

Pupil premium strategy statement for Court Moor School (Reviewed September 2020)

School overview

Metric	Data
School name	Court Moor School
Pupils in school	1129
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£120,000
Academic year or years covered by statement	2019-20, 2020-21, 2021-22
Publish date	Nov 2019
Review date	Sept 2020
Statement authorised by	Mr P Jenkins
Pupil premium lead	Mr P Blagg
Governor lead	Mr P Glass

Disadvantaged pupil performance overview for last academic year with headline data (2019).

Progress 8	-0.16 (improved from -0.45 2018)
Ebacc entry	7.69%
Attainment 8	48.85 (improved from 35.97 2018)
Percentage of Grade 5+ in English and maths	53.85%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve a consistently positive P8 score for disadvantaged students	Sept 2022
Attainment 8	Achieve an attainment 8 score of 43 in 2021	Sept 2021
Percentage of Grade 5+ in English and maths	50% achieve 5+ in both English and Maths	Sept 2021
Percentage 7+ in English and Maths	5% achieve grades 7+ in both English and Maths	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Teachers target disadvantaged students with questions and use Mini Whiteboard work to assess the	<i>Teachers use the Ask, Boost, Challenge (ABC) strategy frequently throughout the year. This 1:1 intervention strategy aims to address insecure understanding, to develop and praise strong learning behaviours and to develop stronger self-belief through the year.</i> (Suspended due to Covid Regulations) Teachers are using questioning and mini-whiteboards to ensure strong focus and assessment of disadvantaged students in lessons.
Agile teaching is embedded across Court-Moor School	RUCKSACK - Rapid Uptake and Commitment of Knowledge and Sustained Application and Consolidation of Knowledge approach is embedded in teaching.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low motivation and self-belief. • Knowledge gaps and misconceptions. • Insecure learning and poor recall
Projected annual spending	£12,500

Targeted academic support for current academic year

Measure	Activity
Dedicated Learning Coach for 10 most vulnerable disadvantaged students	Learning coach oversees a virtual tutor group of 10 disadvantaged students, dropping into lessons according to need, focussing on developing effective learning behaviours. LC liaises with teachers regarding progress and forms strong links with parents. (Changed due to Covid Regulations – 10 most vulnerable split across the Learning Coach team)
Virtual Head of Year ensures focus on academic progress of disadvantaged students across all year groups.	Virtual Head of Year Mrs Lawson monitors student effort and attainment, focussing on addressing barriers to disadvantaged student progress. Liaises with Fleet Phoenix and Parent Support Adviser to work with hardest to reach and most vulnerable families.
Catch-up English and Maths tuition (KS3 and 4)	Small group (up to 10) with specialist teachers focussing on securing and embedding knowledge gaps identified by teachers. Once objectives are achieved, students return to lessons and their learning is re-checked a couple of weeks later. If it's not secure, they return for further tuition.
High prior attaining disadvantaged students make stronger progress in English.	In-class intervention with impact reviewed by Curriculum Leader during assessment cycle.
Projected annual spending	£49,769

Wider strategies for current academic year

Measure	Activity
FSM attendance is above national average. Reduced rates of persistent absenteeism (excluding self-isolation absence) to below 20% for FSM students.	Reduce persistent absenteeism with the Student Welfare Officer (attendance), Mrs S Lawson (Virtual Head of Year) meeting with students, contacting parents and putting in place interventions. Pastoral provision allows issues affecting attendance to be addressed and resolved rapidly. Refer non-moving cases to HCC Attendance Legal Panel when required. Fleet Phoenix to intervene and work directly with harder to reach families.
Continue to increase and develop strong parental engagement with above 90% attendance to school events in every year group.	Pre-parents evening phone calls and bookings. Taxis booked in eligible cases. Use of P.o.P agreements to further involve parents in their son/daughter education. LC and Virtual Head of Year to establish strong relationships with key/harder to reach families.
Ensure participation of disadvantaged students in enrichment activities across all year groups.	When we are able to re-start enrichment activities, we will promote the attendance of disadvantaged students.
Projected annual spending	£26,791

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Induction of new staff and follow-up to ensure agile teaching is embedded	Co-ordinated program of induction for new staff
Targeted support	Building relationships with hard to reach families	Refer to Fleet Phoenix.
Wider strategies		

Review of 2019-20 progress towards outcomes

Due to the Covid pandemic restrictions and national lockdown, whole-school performance measures were suspended for the GCSE results in Summer 2020. **The review below relates to disadvantaged attainment in Summer 2019, the most recent year with GCSE exam results.**

Aim	Outcomes for 2019
Achieve 55% basics 5+	53.8% achieved.
Introduce ABC in-class intervention strategy to raise attainment across subjects.	At GCSE Att 8 improved to 48.85. Years 7-10 ratio of below in Xmas vs Sum H2

Improve attendance of FSM	Marginal 83-84% overall. Much greater focus 2019-20.
Continue to develop strong parental engagement with above 90% attendance to school events in every year group.	Overall up on previous year. Parents' Evening attendance 2018-19 Year 7 – 50 to 73% 80% in Oct 2019 Year 8 - 60 to 75% Year 9 80 to 85% Year 10 75 to 88% Year 11 50 to 64% 89% in Jan 2020 Overall- 78% attendance 2018-19 No further data due to National Covid Lockdown.

Teaching priorities

Aim	Outcome
Teachers target disadvantaged students with questions and use Mini Whiteboard work to assess the	Teachers use the Ask, Boost, Challenge (ABC) strategy frequently throughout the year. This 1:1 intervention strategy aims to address insecure understanding, to develop and praise strong learning behaviours and to develop stronger self-belief through the year.
Impact:- Walk rounds and student voice confirmed that ABC was commonly used by teaching staff prior to lockdown. There was a reduction in exits for disadvantaged students.	
Agile teaching is embedded across Court-Moor School	Embedding Agile teaching practices to ensure the progress of disadvantaged students equals that of non-disadvantaged students.
Impact:- The key features of Agile Teaching; objectives, planned explanations and the use of mini whiteboards or no-hands-up questioning are now commonplace in lessons across the school.	
Barriers to learning these priorities address	Low motivation and self-belief. Knowledge gaps and misconceptions. Insecure learning and poor recall
Projected annual spending	£44,000

Targeted academic support

Aim	Impact
10 disadvantaged students allocated a learning coach have no effort or homework scores below 2.	Impact 2019-20. Improved levels of effort in lessons. Students were being taught and applying independent learning strategies. During lockdown, LC maintained regular contact with student and parents to ensure students accessed home learning

Reduced rates of persistent absenteeism (attendance below 90% of school sessions) to below 20% for FSM students.	
Impact 2019-20 2018-19 PA 25.32% 2019-20 PA 24.19%	
Expenditure - £28,000	

Wider strategies

Aim	Outcome
FSM attendance well above national average.	Work with individual students and their families to improve attendance. Fleet Phoenix to intervene and work directly with harder to reach families.
Impact 2019-20. FSM attendance 18-19 84.36%, 19-20 (up to national lockdown) 85.75% attendance. Virtual Head of Year ensured all FSM students had access to laptops and the internet to access remote learning during lockdown. FSM vouchers provided for parents.	
Disadvantaged students make more informed career choices.	Improve the careers program, so that from Year 7 students explore and then refine career options and identifies and plan A and B which leads to an appropriate further education course.
Impact 2019-20. 100% of disadvantaged students went on to post-16 courses of their choice. No NEETs.	
Expenditure - £12,000	