

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cowes Enterprise College
Number of pupils in school	1245
Proportion (%) of pupil premium eligible pupils	26.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23 and 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2023, September 2024
Statement authorised by	
Pupil premium lead	Adam Brown
Governor / Trustee lead	

Funding overview (2022-23)

Detail	Amount
Pupil premium funding allocation this academic year	£ 231,475
Recovery premium funding allocation this academic year	£ 64,860
National Tutoring funding allocation this academic year	£27,353
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	£ 323,688

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged students make progress that is comparable with their non-disadvantaged peers and above that of students elsewhere.

By using a tiered approach to supporting disadvantage students, including those who are already high attainers. The activities we have outlined in our current strategy are intended for any student who is vulnerable due to the specific challenges they face.

Our priority is quality first teaching and providing impactful intervention, which is supported by evidence. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The strategy is an integral part of the wider academy improvement plan, which incorporates recovery plans for students who have been worse affected, including non-disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students are generally making less progress in English than non-disadvantaged peers. Diagnostic assessment in Yr7 indicate that 24% of disadvantaged students arrive below age related expectations, with 48% of them at the bottom end of age related, compared to 24% of non-disadvantaged below age related expectation (18% at the bottom end of ARE).
2	Disadvantaged students are making less progress in Maths than non-disadvantaged peers. Diagnostic assessment in Yr7 indicate that 25% of disadvantaged students arrive below age related expectations compared to 16% of non-disadvantaged. Analysis of GCSE results confirm that this 'gap' is maintained during students' time at our school.

3	Disadvantaged students are making less progress generally than non-disadvantaged peers. GCSE results indicate that the attainment gap still exists at the end of Yr11.
4	Our attendance data for the academic year 2020-2021 indicates that attendance among disadvantaged pupils has been 6.65% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Increase in Progress 8 scores among disadvantaged students across curriculum at the end of KS4.	Disad = 0.4 DisHPA = 0.5
Increase in Basics 9-5 scores among disadvantaged students at the end of KS4.	60% 9-5 Basics
Increase EBacc Entry in disadvantaged students by the end of KS4.	Disad Ebacc Entry = 50%
Achieve and sustain Improved attendance for all pupils, in particular disadvantaged students.	Absence <3%

Activity in this academic year (2022-23)

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: £ 145,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment, retention and professional development of additional teachers in Maths, English and MFL	EEF Teaching and Learning Toolkit EEF Effective professional development guidance report.	1,2,3

CPD to support teaching and learning –	EEF Teaching and Learning Toolkit EEF Effective professional development guidance report. EEF Metacognition and self-regulated learning guidance report.	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 113,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions for low attaining disadvantaged pupils	EEF KS3/4 Literacy Guidance report EEF Improving mathematics at KS2 and 3 Guidance report. EEF Teaching and Learning Toolkit	1,2,3,4
Subject specific interventions for disadvantaged high prior attainers.	EEF Teacher Feedback to improve pupil learning guidance report. EEF Teaching and Learning Toolkit	1,2,3,4
Additional support and academic tutoring for disadvantaged pupils	EEF Teaching and Learning Toolkit EEF Small group tuition	4
Revision guides for all Disadvantaged students.	EEF Teaching and Learning Toolkit EEF Working with parents to support children's learning guidance report.	3,4

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

Budgeted cost: £ 64,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1 to 1 support and wellbeing mentoring (ELSA)	EEF Teaching and Learning Toolkit EEF Improving Social and Emotional Learning in Primary Schools.	4
School uniform support	EEF Improving behaviours in school guidance report. EEF Working with parents to support children's learning guidance report.	4

Extra-curricular opportunities and Cowes Charter	EEF Teaching and Learning Toolkit	4
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4

Total budgeted cost: £ 323,688

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 2020 to 2021 and 2021 to 2022 academic year.

		2022	2021
Progress 8	Achieve progress in line with the national average for all pupils (0)	-0.36	-0.01
Attainment 8	Achieve average attainment of 40	41.34	41.16
Percentage of Grade 5+ in English and maths	Maintain average English and Maths 5+ score of 26%	39.7%	28.3%
Other	Ensure attendance in line with national and engagement to match other pupils	National 2021/22 (released in March 2023) CEC = 5.3% Disad vs Nondis gap = 3% (2021-22)	National 2018/19 Absence = 5.5% CEC = 5.3% Disad vs Nondis gap = -6.65% (2020-21)
Ebacc entry	Better than national average for all pupils (40%)	65.5% PP	65.2% PP (77% whole cohort)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	My Tutor