

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Coventry Blue Coat Church of England School & Music College
Number of pupils in school	1357.5 (Exc. 6 <sup>th</sup> form)
Proportion (%) of pupil premium eligible pupils	323.5 pupils (23.8%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 – Annual Update 2021-2024 – 3 Year Strategy
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs V. Shelley - Headteacher
Pupil premium lead(s)	Ms Z. Yasmeen – Assistant Headteacher
Governor / Trustee lead	Mr J. Ombudo - Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,823
Recovery premium funding allocation this academic year	£89,286
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£424,109</b>

<b>Additional Funding</b> – School Led Tutoring Grant	£23,085
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# Part A: Pupil premium strategy plan

## Statement of intent

### **Our Intent:**

Our Pupil Premium intent is to ensure that no matter the academic, social or economic barrier to learning all students are equipped to “Live life in all its fullness”. The provision made for our disadvantaged pupils instils our schools’ values of Care, Hardwork, Respect, Integrity, Servanthood & Togetherness. All disadvantaged pupils are supported using a variety of services and interventions designed to support the whole child in achieving their god given potential. We aim to provide all our learners, but most importantly our economically Disadvantaged pupils with the necessary knowledge and skills to succeed through our broad yet inclusive curriculum which is tailored to ensure all pupils are enabled to flourish academically, socially & spiritually.

### **Our objectives:**

1. To raise the progress, attainment and close the achievement gap of disadvantaged pupils allowing them to reach their potential.
2. Ensure that the funding provided for these pupils has a measurable impact on their outcomes, conduct & wellbeing.
3. To provide additional educational support inside or outside of the normal curriculum including extra-curricular opportunities.
4. To ensure all disadvantaged pupils have access to the same broad, balanced, ambitious and inclusive curriculum through interventions that support excellent conduct, attendance & attainment.
5. To utilise the funding to address any underlying economic and social inequalities between eligible pupils and their peers.

### **Our Pupil Premium strategic priorities:**

1. Teaching & learning – Continuing to embed a high quality first approach to teaching & learning alongside a broad and ambitious curriculum that is inclusive to all learners especially those who are economically or socially disadvantaged.
2. Targeted academic support & intervention – Targeting & evaluating the impact of targeted interventions from additional staffing or quality external providers to raise the progress & attainment of eligible pupils.
3. Wider – attendance, behaviour, wellbeing – Intervening with pupils to ensure excellent attendance, good punctuality, excellent behaviour and reducing the material barriers to learning.

### **Our principles for implementing our strategies:**

1. Specific, measurable and achievable goals or outcomes
2. Realistic expectations in what can be achieved from an intervention
3. Clear time bound expectations and measurable end points
4. Evaluated based on the impact it has on pupils using our extensive quantitative monitoring or qualitative measures

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic Progress &amp; Outcomes</b> - Maintaining a progress 8 score that is in line with national NPP whilst continuing to close the in-school gap between PP & NPP. Our P8 for PP is usually 0.2-0.3 less than the. The quality of teaching & learning has the greatest impact on our PP cohort meaning the quality of classroom teaching, data tracking and small group tuition are key to improving outcomes.
2	<b>SATS Entry Profile</b> – Our PP cohort enters the school on average 5 scaled score points below NPP. Our PP students have entered historically with a lower ability in Maths than Reading. This variance at entry profile continues through to Year 11 outcomes where the gap is around 0.2-0.4.
3	<b>Covid Related Absence &amp; Missed Learning</b> – During AY2021 our PP cohort had 59% more instances of Covid related absence on average than NPP. Our FSM Ev.1 cohort also had 47% more recorded instances of Covid related absence than NFSM. Our online engagement data shows that our PP cohort attended 14% less online lessons on average across Spring 2021 than NPP and FSM Ev.1 was 22% less on average than their NFSM peers. Absence historically is not a major barrier in all years for disadvantaged pupils. During AY2021 the year groups worst hit due to Covid related absence & lost learning were the new Year 9 and 11 pupils – meaning they are most at need of intervention or tutoring.
4	<b>English as an Additional Language</b> – The number of pupils entering the school whose English proficiency is below expected levels has increased. Many of these pupils are from economically disadvantaged backgrounds and require additional intensive support to ensure they can access the breadth of curriculum subjects.
5	<b>Conduct</b> - Behaviour points have reduced for three consecutive years for our PP cohort, but on average our eligible learners achieve twice as many points as their peers. Exclusions are reduced & continue to be low but a higher proportion of PP pupils require higher levels of behaviour intervention & support compared to NPP.
6	<b>Economic Disadvantage</b> – Access to curriculum materials, learning resources, uniform, food, transportation and uniform are all typical barriers for a select group of our eligible cohort. Support is provided through our excellent pastoral system, finance and curriculum teams.
7	<b>Increased Safeguarding &amp; Mental Health Issues</b> – The number of pupils being referred for safeguarding or mental health investigations & interventions has increased significantly post lockdown.
8	<b>Reading Age</b> – Post lockdown PP eligible learners are 9 months behind their NPP peers on average in their assessed reading age this September. FSM eligible pupils are a whole 12 months below their NFSM peers on average and on average are below their chronological age for reading.

## 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
PP students in Year 11 demonstrate outcomes that are broadly in line with their NPP peers.	<ol style="list-style-type: none"> <li>1. The in-school gap does not widen when comparing PP and NPP past 0.3 through successfully mitigating C-19 related lost learning &amp; prioritising tutoring for FSM, PP &amp; SEND.</li> <li>2. Our PP cohort achieves a P8 score of 0 or better.</li> <li>3. Our PP cohort achieves a P8 score in line or better than that of national NPP.</li> <li>4. FSM Ev.1 (currently economically disadvantaged) cohort achieves a P8 at 0 or better.</li> </ol>
Improved Disadvantaged pupils' participation in EBacc subjects leading to improved levels of academic attainment.	<ol style="list-style-type: none"> <li>1. Raise the whole school EBacc entry to above 50% rising overtime.</li> <li>2. Improved the EBacc entry for disadvantaged pupils so that it is at least above the LA average for 2021-122 of 35% and rising over time.</li> </ol>
PP students in Year 7 to 10 worse impacted by Covid related absence and reduced levels of academic progress are intervened with through tutoring or other activities that enable them to progress and attain in line with their expectations or targets.	<ol style="list-style-type: none"> <li>1. Academic data from KS3 &amp; KS4 show that students that are targeted with NTP/School Led Tutoring or by BC own staff have demonstrated a measurable improvement in progress &amp; attainment.</li> <li>2. Our PP cohort across the school are achieving their age-related expectations or GCSE targets by the end of the tutoring &amp; intervention process.</li> </ol>
Attendance for PP is in line with NPP	<ol style="list-style-type: none"> <li>1. MIS data analysis shows each term that PP absence is broadly in line when comparing PP to NPP.</li> <li>2. Gaps created from C-19 are closed and PP attendance returns to in line with the high school averages.</li> </ol>
PP eligible pupils' behaviour is as good as NPP learners conduct across the school.	<ol style="list-style-type: none"> <li>1. Class charts KPI and pupil level data analysis indicates that our PP eligible cohort have the same number of points than our NPP when averaging the data.</li> <li>2. Learning walk and other QA data analysis shows a high level of expectations and effective routines for learning in place for all pupils.</li> </ol>
Ensure that economic disadvantage of materials, resources or basic school equipment does not prevent pupils accessing the same broad and ambitious curriculum as their affluent peers.	<ol style="list-style-type: none"> <li>1. Pupil voice from a range of subjects indicates that PP eligible learners have the equipment, resources, uniform, transport and materials required to access school &amp; the curriculum</li> <li>2. Heads of Department can articulate the support we put in place to support our pupils in accessing the curriculum.</li> </ol>

## 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: **£30,128**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Recovery Curriculum</b> <ul style="list-style-type: none"> <li>Adapted curriculum delivery based on gaps</li> <li>Qualification changes implemented</li> <li>Regular data monitoring &amp; intervention</li> </ul>	EEF – “ <i>Good quality T&amp;L has the most impact on learning</i> ”	1/3
<b>CPD - Inclusive T&amp;L</b> <ul style="list-style-type: none"> <li>Walkthrus CPD – Quality First Teaching</li> <li>External CPD</li> <li>4forAll inclusive classroom strategy:               <ul style="list-style-type: none"> <li>Reading/keywords</li> <li>Chunk &amp; check instruction</li> <li>Clear use time/timings</li> <li>Visual cues</li> </ul> </li> </ul>	EEF – “ <i>inclusive &amp; adjusted practice leads to improved progress &amp; outcomes</i> ”	1/3
<b>CPD - Routines for Learning</b> <ul style="list-style-type: none"> <li>3Rs - Ready, Respectful &amp; Responsible</li> <li>Walkthrus CPD – Routines for Learning</li> <li>Embedding effective classroom routines that are consistent across all classrooms</li> <li>Strategies that deescalate, enhance classroom relationships and equip staff with effective techniques that lead to engagement and progress</li> <li>Alternative provision and preventative programmes available</li> </ul>	EEF – “ <i>+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour</i> ”	5
<b>Reading</b> <ul style="list-style-type: none"> <li>Guided reading CPD</li> <li>Reading champions</li> <li>Tutor time reading programme</li> </ul>	EEF – “ <i>+6 months impact on learning and high evidence that it increases comprehension of texts</i> ”	8
<b>Clear Identification of Pupils</b> <ul style="list-style-type: none"> <li>Consistent printed Class Charts seating plans and use of Pupil Passports used in lessons with annotated strategies beyond 4forAll that adjust learning for individuals</li> <li>Increased focus on pastoral behavioural data analysis at all levels</li> </ul>	DFE (2015) Supporting the attainment of disadvantaged pupils “ <i>Clear identification of small cohorts to prevent pupils being lost</i> ”	1/5

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

Budgeted cost: **£194,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>NTP - School Led Tutoring</b> <ul style="list-style-type: none"> <li>5 School Led Tutors deployed to support those failing to make expected progress Y7-11</li> <li>2 tutors deployed in English</li> <li>2 tutors deployed in Maths</li> <li>1 tutor deployed in Science</li> <li>FSM, PP, SEND &amp; FTMP prioritised</li> </ul>	<b>EEF</b> – “+4 months impact on learning from a structured 1-3 small group tutoring session over a 15-week block”	1/2
<b>Maths Intervention Manager</b> <ul style="list-style-type: none"> <li>Part time unqualified teacher</li> <li>Extra curricula, in lesson, tutor time support for eligible learners inc. one to one or small group tuition including Y12 retakes</li> </ul>	<b>EEF</b> – “+5 or +4 months impact on learning from a structured one to one or small group tutoring”	1/2/3
<b>Accelerated Reader</b> <ul style="list-style-type: none"> <li>Accelerated Reader for year 7/8 pupils</li> <li>Support for those reading below chronological ages</li> <li>Reading in/out of English lessons with regular assessment/monitoring from lead</li> </ul>	<b>EEF</b> – “+6 months impact on reading & comprehension strategies”	2/8
<b>Lexonic Leap &amp; Advance</b> <ul style="list-style-type: none"> <li>Lexonic leap deployed for those students sig. below chronological reading age at the lowest assessed score</li> <li>Lexonic advance for deployment for those below chronological age but not sig. below</li> </ul>	<b>EEF</b> – “+6 months impact on reading & comprehension strategies”	2/8
<b>Data Analysis &amp; Tracking Software – Class Charts, 4Matrix &amp; SIMS Discover</b> <ul style="list-style-type: none"> <li>Class Charts funded to allow for login of positive/negative behaviours, data seating plans &amp; accurate tracking</li> <li>Accurate analysis of 3-year trends in conduct and attendance – SIMS discover</li> <li>Academic data analysis of progress, attainment and analysis of key groups or individuals – 4Matrix</li> </ul>	NA	1/2/3
<b>Extra Curricula Intervention</b> <ul style="list-style-type: none"> <li>Weekend/Holiday/Evening intervention classes</li> <li>Additional curriculum or intervention resources</li> <li>Breadth of subjects funded with English &amp; Maths being first priority</li> </ul>	<b>EEF</b> – “+4 months impact on learning from a structured small group tuition”	1/6

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

Budgeted cost: **£199,481**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Learning Resources &amp; Material Barriers</b> <ul style="list-style-type: none"> <li>Year 7 New Starter £60 voucher (+£10 AY2223)</li> <li>Learning equipment and resources such as maths sets/calculators, food ingredients, art/textile folders etc.</li> <li>Revision guides &amp; packs created for pupils</li> <li>Bus passes</li> <li>Uniform, shoes &amp; PE kits funded through on request vouchers identified through the House team</li> </ul>	<b>DFE (2015) Research to understand successful approaches to support most able academically disadvantaged pupils</b> "Removing financial barriers reduces stress... promotes the feeling of being care for... supports adult aspirations... allows curriculum engagement"	6
<b>Access to Quality IT at Home</b> <ul style="list-style-type: none"> <li>&gt;70 brand new laptops purchased for a 5-year long term loan</li> <li>Rolling program of identification &amp; loan at present until need is met</li> </ul>	<b>EEF (2021) Supporting School Planning</b> "79% of work in schools requires a laptop for research or writing"	3/6
<b>EAL – Tablets &amp; Translation Buds</b> <ul style="list-style-type: none"> <li>15 EAL tablets equipped with translation software &amp; flash academy application</li> <li>10 Google Pixel buds A to allow teacher tablet to student ear language translation to improve engagement/understanding of lesson content</li> </ul>	<b>The Bell Foundation (2017) EAL Classroom Support Strategies</b>	3/6
<b>Enhanced Exam Access Screening</b> <ul style="list-style-type: none"> <li>Better identification of PP learners with identified learning barriers leading to exam access arrangements supporting their achievement and attainment</li> </ul>	NA	1
<b>Pastoral, Welfare &amp; Mental Health</b> <ul style="list-style-type: none"> <li>Ring fenced funding utilised to support pupil's pastoral, wellbeing &amp; mental health through increased staffing</li> <li>Assistant Heads of House, Safeguarding &amp; Counselling staff funded through the grant</li> </ul>	<b>PHE &amp; DFE (2021) Promoting children and young people's mental health and wellbeing – a whole school or college approach</b>	5
<b>Cross Roads</b> <ul style="list-style-type: none"> <li>A2E – alternative provision including internal exclusion</li> <li>Support studies – academic small group learning</li> </ul>	<b>EEF – "+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour"</b>	5

<ul style="list-style-type: none"> <li>• Behaviour Interventions – one to one or small group behaviour interventions for those at risk of exclusion.</li> <li>• <b>Specialist Learning Mentor</b> recruited to provide intensive pastoral support to individuals &amp; small groups who are not progressing as well as expected</li> </ul>		
<b>Careers Advice &amp; NEET Intervention</b> <ul style="list-style-type: none"> <li>• <b>Specialist Careers Advisor</b> recruited to support all students prioritising PP, SEND, FSM &amp; at risk NEETs</li> <li>• High quality careers education for all</li> <li>• Personalised careers action plans for targeted PP learners</li> <li>• Interventions for at risk NEET pupils</li> </ul>	<b>DFE (2021) Careers guidance and access for education and training providers</b>	6
<b>Free Breakfast</b> <ul style="list-style-type: none"> <li>• Identified pupils are provided with a free breakfast allowance as identified by the pastoral team</li> <li>• Provision is made through the schools' canteen provider</li> </ul>	<b>IFS (2016) Breakfast clubs work their magic in disadvantaged English schools</b> <i>“Improved behaviour, attendance &amp; concentration”</i>	6
<b>Extra Curricula Funding</b> <ul style="list-style-type: none"> <li>• 50% subsidy for peripatetic lessons for PP learners supporting our Music College engagement for all</li> <li>• Trip, visit and club funding to support attendance of all disadvantaged learners</li> </ul>	<b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b>	6

**Total budgeted cost: £424,109**



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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our year 11 outcomes for summer 2023 show a considerable narrowing of the Progress 8 gap for PP students when compared with the previous year, (-0.11 v -0.24). Our none COVID-19 impacted P8 gap is historically between -0.2 to -0.3.

This improved progress is linked to improvements in curriculum planning, our inclusive teaching practices and effective use of the Recovery Premium and the School Led Tutoring Programme. These have supported us in mitigating the loss of learning for this cohort who have been disproportionately impacted with increased absence, as well as current economic hardship.

P8 for year 11 PP pupils entered for GCSE English and Maths has significantly improved. English has improved by 0.32 and Maths by 0.23. Both departments deployed their School Led tutors prioritising our disadvantaged pupils, as well as offering funded after school and holiday intervention sessions for this cohort.

With our focus on improving the number of PP eligible pupils accessing the broad EBacc curriculum, we had 6.6% more PP pupils entered for the EBacc compared to last year. EBacc P8 for PP pupils has improved from -0.19 last year to -0.02 this year. Science made a major contribution to this narrowing of the P8 gap with the positive impact of their School Led Tutor and additional funded after school and holiday Interventions sessions.

Prioritising PP pupils for enrichment opportunities such as clubs and visits enhanced the learning experience and engagement for this key group. 52.2% of pupils participating in extra-curricular clubs were PP. 35% of pupils attending breakfast club were PP.

Conduct and attendance continue to be identifiable barriers to progress & attainment of our disadvantaged cohort. Internal data analysis shows students who are eligible for the PP grant are twice as likely to have recorded behavioural incidents than NPP. Additional pastoral resources have been provided to support improvements in conduct through our continued mentoring from our pastoral team as well as additional resources that have been provided for our alternative provision setting A2S, with a clear focus on providing quality pastoral and academic interventions.

PP vs NPP attendance throughout the last academic year has continued to be impacted by the disruption COVID-19 has had on teaching & learning. PP persistent absence was approximately twice that of the NPP cohort in Summer term 1 leading up to exams.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (NA)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	n/a