

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	1397.5 (Exc. 6 <sup>th</sup> form)*
Proportion (%) of pupil premium eligible pupils	340.5 pupils (24.4%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 – Annual Update 2025-2028 – 3 Year Strategy
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs L Henden - Headteacher
Pupil premium lead(s)	Mrs D Kershaw – Assistant Headteacher
Governor / Trustee lead	Mr J. Ombudo - Link Governor

\*Data used by DfE from Oct 23 Census Data

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,525
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>£357,823.47</b>

# 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>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.
4	<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.
5	<b>Attendance</b> – School 2023-24 93.1% vs Coventry Attendance 90.6% vs Nationally for PP 90.2% vs NPP 94.2% Persistence abs by PP 29.8% vs 15.1% NPP West Midlands PA 44% Need to lower these numbers in conjunction with the pastoral teams initiatives
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 attendance 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. – PP EBacc entries 55 students 94% entered.</li> <li>2. Improved the EBacc entry for disadvantaged pupils so that it is at least above the LA average for 2024 of 34% and rising over time.</li> </ol>
PP students in Year 8 to 11 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. Arbor 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: **£62,982.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
<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> ”	4
<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 Arbor 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>	<b>DFE (2015) Supporting the attainment of disadvantaged pupils</b> “ <i>Clear identification of small cohorts to prevent pupils being lost</i> ”	1 / 4
<b>Online Platforms used to increase attainment</b> <ul style="list-style-type: none"> <li>Relaunch of GCSEPod – across all subjects</li> <li>Introduction of Sparx Products – Readers, Maths and Science - Used as a close the gap, intervention, metacognitive strategy to raise attainment through personalised learning homework’s/lesson settlers and personalised feedback based on gaps in knowledge etc.</li> </ul>	<b>EEF (Oct 2021) - using digital technology to improve learning.</b> . “ <i>more complex ways of using technology to improve explanations and modelling show promise, particularly in STEM (science, technology, engineering, and mathematics) subjects.</i> ”	1
<b>AI &amp; Digital Literacy iPad Trail</b> <ul style="list-style-type: none"> <li>Can a personalised approach, with the use of AI and modern teaching practice close the gaps with a Set 3/6 class in Maths/Science with 76% PP</li> </ul>	<b>EEF – Using Digital Technology to Improve Learning and John Hattie’s The Power of Feedback</b>	

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

Budgeted cost: **£95,695.98**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Maths Intervention Manager</b></p> <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>	<p>EEF – “+5 or +4 months impact on learning from a structured one to one or small group tutoring”</p>	<p>1/2</p>
<p><b>Accelerated Reader</b></p> <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>	<p>EEF – “+6 months impact on reading &amp; comprehension strategies”</p>	<p>2/8</p>
<p><b>Lexonic Leap &amp; Advance</b></p> <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>	<p>EEF – “+6 months impact on reading &amp; comprehension strategies”</p>	<p>2/8</p>
<p><b>Data Analysis- Sisra &amp; Tracking Software –</b></p> <ul style="list-style-type: none"> <li>MIS used 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 –</li> <li>Sisra Academic data analysis of progress, attainment and analysis of key groups or individuals</li> </ul>	<p>NA</p>	<p>1/2/4/5</p>
<p><b>Extra Curricula Intervention</b></p> <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>	<p>EEF – “+4 months impact on learning from a structured small group tuition”</p>	<p>1/4/5</p>
<p><b>Homework Club</b></p> <ul style="list-style-type: none"> <li>Provide a quiet space for home learning</li> <li>Access to technology / internet to support homework</li> <li>Ensure homework is linked to classroom learning (flipped approach i.e to increase a specific area of knowledge, or to develop fluency in a particular area)</li> <li>Effective feedback provided on homework</li> </ul>	<p>EEF – “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”</p>	<p>1/5/6/7</p>

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

Budgeted cost: **£198,628.11**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Learning Resources &amp; Material Barriers</b></p> <ul style="list-style-type: none"> <li>Year 7 New Starter £60 voucher (+£10 AY2324)</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>	<p><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”</p>	6
<p><b>Access to Quality IT at Home –</b></p> <ul style="list-style-type: none"> <li>&gt;70 brand new laptops purchased for a 5-year long term loan - Review</li> <li>Rolling program of identification &amp; loan at present until need is met</li> </ul>	<p><b>EEF (2021) Supporting School Planning</b> “79% of work in schools requires a laptop for research or writing”</p>	3/6/7
<p><b>EAL – Tablets &amp; Translation Buds –</b></p> <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>	<p><b>The Bell Foundation (2017) EAL Classroom Support Strategies</b></p>	3/6/7
<p><b>Enhanced Exam Access Screening</b></p> <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	1/7
<p><b>Pastoral, Welfare &amp; Mental Health</b></p> <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>	<p><b>PHE &amp; DFE (2021) Promoting children and young people’s mental health and wellbeing – a whole school or college approach</b></p>	5/6/7
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Decrease persistent absence rates</li> <li>Decrease overall absence rates.</li> <li>Continue to build a holistic understanding of pupils and families and diagnose specific needs.</li> <li>Continue to build a culture of community and belong for pupils</li> </ul>	<p><b>“Back into School – New Insights into school absence – July 22 – Children’s commissioner”</b> Resarch show that non-attendance in the first few days is a strong predictor of later absence. All levels of the education sector, from DfE to individual schools need to be focused on that first week of term, making sure that pupils and staff are prepared.</p>	
<p><b>Cross Roads</b></p>	<p><b>EEF – “+4 months behaviour interventions that lead to</b></p>	5/6/7

<ul style="list-style-type: none"> <li>• A2E – alternative provision including internal exclusion</li> <li>• Support studies – academic small group learning</li> <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>	<i>developing a more consistent effective approach that improve behaviour”</i>	
<p><b>Careers Advice &amp; NEET Intervention</b></p> <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>	<p><b>DFE (2021) Careers guidance and access for education and training providers</b></p>	<p>5/6</p>
<p><b>Free Breakfast</b></p> <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> <li>• Links with National School Breakfast Programme (NSBP) too boost attendance</li> </ul>	<p><b>IFS (2016) Breakfast clubs work their magic in disadvantaged English schools</b> <i>“Improved behaviour, attendance &amp; concentration”</i></p>	<p>4/5/6/7</p>
<p><b>Extra Curricula Funding</b></p> <ul style="list-style-type: none"> <li>• 50% subsidy for peripatetic lessons for PP learners supporting our Music College engagement for all – 8% are PP</li> <li>• Trip, visit and club funding to support attendance of all disadvantaged learners</li> </ul>	<p><b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b></p>	<p>5/6</p>

**Total budgeted cost: £357,306.28**



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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our year 11 outcomes for summer 2024 show a narrowing of the Progress 8 gap for PP students when compared with the previous year, (-0.24 vs. -0.03). (53 PP Students). This is a significant improvement Post Covid and shows that we have outperformed the national improvement in English & Maths attainment.

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 over all was 51.0. P8 for year 11 PP pupils entered for GCSE English and Maths 38.8% achieving a positive P8 in English and 44.9% in Maths.

With our focus on improving the number of PP eligible pupils accessing the broad EBacc curriculum, we had 55 / 58 students (94.1.5%) entered for EBacc (2023). 53 students entered for EBacc (2024) P8 for PP pupils has improved from -0.02 last year to 0.19 this year.. With 41.5% of the PP entering the Ebaac 100% achieved a positive P8.

The English element 98.1% entered and 69.8% achieved a standard pass and 54.7% the strong pass. The Maths element 98.1% also entered and 69.8% achieved a standard pass and 47.2% the strong pass. The Science element 98.1% also entered and 65.4% achieved a standard pass and 55.8% the strong pass. A major contribution to this narrowing of the P8 gap with the positive impact of the School Led Tutor and additional funded after school and holiday Interventions sessions.

This year languages accounted for 43.4% of PP students taking the EBacc.

Prioritising PP pupils for enrichment opportunities such as clubs and visits enhanced the learning experience and engagement for this key group. Seen a decrease in PP participating in extra-curricular clubs AY2324 37.74% compared to 52.2% AY2223. Last year AY2223 35% of pupils attending breakfast club were PP this year AY2324 we saw an increase to on average 50% of students that attended 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.

### Average behaviour points by Pupil Premium

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	10.5	23.3	32.5	42.4	62.7	87.0
Not PP	5.8	13.3	18.2	24.1	35.2	47.0

### Average achievement points by Pupil Premium

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	147.6	241.7	310.0	374.3	486.4	632.9
Not PP	142.3	234.3	303.1	368.9	477.2	643.6

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. This is where we need to focus this year and look at each Y11 PP student – what are we doing for each of those underachieving.

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 has been reduced to just 4% difference to that of the NPP cohort in Summer term 1 leading up to exams.

#### Average attendance % by Pupil Premium

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	92.6	90.9	90.9	90.6	89.7	90.2
Not PP	94.8	94.0	94.1	94.0	93.7	94.2

Persistent Absence for PP compared to Non PP still has quite a significant gap.

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	24.1	27.9	28.6	30.1	29.6	29.8
Not PP	14.7	15.3	15.5	15.1	15.8	15.1

\*\* GCSE Exam data not fully finalised – due to appeals process and check performance measure data.

## Externally provided programmes

Programme	Provider
2/7 on alternative placements and provision were PP	Hospital Education Service (Coventry)  Academy 21

## Service pupil premium funding (NA)

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