%	6.99%	3.76%	15.61%	4.05%	11.56%	0%	0%	0%	0%
Y11	17.13%	2.21%	6.08%	4.42%	2.21%	2.21%	0%	11.73%	3.91%	7.82%	0%	0%	0%	0%

Suspension analysis and commentary:

We are presently in the process of reviewing and revising Additional Support Plans for students who are a cause for concern and have experienced more than two suspensions this term. The objective is to guarantee the implementation of comprehensive support, tailored measures, and reasonable adjustments, along with providing a clear, step-by-step approach for both students and staff to follow. This initiative holds particular significance for students with Special Educational Needs (SEN).

Suspension Reduction:

Please see **Appendix 3**

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of Autumn term two
Whole School	95	91.3	91.4
Pupil Premium	95	85.1	83.5
SEND	95	79.9	80.8
Maximum % of pupils who are PA:	95	25.1	23.6
% of PP pupils who are PA:	95	46.6	46.8
% of SEND pupils who are PA:	95	44.6	43.5

Please also provide details of:
- For the seven students currently on AP, their average attendance for the Autumn term is 95.7%. This does include authorised absence. One more student has been added to the AP group at the start of this term and their attendance will be included in the next report.
- the number of students moving off roll to EHE: 5 for Autumn Term + 1 in Spring Term

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year	Year to date: End of Autumn term two
Whole Cohort	95	89.8	89.1
Pupil Premium	95	79.9	71.2
SEND	95	69.5	73.5

Maximum % of pupils who are PA:	95	27.8	27.1
% of PP pupils who are PA:	95	63.6	68
of SEND pupils who are PA:	95	59.1	60.9

Provide details below of the progress made to date on areas of your Attendance Action Plan.

Objective	Key Actions	Update and summary of impact to date
Improving SEN and FSM attendance across the school	Provision of meaningful data to SLT and HoYs to support intervention	Attendance team process redesigned to support pattern spotting and promote early intervention. New process has gone live this half term. This will have significant implication for the early intervention for year 11 students. At the time of writing year 11 are in mocks and therefore the interventions will take place once they return to normal school. Where some students are off – ongoing support is being enacted by pastoral teams. For those with severe absence we are seeing positive steps of engagement with families.
	Using data to promote intervention regarding SEN and FSM	Worked with central team to develop the reporting process through Bromcom to allow for more nuanced intervention. Now able to analyze attendance data for wider range of SEN codes. New system live after half term. At time of writing data being reviewed for patterns. Next steps are be discussion with SEN team to identify the key students for intervention. These steps then to be cascaded to the pastoral teams to enact the interventions with specific review times set. *Meetings between attendance, SEN, and safeguarding teams to ensure pastoral outreach is meeting with families. Where necessary the EIO/AIO have also been contacted to support the work of the families. We have seen positive engagement from families from the outreach work*
Improving outreach programme	Carry out focus groups led by attendance teams and pastoral teams	A range of students have been identified for attendance interventions as discussed above.
Development of rewards and attendance	Carry out student voice on attendance rewards	Use of behaviour curriculum, assemblies, and student council to raise the profile of attendance and the possibility of systematic rewarding attendance. Working with the central team regarding the implementation of perfect week positive points for those who have good attendance.
Development of early intervention strategies	Software CPD for Attendance Team	Working with central team to develop team's ability to use Bromcom, Athena, and Excel to support the development of pattern spotting/analysis of whole cohort data. Year 11 behaviour and pastoral programme has been modified to build in response to student anxiety to reduce stress post mocks.

		Close work between the Attendance Team and the SLT lead on Maximising Achievement Plan to ensure that the right students are being approached with support.

Reviewing the data

E focus – Attendance = 70%

Breakdown of data – some dual registration attendance data will affect our data.

- Number of E students: 35
- 15 students have 90+% present attendance
    - Improvements to their attendance is collaborated through form tutors and Heads of Year

Attendance Next Steps:

Revisions have been identified in blue above.

Pupil Premium Plan 2023-24

Please see **Appendix 4**

HR, Operations and Site Update

HR and Staffing Update

Josie Kitchiner, Second in Science, returned from maternity leave at the end of December 2023.

Non-specialist teaching at KS3.

We have found recruitment of teaching staff challenging over the last 24 months, particularly within the core subjects of English and maths. This position reflects the national landscape of teacher shortages.

Our response to the recruitment challenges currently is to temporarily use our science-specialist teaching team to cover the maths maternity cover for KS3 classes for six months. We have deliberately taken the opportunity to have established teachers, with strong mathematical knowledge, rather than use agency staff, in line with using every minute of every lesson well. For GCSE classes, they are not affected by the non-specialist teaching and have our specialist maths teachers.

The senior team have also had their teaching hours increased to cover a vacancy in English, where we have decided to not recruit due to the quality of applications in this field, therefore, we will continue to plan recruitment for suitable applicants for the next academic year. There is a knock-on effect for the strategic work for school improvement with the reduction in senior leadership capacity, so we will look to secure recruitment in the Spring term to be fully staffed for September 2024.

	Details
New Appointments for 1st January 2024	None
New Appointments for 1st April 2024	None
Leavers for 31st December 2023	Rujbina Begum – part-time English Teacher Jennifer Clarke – English supply teacher Steve Ferris – Casual cover teacher retired at the end of December Conor Jackson – Pastoral role/Assistant Head of Year
Leavers for 31st March 2024	None
Current vacancies not filled	Teacher of English – to start at Easter or in September 2024

	We have paused on recruitment for a DT technician and will revisit this for the Easter break.

Monthly HR Metrics

HR provide a monthly HR KPI report. Each academy is RAG'd against the Trust benchmarks. Please provide details from this report below.

Trust Benchmark and Calculation	November Academy data and RAG
Up to 3.5% green 3.6-4.59 amber 4.6+ red *Calculation: Sickness rate=Average of sickness Rate from import recalculated monthly using rolling 12 months data.*	Sickness Rate 3.6% - Amber
Up to 5.69 is green 5.7-6.69 amber 6.7+ red *Calculation: Total days absent -Sum of total days absent/average staff count 12 months recalculated monthly using rolling 12-month data*	Average days lost 5.7 - Amber
Up to 16.09% green 16.10-17.09 amber 17.10% red *Calculation: Turnover=(Count of leavers in the year/Average count of staff in a year)*100 recalculated monthly using 12 months data*	Turnover 16.10% - Amber

Site maintenance/improvements and any site works projects

With the 2023-24 School condition allocations (SCA) funding, improvements were made to the fencing onto the field. There are now secure push button releases fitted on all field gates allowing easy access onto the field but preventing open access back into the site. Additional fencing has also been erected to resolve gap issues in the natural hedgerow boundary.

For upcoming improvements, new flooring will be fitted along one corridor and two changing rooms in the sports centre. Professionally fitted heavy duty entrance mats will be installed by the external entrance along the Prom. Quotes are currently being obtained to install an area of fencing outside Reception to provide a two-stage entry system into school.

Any other site or operational matters

The project to install a new 3G pitch has progressed following the first design kick-off meeting. The proposed location sits on top of a ground source heat pump which services the 6th form and areas within the construction building. The AGP contractors included a contingency within their tender submission to explore the issue and see if any additional work might be required. Assessment visits with relevant heating specialists will commence within the forthcoming weeks. The current pitch has continued to be serviced regularly with no accidents or near miss incidents being reported. Pitch condition will be actively monitored and should any patch repair work be required in 2024, this will be done.

Number on Roll Update & Projections for September 2023

Please provide updates below of current NOR.

Current NOR: 879
PAN: 180

	Year 7	Year 8	Year 9	Year 10	Year 11	Total NOR
January 2024	**180**	**178**	**172**	**173**	**176**	**879**
October 2023 Census	179	177	171	173	173	873
4th September 2023	179	177	174	176	174	880
July 2023	176	178	179	177	176	886
January 2023	176	174	178	174	177	879
October 22 Census	176	172	178	171	178	873
1st September 22	175	170	179	171	180	875
October 21 Census	169	178	174	179	173	875

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Leavers in autumn term 1 2023	0	0	5	2	1	8
Leavers in autumn term 1 2022	2	2	1	6	2	13
Joiners in autumn term 1 2023	0	2	0	0	1	3
Joiners in autumn term 1 2022	2	5	2	7	0	16

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
EHE Autumn term 1 2023	0	0	1	0	0	1
EHE Autumn term 1 2022	1	1	1	2	0	5
EHE End of Year 2022-23	**2**	**2**	**3**	**4**	0	**11**

Analysis and Commentary:

Pupil number changes seem to fit within our typical patterns. We continue to have a number of in year admissions and leavers as families move location.

Any Other Academy Matters

You may wish to include information in this section such as:

- **Enrichment Programme and Activities**
- Community Engagement and Events
- Attendance and updates at Parental Events

- Any other contextual matters/news/information

Spring Enrichment Programme – After School

Monday	Tuesday	Wednesday	Thursday	Friday
After School (3.10pm-4.10pm)	There are no clubs or activities on Tuesday after school, to allow time for all staff to meet together.	After School (3.10pm-4.10pm)	After School (3.10pm-4.10pm)	After School (3.10pm-4.10pm)
Homework Club – ICT 3 (All Year Groups)		Homework Club – ICT 3 (All Year Groups)	Homework Club – ICT 3 (All Year Groups)	Homework Club – ICT 3 (All Year Groups)
Homework Club provides a quiet, structured, and a safe environment for students to complete their daily homework assignments with the help of school staff.				
Art Club (Year 11)		Netball Club (Year 10 /11)	Dance (Year 7-10)	GCSE Music - Theory Support (Year 11)
Year 7 Football Club		Girls Football (Year 7/8)	Badminton Club (Year 9 and 10)	Debate and Philosophy Club (All Year Groups)
Netball Club (Year 7,8 and 9)		Lego Robotics Club – ICT 1 (Year 7,8 and 9)	Physical Fitness (Year 9-11)	Dungeons and Dragons (All Year Groups)
GCSE Drama – Practical performance work		Photography Club (Year 9/10)	CVC Band Club (All Year Groups)	Art Club (Year 10 and 11)
Year 9 Football Club		History and Geography Revision Sessions (Year 11)	GCSE Drama - Theory Support (Year 11)	
		CVC Voices Choir (All Year Groups)	Design and Technology (Year 11)	

Spring Enrichment Programme - Lunchtime

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime (1.10pm-1.50pm)	Lunchtime (1.10pm-1.50pm)	Lunchtime (1.10pm-1.50pm)	Lunchtime (1.10pm-1.50pm)	Lunchtime (1.10pm-1.50pm)
Basketball in the school sports hall (All Year Groups)	Basketball in the school sports hall (All Year Groups)	Basketball in the school sports hall (All Year Groups)	Basketball in the school sports hall (All Year Groups)	Basketball in the school sports hall (All Year Groups)
Football on the Astro turf (Year 7)	Football on the Astro turf (Year 10)	Football on the Astro turf (Year 8)	Football on the Astro turf (Year 9)	Football on the Astro turf (Year 11)
Creative Writing Club E1 (All Year Groups)	Chemistry (Year 11 GCSE support) in S6	French speak practice - L5 (Year 10 and Year 11)	Animation Club – ICT 4 (All Year Groups)	Young Geographers Club (Year 7-9)
Prebooked band rehearsals for events (contact Mr Gimson if you would like to book this space)	Prebooked band rehearsals for events (contact Mr Gimson if you would like to book this space)	Prebooked band rehearsals for events (contact Mr Gimson if you would like to book this space)	Prebooked band rehearsals for events (contact Mr Gimson if you would like to book this space)	Prebooked band rehearsals for events (contact Mr Gimson if you would like to book this space)
Prebooked space for drama rehearsals (contact Mrs Oldfield if you would like to book this space)	Warhammer Club in E4 (All Year Groups) Mr Kirby	Art Studio available for independent work both KS3 and KS4	Prebooked space for drama rehearsals (contact Mrs Oldfield if you would like to book this space)	Prebooked space for drama rehearsals (contact Mrs Oldfield if you would like to book this space)
	Library Book Club (All Year Groups)			
Art Studio available for independent work both KS3 and KS4	Art Studio available for independent work both KS3 and KS4		Art Studio available for independent work both KS3 and KS4	Art Studio available for independent work both KS3 and KS4
Languages Club – L3 (All year groups)	Music Production Club (All Year Groups)			
	Creative Mindfulness Club – Study (Year 7)			

Appendix 1

Year 11 Mock Data Analysis

Year group overview
Total number of students: 175
HPA: 53
MPA: 75
LPA: 32
N/A: 15
PP: 25
FFT Targets for Attainment 8
FFT20: 5.49
FFT5: 5.89

Year 11 Mock Data Headlines:

	Mock Data November 2023	Mock Data November 2022	Actual GCSE Outcomes August 2023
Progress 8			+0.23
Attainment 8	44.08	42.59	52.15
Attainment 8 Disadvantaged	28.08	29.69	36.50
Attainment 8 SEN	17.83	19.63	25.86
English & Maths 4+	57.1%	63.1%	81%
English & Maths 5+	41.7%	36.4%	63%
English & Maths 7+	8.6%	6.3%	13.6%
A8 Baccalaureate average grade	4.59	3.98	5.35
A8 Open Element average grade	4.28	4.31	5.03

English and Maths and Crossover Students:

Maths Key Headlines

- 56 students (32%) not achieving 4+ in Maths
- 79 students (45%) not achieving 5+ in Maths

English Key Headlines

- 58 students (33%) not achieving 4+ in English
- 87 students (50%) not achieving 5+ in English

Crossover students:

- 33 crossover students (19%) not achieving 4+ in English and Maths
- 6 crossover students (3%) not achieving 5+ in English and Maths

Analysis:

- The Y11 cohort have performed at a higher level in November 23 than the previous cohort did at the same point in the academic year in 2022
- Students conducted themselves excellently over the mock period – showing a real sense of the importance of the mock exams and had worked hard for them
- The progress of last year's cohort between the November mock period and the final GCSE exams was evident in the final outcomes for CVC, with the A8 moving from 42.59 to 52.15. Focused, targeted work at a department and whole-school level (with many of the actions included in our MAP for this year as well) resulted in a significant raising of attainment.
- Key areas for us to work on at department and whole-school level is reflective of the SIP priority areas: Disadvantaged and SEN students, where performance in this year's mock exams is lower than it was at this time last year. This is part of our ongoing work with the whole staff to close the gap.

- In addition, English results in the summer were poor and there is focused ongoing work with the Head of Department to support rapid improvement – particularly for the 7-9 grades. This is at a senior leader level and also from the National Lead for English.
- Grades 7-9 are a key focus for the whole school in all departments.
- Mock analysis questions have been shared with all subject leaders and discussion of results has been the focus of meetings since the mocks this term. The discussion is focused on key students – discussing every underperforming student in each subject.

Next step plans – January 2024
- SLT line managers to support Subject leads with setting individual student progress targets that push them to the next grade boundary. For students on the edge of a grade boundary, where it is possible to move up 2 grades an aspirational target will be given.
- SLT meeting in January w/b 8th January to focus on Y11 achievement and identification of key students in the crossover to inform of the approach with each student and revisit the RAP.
- SLT subject line managers to look at the run up to mock 2 and any requests for after-school revision sessions based on conceptual need. Targeted students to be invited to each session and parents informed of these sessions.
- Y11 intervention evening to be held for those who are in the 'at risk' session of the crossover, with Head of Year and SLT providing tangible work that can be completed in advance of the mock exam, along with guidance and support for parents.
- SLT to continue to visit Y11 lessons daily.
- Y11 students as a priority for Principal's prize and weekly notes home to parents.
- Update our website to remind parents of the revision tools already shared in the Autumn term, with key links to useful resources.
- Use the parent weekly newsletter as regular prompts to parents to help support and prepare Y11 for assessments.

Appendix 2 -Y11 Maximising Achievement Plan 2023-24 (MAP)

CONTEXT AND INTENT
Context of the Year 11 cohort and position of the Academy, including reference to Summer 24 outcomes There are 173 pupils in Y11 for 2023/4, with a KS2 SS (105.5) score significantly lower than last year's cohort who has a KS2 SS of 106.0. There are a small number of KS4 students in AP, following alternative provision pathways with one full time in Olive Academy and one in CRC futures. There are 14 students with EHCPs, one within our DSC and 2 within specialist AP provision. 22 students with FSM6, 18 student who are EAL. 4 students are currently FSM and EHCP known as double disadvantage (2 are in AP units). Following the strong improvements in attainment for GCSEs in Summer 2022, the objective is for Cottenham Village College to consistently achieve in the top 10% of schools nationally. Using FFT metrics for target setting, we set aspirational targets to support this we will use FFT5 as our ambitious target to strive towards in all areas of attainment.

KEY PERFORMANCE TARGETS				
Attainment 8 score: ALL: 5.89 (FFT5) PP: 4.9 SEND: 4.0 (support) 4.9 (EHCP)	Grade 5+ Eng & Maths: 66% FFT5	Grade 4+ Eng & Maths: 83%	% of students entered for EBacc 45.8%	Progress 8 score target: ALL: 0.5 PP: 0.0 SEND:0.2

Priority area	Strategic Intent and Specific actions	Lead	Evidence of impact	Actioned by
Strong subject teaching	Careful deployment of subject teachers to consider planned absences due to ill health/ planned maternity absences. KS4 classes avoid being split between teachers where this does not complement the structure of the curriculum. Support and monitoring to be increased in subjects where academic performance of summer 2023 was weaker (based on Sisra indicators from August 2023- to be reviewed with final data after reviews of marking): - English - History - Business - Computer Science	APA	Student feedback	APA
Continuity of KS4	Changes to subject leadership do not affect continuity for students in English and History.	KGO	Stakeholder feedback	SLT line managers
Attendance to lessons is high	All year 11 students to have excellent records of attendance and punctuality. Regular tracking and monitoring to	PWI	Attendance data.	All Y11 tutors/teachers/pastoral leads

	intercept where negative patterns of behaviour/habit are having an impact. Parental contact made as necessary. • Behaviour system used to flag up students who are late to lessons, pastoral team to issue consequences/contact home to raise concerns. • SLT walkabout/on call rota to support immediately in any issues in lessons to ensure disruption free learning. (affected by SLT cover levels)			
School culture supports effective use of lesson time	All lessons disruption free, using the school behaviour policy and processes. • Implementation of Astrea Way Core Routines from the Start of September. • Regular deliberate practice routines embedded in staff training sessions to allow improvement of delivery of routines. • Regular QA by SLT walkabout to collect data on lessons and respond as appropriate. (affected by SLT cover levels) • Regular SLT discussions about what is seen during lessons, picked up at VP briefings and addressed as needed. • Use of Reset room to remove any distractions from lessons. • Use of first aid room to be removed from lessons, aside from medical emergencies.	CCD/PWI and SLT	SLT walkabout. Behaviour data.	SLT
Pedagogy and resourcing strong in all departments, ensuring every teacher an expert in their subject area.	Curriculum development time used to secure the strong teaching and learning. Regular QA with middle leaders/SLT line managers evidences highly knowledgeable subject teachers who use lesson time effectively to challenge and support all students to achieve excellent outcomes. • Daily learning walks by SLT to ensure challenge and implementation of curriculum supports ambitious plans for outcomes. (affected by SLT cover levels) • Weekly subject leader briefings to address core areas of focus and feedback from any findings from SLT	KGO/SLT	Assessment outcomes, SLT walkabout.	SLT

	• Curriculum development time to be focused on what is needed to address gaps in Y11 knowledge and understanding. • Heads of subject to carefully assign teachers to each Y11 group and plan training and development opportunities of staff.			
Pupil premium students	All Y11 PP students to be fully resourced to be able to bridge any gaps in subject knowledge. School using a regular data analysis to look at which subjects are affected and using catch-up funding to hit these students as a priority. • Pastoral teams to focus on these groups on students in daily debrief. • Additional resourcing in place via the Boutique to enable every child a positive start to the day, fully dressed at line up. • Fortnightly LM meetings with middle leaders to discuss current situation for priority students. • Regular data analysis by senior leader (AP) to look at where additional interventions may be required.	CCD/APA	Assessment outcomes, attendance data, behaviour data.	CC/SK (SENDCo)
SEN students	Inclusion is a school priority for 2023/24, every teacher being clear on their role to scaffold learning on student need. Access arrangements to be organised in a timely manner so that the mock exams give full entitlement. • Training day in September to explicitly explain how we need to model practice as a school • New SENCo to take a lead on AA • Regular data reviews with SLT line manager. • A clear communication log for all SEN students with all reviews, access arrangements and additional meetings detailed for all SLT to be fully aware of all issues. • Introduction of informal SEN coffee mornings for parents to	JCH/CCD	Learning walk QA, data analysis, mock exam outcomes.	

	• bring into school more regularly. • Communication strategy to be rolled out during 23/24			
Reading Ages	For any Y11 students who have a reading age below chronological age we will explore support programmes to develop this during the academic year, this will include: - Identification of pupils - Use of tutor time interventions with a TA - Home-School communications to support a wider reading programme - Support with appropriate choice of texts.	JCH	NGRT Testing at end of Y10 to identify students requiring support.	SEND Team/APA
Homework	Working from Y22-23 pilot, continue to plan homework clearly and share with parents, to help them to support preparation for mock exams as needed.	KGO	Parent and student feedback. Mock exam results	KGO/Middle leaders

Appendix 3 -Suspension Reduction Plan

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT	BY WHEN	LED BY	MONITORED BY
Behaviour & Culture, Behaviour Curriculum	1. Continue to develop support for Quality First Teaching - using TLAC techniques for positive behaviour management, de-escalation – planning for and responding to behaviour. To be delivered through CPD sessions and INSET days 2. Ensure the core routines are fully embedded to provide a secure foundation for classroom and school culture, staff training and support 3. Corridor framework implemented to ensure transitions are calm and purposeful 4. Significant reboarding process for students to be undertaken in September 2023 5. Training for staff focused on core routines, intellectual prep 6. Increase use of positive reinforcement as a tool for promoting/enabling positive behaviour 7. Behaviour Curriculum delivered through tutor time focusing on teaching behaviour and positive social norms 8. Launch of the 'It Stops Now' campaign to support personal development and challenge antisocial behaviour / derogatory language	Disruption free learning, calm and positive environment, including transitions Establish clear social norms and ways of behaviour for students Staff well trained and effective in dealing with behaviour Normalise rewards and recognition, drive positive to negative ratio of behaviour events Enhanced approaches to teaching and learning evident in lessons	March June Ongoing	PW JC CC LY	CC, JC and KG
IBP and PSP -	1. Implement thresholds for Tutor/HOY/IBP and PSPs 2. Review the number of PSPs we currently have in place, ensure all students that meet the new threshold are then placed on a PSP	HOYs to use the thresholds to ensure that students are on the appropriate level of support.	March23 Reviewed again in June 23	HOYS PW	CC
SEND / PP	**Strategy / Approach:** 1. Appointment of SENCO to strategically lead SEND and work closely with VP behaviour to reduce suspensions via intervention and support. SENDCo working closely with the pastoral team (HoYs) to provide support, advice and guidance 2. SEND students have a key worker to support and improve behaviour, strategic placement of pastoral key workers to support students management behaviour effectively 3. Ensure the core routines are full embedded to provide a calm and purposeful learning environment to support the most vulnerable students. 4. Review one-page profiles and implementation of additional support plans for identified at risk students. Ensure all profiles reflect EHCP and needs, working closely with parents to ensure collective support. 5. SEN team to work with identified pupils to offer sustainable strategies to reengage. Earlier intervention for students at early risk of repeated suspension. Earlier deployment of the waves of intervention for SEND students. 6. Behaviour support via leadership wanders to lessons where escalation is most likely (including cover lessons). 7. Restorative consistencies and least invasive intervention in place to ensure a consistent approach to enabling a student to make the right choice 8. SENDCo to attend readmission meetings where required to aid SEND advocate, advice and intervention **Communication and sharing of information:** 9. Daily pastoral briefing with subgroup focus 10. Weekly BASI meetings conduced with the SENDCO in attendance to ensure SEND representation and advice 11. Weekly SEND updates for staff 12. One page profiles to include and highlight behaviour reasonable adjustments strategies for SEND students to support effective teaching practice	Enhance strategic leadership and understanding of SEND in relation to behaviour and suspensions SEND support and intervention identified, effective and having impact on reducing suspensions / reduce rate of recidivism Staff use least invasive intervention techniques effectively to pre-empt and deescalate behaviour Improve induction experience, and quicker acclimatisation to secondary school life for SEND students High-quality support and advice provided to pastoral staff to effectively support SEND Teaching practice reflects excellent SEND approaches further supporting access to the curriculum and reducing behaviour events Reasonable adjustments in place and effectively supporting promoting positive behaviour	March June Ongoing	JC KB	CC

Intervention:

13. Reasonable adjustments for key SEND students in place, including lunch time detentions or alternative sanctions to support self-regulation and improve behaviour
14. Increase capacity and range of interventions designed to support emotion regulation and de-escalation. This includes increasing emotional literacy provision and increasing the proportion of time that Pastoral support spend mentoring students.
15. Bespoke behavior interventions for SEND students including – anger management, emotional literacy / social stories
16. Strategic deployment of TAs to support SEND students in ISR to ensure better understanding and reflection of their behaviour following incidents
17. Reading intervention via fix it and fresh start to support SEND students with low reading ages / behaviour to access the curriculum / lessons.
18. Improve behaviour 'transition' support (for prospective Year 6 students) generally (and in targeted ways for students in challenging circumstances) so that students are better prepared for the change (and agreed 'reasonable adjustments' are more impactful, earlier).

Training and Development:

19. Further strengthen universal practice through Quality First Teaching and ensure all staff know how best to support SEND students effectively in lessons using individual plans and by making reasonable adjustments. All staff can access 1 Page Profiles.
20. Staff training to support SEND in the classroom. Undertake review of collective good practice and share this with staff through CPD opportunities. 'Behaviour in SEND' session to be led by SENDO, scenario based situations linked to ADHD, reasonable adjustments and best practice
21. TA training to enhance intervention program further– Lego therapeutic training – to develop cooperative social skills

Y9 into Y10	1. Additional assemblies focused on the behaviour of boys – in and out of lesson conduct 2. Adaptation of the behaviour curriculum 3. Use of BASI to address common themes 4. Morning address used to enhance character education and address significant issues	Improvement in behaviour and attitudes, reduced suspensions and behaviour incidents from identified students	March23 Reviewed again in Sept 23 Ongoing	LY	CC
Consider alternatives to suspension.	1. Consider the use of multiple ISR days as an alternative option, if appropriate, to a single day FTS. 2. New ISR base introduced from September 2023	Reduction in FTS and increase in ISR.	March23 Reviewed again in June 23	HOYS PW	CC
Praise and Rewards	1. Raise the profile of and incentivise student Rewards (Certification and reward, Golden Tickets, Interform, Reward Assemblies, Recognition). Delivered through student reboarding in Sept, Jan, Form time activities, rewards assemblies staff training. 2. Improve staff consistency and engagement with Rewards, through: training (commencing in Sept), a weekly 'Rewards tutor time, 1:1 mentoring of staff where significant inconsistencies arise. 3. Weekly QA and analysis of rewards trends	Increase in rewards and recognitions issued by teachers Normalise rewards and recognition, drive positive to negative ratio of behaviour events	Reviewed again in Sept 23 Ongoing	PW CC	CC

Appendix 4 – Pupil Premium Strategy Statement Academic Year 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	875
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
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	£132,480
Recovery premium funding allocation this academic year	£35,328
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	£167,808

Pupil Premium Strategy
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 disadvantages 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	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. Students' learning profiles on reporting data are positive. Tracking sheet for PP and involvement of the pastoral team to show successful interventions.
3. Improved attainment outcomes for disadvantaged pupils, especially in	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

maths and English.	individual pupils. The effectiveness of strategies used to support individual pupils will also be regularly viewed. 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. MyTutor catch up sessions will be offered to key disadvantaged pupils in maths and English. 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. 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.	
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.

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	**External evidence** In line with the research, improving the quality or teaching and learning of disadvantaged pupils improves outcomes. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully 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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Quality first teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students. 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 High quality feedback is an effective way to improve attainment and feedback studies suggests significantly high effects on learning. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&utm_medium=search&utm_campaign=site_searchh&search_term **Internal evidence** 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. Effective, focused senior and middle leadership of T&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&L which will lead to continued improvement of attainment at the college.	2, 3, 4

Whole school reading focus CPD	**External evidence:** Evidence suggests that reading is crucial in supporting students to access the curriculum and to, therefore, make progress: https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading?utm_source=/news/eef-blog-whole-class-reading&utm_medium=search&utm_campaign=site_search&search_term=reading 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: 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&utm_medium=search&utm_campaign=site_search&search_term=reading **Internal evidence:** 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.	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 intervention lessons Small group tuition and 1:1 sessions	**External evidence:** Evidence suggests that teachers, TAs and tutors can have a positive impact on academic achievement where they support small groups or individual pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

The EEF has researched Catch Up Numeracy and found this to have a positive impact on outcomes.

https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy

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.

https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/

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 https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/

The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/teaching-assistants/ - Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.

Internal evidence:
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 are 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).

Period 6 – My Tutor, teacher led revision	**External evidence:** Evidence that extending the school times makes a positive impact on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time **Internal evidence:** 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).	3
Fresh start phonics reading programme	**External evidence:** Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - 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://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/ - 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.	3,4

	Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start **Internal evidence:** 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).	
The Scholars Programme	**External evidence:** 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 - https://www.gov.uk/government/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully 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. https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/catch-up-literacy/ **Internal evidence:** 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.	3
Monitoring and reviewing of PP achievement using appropriate data analysis	**External evidence:** The Ofsted summary recommends that achievement data is regularly analysed to check whether interventions or techniques are working and adjust if needed. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	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.	**External evidence** 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.	1,3, 4

	Strategies to promote good attendance are also listed in the top approaches for disadvantages pupils by the government in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Good attendance is also listed in the top 10 approaches for disadvantaged pupils in this report. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spend-ing-the-funding-successfully Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils. https://www.gov.uk/government/uploads/system/up-loads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disad-vantaged_pupils_-_briefing_for_school_leaders.pdf **Internal evidence:** Students who have a good or excellent attendance on average make higher levels of progress throughout the academic year.	
Development of HW	**External evidence:** Using Show my Homework as a platform to set meaningful HW (three Es – extending, embedding and enhancing knowledge) that also allows parental/carer engagement. Development of HW Club and continued monitoring of HW completion rates. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework **Internal evidence -** Data collection – HW set on Show My HW, attendance at HW club, HW detentions, QA of HW in book looks.	1, 2, ,3 ,4
Develop and implement a behaviour policy to support an improved school culture including a new rewards programme. Delivery of pastoral interventions and activities designed to foster the core character qualities of resilience, hope, growth mindset and self-efficacy.	**External evidence:** 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions **Internal evidence:** Recognition of PP contribution demonstrated by an increase in rewards for disadvantaged pupils. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 3, 4
Well-being support	**External evidence:**	1, 2, 3, 4

available during the school day	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 Use of alternative therapies - canine and music. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Access to resources for pupils. Uniform and transport assistance to support PP well-being and to reduce low self-esteem, isolation and to develop further school engagement.	**External evidence:** 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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology **Internal evidence** 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 day. The school uniform 'boutique' is open every morning and loans PP students any uniform they may need for the school day. 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.	1, 2, 3 ,4
Develop engagement with disadvantaged parents/carers in the community	**External evidence:** The EEF report states that home plays a crucial role in supporting children's learning, and levels of parental/carer engagement are consistently associated with improved academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term **Internal evidence**: Engagement with information evenings, parent forum, parents' evenings and pastoral meetings	1, 2, 3, 4
Ensure all PP students have access to enrichment activities	**External evidence** Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	3, 4

	Internal evidence
	Pre-Covid, outside classroom opportunities (e.g. Activities week, work experience, subject trips) have been effective for cultural capital and providing shared experiences.

Total budgeted cost £167,808