

Pupil premium strategy statement

School overview

Metric	Data
School name	Codsall Community High School
Pupils in school	778
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£112,690
Academic year or years covered by statement	2021/22
Publish date	September 2021
Review date	February 2022 and July 2022
Statement authorised by	Alun Harding
Pupil premium lead	Dan Robinson
Governor lead	Click or tap here to enter text.

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.13
Attainment 8	43.5
Grade 5+ in English and maths	31%
Ebacc entry	3%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	>+0.10	Summer 2022
Attainment 8	>44.4	Summer 2022
Grade 5+ in English and maths	>37%	Summer 2022
Attendance: Overall	>95.5%	Summer 2022
Behaviour: Fixed Term Exclusions	<8.6%	Summer 2022
Enjoyment of School: Good+	>90%	Summer 2022
Ebacc entry	>15%	Summer 2022

Teaching priorities for current academic year

Measure	Activity
Progress 8 and Attainment 8	<ul style="list-style-type: none"> • Baseline assessment taken by Year 9 in English, Maths and Science with gap analysis by the Pupil Premium Champions in these subjects (SBo, MPh, TSi). • Pupil Premium Champion in English, Maths and Science lead discussions in department meetings on learning needs of PP students and the most effective way to address them (SBo, MPh, TSi). • Pupil Premium Champion in English, Maths and Science meet Year 11 PP students before their Mocks and GCSE exams to provide guidance on how to prepare for them (SBo, MPh, TSi). • Set all staff the target of securing high achievement for PP students as part of appraisal (ReC). • Provide coaching for teachers in securing high achievement for PP students in GCSE Art, GCSE Biology, GCSE Chemistry, GCSE Combined Science, GCSE Computer Science, GCSE Design Technology, GCSE Other English, GCSE Geography, GCSE History, BTEC ICT, GCSE Mathematics and GCSE Physics (SBo, RCa, MPh, DRo, LSh, TSi).
Grade 5+ in English and maths	<ul style="list-style-type: none"> • Provide coaching for teachers in securing Grade 5+ for PP students in GCSE Best English and GCSE Mathematics (SBo, MPh).
Attendance: Overall Behaviour: Fixed Term Exclusions Enjoyment of School: Good+	<ul style="list-style-type: none"> • Teaching and Learning Communities in autumn term to provide training for all teachers on creating a positive climate for learning (ReC). • Teaching and Learning Communities in spring term to provide training for all teachers on engagement and enjoyment (ReC).
Projected spending	£10000

Targeted academic support for current academic year

Measure	Activity
Progress 8 and Attainment 8	<ul style="list-style-type: none"> • Academic mentoring and homework club run by Learning Mentor (JWr). • Academic mentoring for PP students in Y11 with lowest achievement by Examination Manager (SPa). • Supported study sessions each week for Year 11 run by a Teaching Assistant (SAc). • In class support by Teaching Assistants (RBe). • Intervention sessions for Year 11 for all courses with Teachers approaching PP students to encourage them to sign up (LTs, Teachers).

	<ul style="list-style-type: none"> • Purchase exam practice books and revision guides for all PP students in Year 11 (LTs).
Grade 5+ in English and maths	<ul style="list-style-type: none"> • Small group pre-learning in English and Maths in Years 9 and 10 by Teachers or Teaching Assistants (SBo and MPh). • Small group intervention for PP students in Year 11 who are on the borderline for attaining Grade 5+ in English and Maths through the National Tutoring Programme (DRo, SBo and MPh).
Projected spending	£70000

Wider strategies for current academic year

Measure	Activity
Attendance	<ul style="list-style-type: none"> • Attendance mentoring by Learning Mentor for all PP or Examination Manager where attendance is chronic, i.e. below 80% in Y11 (JWr, SPa). • First and second day absence phone calls for all PP students (CCo). • Refer students with persistent attendance (<90%) to Educational Welfare Officer to initiate steps needed for prosecution (GDa).
Behaviour	<ul style="list-style-type: none"> • Behaviour mentoring by Learning Mentor (JWr).
Enjoyment of school	<ul style="list-style-type: none"> • Purchase uniform, equipment and books (JWr, SPa). • Fund educational visits (NEv).
Projected spending	£30000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff have the time needed to support the development of others.	<ul style="list-style-type: none"> • Set PP as a set item for one department meeting each term (LTs). • Allocate time for staff to carry out their development roles and add PP coaching as a focus week on the calendar (ReC).
Targeted support	Ensure academic mentoring has impact.	<ul style="list-style-type: none"> • Train Mentors in Assertive Mentoring and how to use the Visible Learning methodology to measure impact (ReC).
Wider strategies	Ensure attendance and behaviour mentoring have impact.	<ul style="list-style-type: none"> • Train Mentors in Assertive Mentoring and how to use the Visible Learning methodology to measure impact (ReC).

	Ensure PP students take advantage of enrichment activities on offer.	<ul style="list-style-type: none">• Monitor uptake of enrichment activities by pupil group and evaluate the impact this has on enjoyment and engagement.
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Review: last year's aims and outcomes

Aim	Outcome
Progress 8 > +0.10	Not achieved (Prog8 for PP = -0.13)
Attainment 8 > 45.8	Not achieved (Att8 for PP = 43.5)
Grade 5+ in English and maths > 38%	Not achieved (5+ in EM for PP = 31%)
Attendance: Overall > 95.5%	TBC
Behaviour: Fixed Term Exclusions	TBC