

Pupil premium self- evaluation (related to 2019-20 plan)

Review of PP data:

Outgoing Year 11							
Measure	National	Summer 2019		Summer 2020		PP Trajectory	Review of PP
		PP	Non PP	PP	Non PP		
Progress 8 score	TBC	-1.51	-0.66	-1.20	-0.24	Improved 0.31%	Improvement in yr 11 PP progress, but P8 still behind national. See below for breakdown.
Progress 8 score female pupils	TBC	-1.17	-0.35	-0.76	-0.06	Improved 0.41%	Improvement but still behind national. Cohort of 39. 17 pupils within cohort less than 90% attendance (0 below 85%). For 2019 the full cohort of 7 HA pupils achieved above grade 5 in E and M and 2 achieved 7-9. Further gains possible via refining opportunities for challenge within curriculum in English and maths - GIST team to support. Of 27 middle ability pupils – 17 achieved E 4+, 8 achieved M 4+. Improvements to the stability of staffing in Maths will support increasingly robust targeting as a priority for 2020/21.
Progress 8 score for male pupils	TBC	-2.16	-1.53	-1.94	-0.69	Improved 0.22%	Improvement but still behind national. Cohort of 25. 14 pupils within cohort less than 90% attendance (11 below 85%). Improving outcomes for more able boys in English is a priority for 2020/21 Improving outcomes for more able and middle ability boys in maths is a priority for 2020/21 Of 13 MA pupils 8 achieved E&M combined –matching will be a priority in 2020/21 in order to further raise attainment.
Progress 8 score for lower ability pupils	TBC	-1.08	-2.25	-1.08	-1.06	Remained static	Remained static – for 2019 this was a cohort of 5 pupils including SEN and LAC pupils – 3 pupils received significant support in class as well as pastoral intervention. 2 pupils below 85% attendance. Case studies available.
Progress 8 score for middle ability pupils	TBC	-1.51	-0.74	-1.35	-0.06	Improved 0.16%	Improvement but still behind national. Cohort of 40 pupils. 21 pupils within this cohort below 90% attendance (17 below 85%). Need to maintain attendance focus on pupils below 90%. Improving outcomes for middle ability boys in maths is a priority for 2020/21
Progress 8 score for highest ability pupils	TBC	-1.74	-0.41	-0.72	-0.45	Improved 1.02%	Improvement but still behind national. Cohort 11 pupils 4 boys, 7 girls. Female cohort showed positive progress scores in most subjects – in particular in English. Improving outcomes for more able boys in English and maths is a priority for 2020/21
% of pupils are entered for EBACC	TBC	8.3%	29.2%	10.9%	41.3%	Improved 2.6%	% of PP pupils entered has increased but still behind national. The KS4 curriculum offer has been revisited by the new principal in order to provide a wider range of qualifications at KS4.
% of pupils achieving E&M at grade 5+	TBC	6%	32.4%	20.3%	42.3%	Improved 14.3%	Significant improvement but still behind national. Strong progress in English – successful approaches to tracking of pp pupils and department accountability have been shared with other departments for implementation in 2020/21.

% of pupils achieving E&M at grade 4+	TBC	26%	55.4%	34.4%	74.4%	Improved 8.4%	Improvement but still behind national. Further gains are possible – e.g. 17 PP pupils achieved English and not Maths. Improvements to the stability of staffing in Maths will support increasingly robust targeting (incl matching) as a priority for 2020/21.
Gap between PP and non PP progress	TBC	-0.85		-0.95		Gap widened by 0.11% year on year	Progress for PP pupils improved year on year but so too did the progress of non PP pupils. Therefore the in-school gap widened when compared to 2019. Improvements to the stability of staffing in Maths will support increasingly robust targeting as a priority for 2020/21. Additionally the KS4 curriculum offer has been revisited by the new principal. This has led to a refreshed ICT offer and the provision of a wider range of qualifications at KS4.

Year 10

Measure	Summer 2019		Summer 2020		Gap	Review
	PP	Non PP	PP	Non PP		
Progress for PP pupils	Data from previous year based on a different assessment system and so is not comparable.		41% of PP pupils are on or above track*	51% of non-PP pupils are on or above track*	10%	<p>PP cohort of 46 pupils -</p> <ul style="list-style-type: none"> HAP – 11 pupils in this cohort - 3 on track (all girls), off track 3 girls 5 boys MAP – 19 pupils in this group - 8 boys (1 on track), 11 girls (4 on track) LAP – 10 in total - 5 boys (4/5 on track), 5 girls (4/5 on track) No data – 6 pupils <p>Suggests need to focus further on MAP PP pupils – to be verified Year 11 Mocks Oct 20.</p> <p>Attendance data for this cohort:</p> <ul style="list-style-type: none"> Less than 85%: 5 pupils 85-90% 3 pupils (pupils on track) 90-95% 2 pupils 95+ 36 pupils <p>* NB there are limitations on reliability of data as based on only one data drop for KS4 due to covid19 closure so cannot yet see the data trend. Also first data set of KS4. Based on average EAP.</p>

Year 9

Measure	Summer 2019		Summer 2020		Gap	Review
	PP	Non PP	PP	Non PP		
Progress for PP pupils	Data from previous year based on a different assessment		40.6% of pp are on or	55% of non-PP students are on	15%	<p>59 pp students in cohort 2019/20</p> <p>* NB there are limitations on the reliability of data as based on only one data drop for yr 9 due to covid19 closure so cannot see data trend. On / above track from average score across</p>

	system and so is not comparable.	above track *	or above track*		subjects (2.4 or above). Data from previous year based on a different assessment system and so is not comparable.
--	----------------------------------	---------------	-----------------	--	---

Year 8						
Measure	Summer 2019		Summer 2020		Gap	Review
	PP	Non PP	PP	Non PP		
Progress for PP pupils		Data from previous year based on a different assessment system and so is not comparable.	51.1% of pp students on or above track *	61.5% of non-pp students are on or above track*	10%	45 PP students in cohort 2019/20 * NB there are limitations on reliability of data as based on only one data drop for yr 8 due to covid19 closure so cannot see data trend. On / above track from average score across subjects (2.4 or above). Data from previous year based on a different assessment system and so is not comparable.

Year 7						
Measure	Summer 2019		Summer 2020		Gap	Review
	PP	Non PP	PP	Non PP		
Progress for PP pupils		N/A	Not collected in 2019/2020 due to Covid closure		Data not available	Pupils in year 7 were given an ATL indicator in term 1 2019 to capture baseline / settling info. but progress data was not collected as planned on the assessment calendar as the collection window fell within the lockdown period. Early data collection has been prioritised for this year group in 2020.

Whole School Data						
Measure	Summer 2019		Summer 2020		Review	

School level absence for PP pupils	8.4%	11.53%	<p>Figures for 2020 show an overall reduction in attendance when compared with the previous year. However these figures include 2 external factors - a local norovirus outbreak during HT2 which significantly impacted attendance for staff and students. Attendance then improved in HT3 but again began to fall in HT4 - linked to Covid19 (pre-23rd March). Therefore we believe that the improvements seen in HT1 and again in HT3 indicate that the actions in place are the right ones and should be maintained in 2020.</p> <p>PP attendance data:</p> <table border="1"> <thead> <tr> <th></th> <th>HT1</th> <th>HT2</th> <th>HT3</th> <th>HT4</th> <th>HT5</th> <th>HT6</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>92.11</td> <td>90.55</td> <td>89.32</td> <td>89.22</td> <td>87.86</td> <td>85.64</td> <td></td> </tr> <tr> <td>2019/20</td> <td>93.16</td> <td>87.73</td> <td>90.84</td> <td>88.6</td> <td>0</td> <td>59.26</td> <td></td> </tr> </tbody> </table>		HT1	HT2	HT3	HT4	HT5	HT6	Notes	2018/19	92.11	90.55	89.32	89.22	87.86	85.64		2019/20	93.16	87.73	90.84	88.6	0	59.26	
	HT1	HT2	HT3	HT4	HT5	HT6	Notes																				
2018/19	92.11	90.55	89.32	89.22	87.86	85.64																					
2019/20	93.16	87.73	90.84	88.6	0	59.26																					
Persistent absence rate for PP pupils	23.3%	28.93%	22 pupils in pp cohort. Impact of work – improved attendance for 17 pupils – (7 pupils to 90%+)																								
NEET	89% of 2018 leavers remain in education	83% of 2019 leavers remain in education	Figure fell for 2019 leavers but current data suggests July 2020 leaver cohort will be in line with national when destinations collected later in the year.																								
FTE	<p>All: 385 Individual FTE's 586 Days 94 students in total</p> <p>pp: 274 Individual FTE's 416.5 Days 56 students in total</p>	<p>All: 198 individual FTEs 387 days 70 pupils in total</p> <p>PP: 178 PP FTE's 351 days 50 students in total</p>	<p>FTE has reduced year on year but remains high. PP remains too high as a % within whole school FTE figure. Area of focus for 2020.</p> <p>In total, there were 921 internal Isolations. Of these, 113 PP students accounted for 702 Isolations. (vs 68 non-pp students accounting for 219 Isolations).</p> <p>4187 detentions were issued over the course of the year. 2858 of these detentions were issued to PP students.</p>																								

Summary

A range of interventions took place in 2019-20 which contributed to an increase in attainment for all PP subgroups when compared to the previous year. However improvements were also seen by the wider cohort of non PP pupils meaning that whilst both PP attainment and progress rose when compared with the previous year, the school gap between Yr 11 PP and non PP students widened in 2020. In March 2020 schools closed to most on-site provision due to the pandemic, limiting a range of activity planned for terms 3 and 4.

School level data

The school's planned data cycle was disrupted by Covid19 closures meaning that very little progress data was collected for KS3 pupils during 2019/20. This is compounded by the fact that the data collected the previous year was related to a different assessment system, a different behaviour system etc. so that meaningful comparison is limited. Therefore robust evaluation of KS3 intervention has been particularly challenging. Where qualitative data is available this has been used to evaluate the impact of activity and to plan or refine activity for 2020. In order to facilitate the acceleration of progress expected from PP funding, school leaders at all levels will need to be sharp in tracking and reviewing progress of individual streams of work linked to PP achievement. A new live data dashboard is being introduced in the Autumn term in order to facilitate this.

Key themes:

In 2020 Improvements to the organisation of attendance processes within the school had a positive impact on improving attendance for key groups and key individuals in half term 1, but overall figures for the year were negatively impacted by a local norovirus and by illness linked to Covid19 prior to the decision to close schools in term 2. Staffing within the attendance team has reduced in 2020 - there is a plan in place to rectify this situation.

The introduction of a new behaviour system focused on reward alongside CPD on student engagement is understood to have had a positive effect on classroom culture leading to a reduction in sanctions for PP pupils, but this has yet to be fully reflected in FTE data which has reduced when compared with the previous year but remains too high (both for all pupils and for PP pupils). The prolonged absence of several key pastoral staff members and a tracking system linked to the new behaviour which did not facilitate timely, proactive intervention were key barriers for the 2019/20 academic year which have been resolved for 2020.

There are pockets of effective practice within the school in relation to PP (e.g. data processes in English, some pastoral interventions). In the 2019/20 plan this practice began to be shared – e.g. supporting leaders to analyse data trends through SISRA and plan strategies for PP achievement. These processes now need to be embedded into the everyday work of the school – e.g. PP progress as a standing item within link meetings, discussion between Eng and Maths regarding key pupils, the development of a PP 'data dashboard' to enable a live picture of PP data.

Data from 2019-2020 suggests that activity linked to the following areas would support the school in further improving the progress of PP pupils

- Boys - attendance, engagement/behaviour, stretch and challenge
- ICT / computer science review
- Further opportunities for stretch and challenge within the English and Maths curriculum at KS4 (linked to progress of HA pupils)
- Focused targeting of PP pupils within Maths – at classroom and a strategic level

Review of PP activity 2019-20:

Action	Intended outcome	What was the evidence and rationale for this choice?	Evaluation, impact, lessons learnt
Bespoke CPD programme for all teachers – linked to TLAC – joint planning, coaching, team teaching as required.	Highly personalised CPD programme leads to consistently high quality teaching and learning across the academy. Pupils will be more engaged in lessons and planning will better support increased attainment. PP priority strategies - COLD CALL AND TARGETED QUESTIONING, USE OF MINI WHITEBOARDS	Strategy used successfully in other Trust academies to raise standards and outcomes for all pupils including PP.	Successful impact as evidenced through lesson visits and through increased attainment summer 2020. Maintain to embed into practice.
Work scrutiny PP focus & wave 1 CPD	SLT, HoDs and classroom teachers receive bespoke 1:1 guidance on improving quality of feedback. Particular focus on PP through comparison / cohort selection. PP strategy – MARK PP BOOKS FIRST	Strategy used successfully in other Trust academies to raise standards and outcomes. EEF toolkit ranks quality of feedback as top strategy to promote pupil progress.	This activity supported the curriculum development work – ‘does our curriculum meet the needs of all groups’? Led to introduction of EPE. Action for 2020 – Review KS3 and KS4 curriculum for lower starting points (in particular computing subjects). Maintain wave 1 to embed into practice.
Manchester United literacy intervention trial.	MU rep to work with English dept to develop bespoke programme for 2 yr 7 English groups. Aim : increased engagement in year 7 English via curriculum links with MU / sport	MU foundation have completed similar work in other Trust schools with great success. MU rep work is most successful when linked with a faculty.	Maintain and develop so that interventions more clearly linked with preventing isolation / FTE
SISRA CPD and 1:1 data meetings with HODs focused on PP analysis and strategies	All teachers confident in using SISRA to analyse their class data. HoDs use dept data to analyse performance and plan strategic intervention.	Staff use of SISRA programme is minimal at all levels. Increased confidence in use of data would lead to increased staff awareness of pupils falling behind target and more strategic use of intervention to boost progress at all levels.	CPD took place and was followed up in 1:1 meetings in Feb 2020 with all HODs. Follow ups facilitated by Head of English to support sharing of local best practice. Practice not yet embedded into school systems. In 2020 maintain through link meetings to become embedded practice. Additional support re matching (strategies and pupils) with Maths and English.
Intervention teaching groups – Eng	Booster group created in English to support improved outcomes.	Strategy used successfully last academic year.	PP students with a positive progress score in Eng rose from 21.7% to 33.9%
Intervention teaching groups – Ma	Booster group created in Maths to support improved outcomes.	Strategy used successfully last academic year.	Overall attainment rose in Maths but PP students achieving a positive progress score fell from 17.4% to 14.3%. Dept. data review process with Principal. Improved staffing situation for maths 2020. Additional support for maths with targeting and matching in place for 2020.

Teaching and learning support via incremental coaching programme – Sci	High quality T&L consistent throughout Science dept. Culture within department open to continuous improvement activity to facilitate HoD's vision to be a lead area for T&L.	Core subject area with traditionally high turnover of staff at Copley. Introduction of new curriculum materials 2018 – support aimed at improving accuracy of planning / successful implementation of new curriculum materials and increasing in class engagement in science.	Case studies indicate improvements in T&L across the department. Overall attainment rose in Science but PP student progress remains low. Improved staffing situation 2020.
Positive engagement techniques CPD	Low level classroom disruption reduced through effective use of de-escalation and non-invasive techniques leading to reduction in sanctions for PP pupils.	CPD emphasises positive teacher pupil relationships and importance of addressing low level disruption positively and promptly leading to better classroom environment. Programme used successfully in other Trust schools. EEF toolkit suggests 'behaviour interventions' moderate positive impact for low cost.	Successful impact as evidenced through lesson visits and through increased attainment summer 2020. Maintain to embed into practice.
Introduce whole school literacy strategy – phase 1: 'wow' words, command words, idioms focus	Whole school focus through weekly form time activities and classroom posters – word of the week competitions, literacy leaders etc.	Literacy is a key barrier for PP pupils at Copley – in particular familiarity with extended vocabulary ('wow' words), command words for exams and idioms (cultural capital related – links to Eng KS4)	Implemented phase 1 – wow words. 2020 - phase 2 focus on reading and continue to build vocab. Particular focus on transition readers.
Form time intervention programme	Bespoke intervention programme during form time with Heads of Core areas (curriculum) and HoKS (pastoral)	Current data used to identify pupils for additional small group support. QLA used to target focus of sessions.	See above for core areas. Student take up was low. Adapted programme for 2020 focused on key times (e.g. prep for mocks) and limited days per week to enable students to maintain form group link.
EWO- led targeted support for PA families (home visits)	Reduction in PA	Targeted, bespoke support for PA families	22 pupils in pp cohort. Impact – improved attendance for 17 pupils – (7 pupils to 90%+), Cohorts shared between EWO and AO rather than just EWO. Plan in place to increase staffing capacity within attendance. Priority area for new DHT.
Attendance officer- led targeted support <90% focus (contact)	Reduction in absence – fewer pupils -90%	Targeted, bespoke support for risk of <90% families	Role moved to LPSO from AO during year. 183 first level attendance letters were sent by LPSO's 21 second level attendance letters were sent (7xY9, 1xY10, 13xY11)
LPSO-led targeted early intervention routines / phonecalls for absence (pupils between 90%-96%)	Reduction in absence – fewer pupils -96% Raised profile for attendance leading to family culture change to reduce unnecessary absence.	Targeted, profile raising contact re attendance leading to family culture change.	Impact limited - issues linked to staff absence and prioritisation.
Form tutor- led tracking and rewards for good attendance– all pupils wellbeing Weds initiative – tutor time, assemblies	Good attendance is high profile around school. Attendance is increasing.	Positive rewards / competition to encourage good attendance as a cultural norm.	Maintain focus on good attendance through form time / whole school messaging (adapted post covid)

Lighthouse 1	'Nip in the bud' strategy for rising tariff behaviour pupils leads to falling behaviour logs. Mix of small group / 1:1 activity as a pre-planned cohort.	Use of pre-planned small group work last year was successful for key pupils – increase in (pro-active) pre-planned activity vs. triage. move to	Case studies of individual impact but overall FTE remain high. Increase in targeted work academic year 2020-21.
Lighthouse cohort 2	1:1 support linked to behaviour contract for pupils identified to be at risk of FTE leads to reduction of school FTE figure.	Use of pre-planned small group work last year was successful for key pupils – increase in (pro-active) pre-planned activity vs. triage. move to	Case studies of individual impact but overall FTE remain high. Further increase in targeted work academic year 2020-21.
LPSO PP cohort	LPSO as PP champion within role – increased parental feedback and support for pupil organization, pastoral support. To remove barriers to learning such as poor behaviour/poor attendance via development of a positive relationship with key staff member	Historical school based evidence on the impact of behavioural issues and poor attendance on outcomes.	Limited impact due to staff absence. Replaced by mentoring led by HoKS which had positive results. Increase in range and clarity of focus for mentoring schemes in academic year 2020-21 including dedicated PP mentor role.
Rewards	New whole school rewards system	New rewards system has been used previously by principal	Introduction of stamp system led to positive culture within classrooms and reduction of low level issues. Increase in number of PP students accessing rewards. Covid regulation prevents use in 2020-21 – investigating alternative approach
Manchester United cohorts	Mentoring programme to improve behaviour / aspirations with the aim of promoting better class engagement	MU foundation have completed similar work in other Trust schools with great success. MU rep work is most successful when linked with a faculty.	Maintain and develop so that interventions more clearly linked with preventing isolation / FTE
Programme of careers visits	Raising aspirations linked to careers – what is available beyond Stalybridge?	Pupil voice suggests limited awareness of Manchester opportunities, limited confidence to travel.	Maintain with online alternative through form time
Positive steps – Cohort 1	Reduction in NEET.	LA favoured programme. Has supported ongoing reduction in NEET.	1:1 guidance for 21 pupils at risk of NEET (incl 3x school refusers) – college choices, interview prep etc.. Figure fell for 2019 leavers but current data suggests 2020 leaver cohort will be in line with national. Maintain approach for similar cohort 2020.
Positive steps – Cohort 2	Additional hours focused on PP – 1:1 and small group careers / aspiration support	Pupil voice has shown that often PP pupils at Copley are unaware of the full range of FE, HEI, career choices available to them and can see complexities of student finance as a barrier. Clearer long term goals lead to better intrinsic motivation for pupils.	Intervention 1 work experience focused on pupils who struggled with confidence and resilience. Aim for pupils to see the links between school and work. Some pupils in group with limited attendance to facilitate their engagement / return to school. 8 pupils completed work experience. All pupils completed. Pupil voice suggests 7 enjoyed and developed in confidence. 1 did not enjoy but has facilitated a conversation about appropriate KS5 courses.

			<p>Intervention 2- 6 pupils worked with the Growth company. Pupils at high risk of NEET / completely disengaged with school. Intervention thinks about next steps and encourages better relationship with school. Intervention were successful in engaging 4 pupils and improved the relationship with school for 2 pupils.</p> <p>5 additional pupils refused engagement with either project.</p> <p>Maintain and develop linked to KS5 transition but w/exp may be difficult during covid. Instead use time to work with KS3 PP pupils to support options choices in Autumn / spring term.</p>
University partnership	To increase higher education awareness for students from disadvantaged backgrounds	Good quality programmes that have been used successfully by other schools in the Trust. Identifying HA students whose parents did not access university education	Limited impact due to Covid restrictions – key time for visits Feb - May
PP review	External review of PP requested by Ofsted. Clear and strategic use of school's PP spend.	Achievement4All used as a DfE recognised provider	External review took place in June 2019. Follow up in Feb 2021.
Emergency hardship Fund (uniform, basic resources)	All pupils have access to correct uniform and required school resources.	Financial need for identified pupils (via LPSO)	Maintain – wider focus linked to ICT access for 2020-21
School counselling provision - Years 7-11 as referred through Learning or Behaviour Mentors.	Increase attendance by addressing key issues for vulnerable students through counselling provision	Significant numbers of PP students have issues inside or outside of school that impact engagement, progress or social aspects of school	Case studies available - maintain
Ambition ML development	<p>MLs trained to understand use of data in closing the gap strategies.</p> <p>Sessions include: Whole school ethos, deprivation effect on progress, use of data to plan interventions, leading department to increase quality of teaching and learning.</p>	Identified skills gap for ML. ASL recommended by RSC for expertise linked to PP.	Limited impact due to staffing changes within cohort.