Pupil Premium Plan for 2020/21
Copley Academy

Academy Targets:

Student Groups										
Targets have been set purely based on students prior attainment, other pupil characteristics are not taken into account when target setting. All students, and all groups of students are targetted to make more than average progress. The Ave KS2 column is the average result this group of students achieved in their KS2 SATS, the higher the number the higher ability of the cohort. Targets for key groups are shown below.										

	Students	Ave KS2	Progress 8		Attainment 8		Basics En and Ma 4+		Basics En and Ma 5+		Attendance
			Target 20-21	Actual 19/20	Target 20-21	Actual 19/20	Target 20-21	Actual 19/20	Target 20-21	Actual 19/20	
PP	46	4.67	-0.8	-1.2	35	32.8	40%	34.40%	20%	20.30%	In line with Covid National

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Allocation

In 2020-21, the Pupil Premium (PP) allocation to Copley Academy was £266,537.50 which equates to 287 pupils (45% of the entire school cohort- 626 pupils).

The Purpose of the Pupil Premium Grant

The Pupil Premium is grant funding and is in addition to the School's delegated budget. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviours in order to increase pupil progress.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools annually and is clearly identifiable. It is for the school to decide how the Pupil Premium is spent. However, schools are held accountable for how they have used the additional funding to support pupils from low-income families. CA has a named governor for PP.

Potential Barriers at Copley Academy

Children qualifying for the Pupil Premium often face barriers to successful educational achievement. At Copley Academy these barriers may include:

- Attendance and punctuality issues
- Confidence, emotional well-being concerns and low self-esteem
- Complex family issues.
- Financial access to educational opportunities
- Academic gaps
- In light of Covid 19 additional barriers linked to reduced time in school / access to online learning / access to FSM / etc.

The following guidance has contributed to the development of this plan:

- Improving outcomes for disadvantaged pupils - Lessons we can all learn (NW School Improvement Board)
- Teaching and Learning Toolkit Website (EEF)
- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21 (EEF)
- Pupil-Premium Effective Use and Accountability (DFE)
- Case Studies of Successful PP Practice in Greater Manchester (GMLP)
- PP Review for Copley Academy June 2019 (Achievement for All)
- CA review of PP plan 2019-20

2020-2021 Statement of intent:

These are unprecedented times globally, nationally and locally. The school's Pupil Premium students are likely to be facing increased hardship and difficulties. National concerns about the gap between disadvantage pupils and non-disadvantaged pupils growing is at the front of our minds and it is crucially important this growth is minimised as much as possible. In September pupils have returned to school but significant disruption has occurred in HT1 due to the effect of local outbreaks in Tameside in Greater Manchester.

Within this context it is therefore vital that we use our funding this year wisely to ensure these pupils are fully supported and given every opportunity to succeed. With the above in mind we have streamlined our strategy this year to three key targets outline below. They focus on pupil outcomes, pupil access, and pupil attendance. We believe these three areas are key to success during these difficult times.

- Target 1 – To ensure Pupil Premium pupils are provided with high quality teaching, suitable intervention - both academically & emotionally - to allow them to achieve.
- Target 2 – To ensure Pupil Premium pupils are receiving equality of access and the correct package of educational support to allow them to make expected progress.
- Target 3 – To ensure PP attendance is equal to or above non-PP during 2020/21

Please Note

This document is 'live' and will be reviewed and updated throughout the year to consider the latest guidance in relation to both PP and Covid 19 safe working as well as PP student progress. The PP plan for Copley Academy sits alongside two other core documents – the "Risk assessment for reopening of schools in September" and the "Covid 19 contingency plan".

Target 1 – To ensure Pupil Premium pupils are provided with high quality teaching, suitable intervention - both academically and emotionally - to allow them to achieve.

Why?	• Research shows that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving makes the most difference to PP achievement. • Targeted academic support – where pupils are not making good progress across the spectrum of achievement. • Wider strategies relate to the most significant non-academic barriers to success in school, including aspiration, behaviour and social and emotional support.
Context	Alongside improvements to the taught curriculum a number of strategies to improve the overall quality of teaching and learning at CA were introduced last academic year. In particular consistent approaches for encouraging student engagement and other positive behaviours were designed to support the progress of PP groups who have traditionally been overrepresented in the school's sanction system. This approach was felt to have had a positive impact on behaviour prior to lockdown. In order for these improvements to become embedded in everyday practice it is necessary to revisit and refine them this academic year. In addition, data from 2019-2020 PP performance suggests that additional 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 stretch and challenge within the English and Maths curriculum at KS4 (linked to progress of HA pupils) • Closer targeting of PP pupils within Maths – at classroom and a strategic level Summer 2020 estimated gaps: current yr 11 (10%), current y10 (15%), current y9 (10%), current y8 (no data available)
Success Criteria	• Improved progress in school to reduce gap to non-Pupil Premium Pupils • All PP pupils accessing the correct/suitable intervention packages.
Funding Allocation	£179,990
Review points	Interim - Termly, week beginning December 7th 2020, March 15th 2021 and July 12th 2021. Final – Sept 2021

Activity	What is the potential barrier if not addressed?	Intervention Activity	Year group(s)	Number of pupils involved	Ambition for PP pupils	Responsibility	Notes & Impact
1.1	Inconsistency of T&L practice leading to opportunities for poor behaviour	Induction programme for new staff to ensure consistency of practice (PP) including remote learning	7-11	all	By Sept all new teachers will be enrolled on a programme of induction. By Jan "" By April ""	MRA	
1.2	Pupils achieve either maths or English GCSE but not both – limiting their options post 16	E & M matching is a reviewed half termly after initial PPE in Nov	11	TBC	By Dec E&M matching meeting has taken place By Feb, By April, By June	RCR / HOD E & M (BYO monitor implementation in Maths? KAL in English?)	
1.3	Pupils in Y11 identified as at risk of underachievement	Identify gaps intervention / GCSEpod target groups	11	16	By Nov identify cohort	MW	

	due to good ATL but low progress in lessons (quiet strugglers)				By early Dec meet with cohort to identify gaps. 100% of pupils in target group to complete an individual gap analysis document and are able to identify their next steps. By late Dec set up GCSEpod group challenge related to gaps. By April 100% of cohort have accessed a minimum of 20 pods linked to identified gap		
1.4	Rapid escalation of minor behaviour incidents in lessons leading to lost learning time	Teachers trained to use positive engagement strategies to offer structure / support pupils to remain in class	7-11	all	By July number of isolation incidents has reduced to below 500. Isolation for PP pupils has reduced to be in line with whole school figures.	MRA, DOB	
1.5	Apathy in class leading to underachievement	Teachers to use range of 'engage all' strategies to increase ratio of in class engagement	7-11	all	At least one of a range of 'engage all' strategies is visibly attempted in 100% of lesson observations where further action is required to engage all pupils. Where pupils are noted to be disengaged within a lesson observation, feedback relates to one of the 'engage all' strategies.	MRA, SLT	
1.6	Pupils with significant curriculum gaps / low confidence in Maths post covid	Maths intervention teaching group	11	TBC	By Dec use information from PPE to set up a form time intervention group. By Feb review impact of intervention	HOD (Ma)	
1.7	Pupils with significant curriculum gaps / low confidence in Science post covid	Science intervention teaching group	11	TBC	By Dec use information from PPE to set up a form time intervention group. By Feb review impact of intervention	JMG	
1.8	Pupils falling behind in one subject area Teachers unaware that pupils are falling behind	Link meeting to focus on trends for groups / interventions /	all	all	By Nov link meeting to focus on performance of groups KS4	SLT / ML	

	and so do not put in place appropriate W1 intervention				By Jan link meetings to focus on performance of groups KS3 By Feb w1 interventions in visible use in lesson drop ins		
1.9	Pupils falling behind across the board rather than in one subject area	Bespoke academic mentoring programme in place	7, 8, 9	TBC	By early Dec cohorts and barriers and specific aims identified. By late Dec mentoring underway. By Feb evaluation of Impact.	HOKS3	
1.10	Pupils do not revise independently leading to underperformance	P6 intervention plan to support revision in lead up to GCSE exams	11	all	By early Jan plan p6 programme with teachers By late Jan launch with pupils and parents By late Jan KS leader to be monitoring rewards / targeting programme to encourage attendance.	MWI/ ML	
1.11	Pupils with significant curriculum gaps / low confidence in English post covid	English intervention teaching group	11	TBC	By Dec use information from PPE to set up a form time intervention group. By Feb review impact of intervention	SSH	
1.12	KS4 options were limited and not well suited to maximise engagement for PP boys	Curriculum changes implemented for y10 in Sept 2020 – introduction of Enterprise, HSC and ICT to replace Computer Science.	10	TBC	By September implement new curriculum changes for y10. By Jan review KS4 progress data to check pupils are on track.	RCR	
1.13	Leaders are not aware of up to date picture for PP progress measures (incl behaviour, attendance) and so are less able to intervene in a timely fashion	Introduction of data dashboard bringing together live data for PP – progress, behaviour, rewards, attendance	7-11	NA	By November agree tracking information and commission support to design school specific dashboard. By early December have developed a dashboard for key measures. By December use as a standing item in SLT briefing as a means of reviewing progress towards aims.	GMI, SBA	
1.14	Current rewards process is not suitable during covid – risk that rewards (and therefore PP motivation) fall.	Introduction of Classcharts as a tool for managing rewards	7-11	ALL	By Dec train staff on use of new system. By January launch new system with pupils and use new system to record rewards and share with parents. By Sept 2021 use system to enable live feed for behaviour.	RCR, DOB	

1.15	Pupils lack of awareness of possible 'next steps' (ks4-5 transition) / low aspiration / low motivation to secure next step arrangements	Positive steps cohort – additional support college choices	11	46	By Feb 100% PP pupils meet with Positive Steps to plan KS5 transition By April 100% of pupils submit application for KS5 plan (bespoke support for some pupils presented as case study). By April 2021 94%+ Pupils staying in education or employment for at least 2 terms after key stage 4	JTI / positive steps	
1.16	Pupils identified as lacking full awareness of 'next steps' when making GCSE choices (KS3-4 transition) / lacking motivation	Positive steps cohort – additional support inked to options choices	9	TBC	By March 100% of pupils will have had a small group pre-options meeting with positive steps By April 100% of yr 9 pupils have made good KS4 choices- increase in motivation for success, By April 2023 98%+ Pupils staying in education or employment for at least 2 terms after key stage 4	JTI / positive steps	
1.17	Pupils in Y10 identified as at risk of underachievement due to good ATL but low progress in lessons (quiet strugglers)	Motivate pupils by: 1)supporting them to Identify gaps in their knowledge 2) modelling how to seek further support /intervention.3) providing them with a targeted GCSEpod programme to encourage independent learning.	10	TBC	By Nov identify cohort By early Dec meet with cohort to identify gaps. 100% of pupils in target group to complete an individual gap analysis document and are able to identify their next steps. By late Dec set up GCSEpod group challenge related to gaps. By April 100% of cohort have accessed a minimum of 20 pods linked to identified gap	MWI	
1.18	Low engagement (mixed group weighted towards boys)	Manchester United Foundation (Check ins and tracker- mindfulness, emotional awareness)	9	4	By Feb positive increase in ALT scores for 100% of pupils	MUFC/ JTI	

1.19	Low engagement (mixed group weighted towards boys)	Manchester United Foundation (Check ins and tracker- mindfulness, emotional awareness)	10	4	By Feb positive increase in ALT scores for 100% of pupils	MUFC /JTI	
1.20	Low engagement (mixed group weighted towards boys)	MUFC / MKA project	10	TBC	By Jan intervention will launch leading to a reduction in isolation / reduction in FTEs	MUFC / MKA / DOB	
1.21	Low engagement (mixed group weighted towards boys)	Manchester United Foundation (Check ins and tracker- mindfulness, emotional awareness)	11	3	Positive ALT scores (data drop?)	MUFC /JTI	
1.22	Low engagement (mixed group weighted towards boys)	Manchester United Foundation (Check ins and tracker- mindfulness, emotional awareness)	8	12	By Feb positive increase in ALT scores for 100% of pupils	MUFC / JTI	
1.23	Opportunities for stretch and challenge are missed leading to underachievement	Increased awareness of pupil starting points and staff awareness of a wider range of strategies for support.	7-11	all	By September all lessons will include at least one 'stretch and challenge' task as part of the 'do now'. By Oct GIST will support ongoing curriculum reviews in English, Maths, History with a focus on developing a challenging curriculum. By Jan all teachers will have attended CPD – in class strategies for S&C By Jan 'Classcharts' to be launched - seating plans to indicate pupil starting points for increased teacher awareness	JTI / GIST/ MRA	
1.24	Pupil cohort identified as having a low ATL in lessons – risk of disruption / disengagement	GROW 1:1 coaching with a focus on identifying and enhancing pupil aspiration / motivation	11	10	By Jan 100% of pupils access at least 4 sessions. By Jan 100% of cohort show improving trend of positive ATL score vs baseline. By Jan 100% of pupils will not FTE	SSI	
1.25	Pupil cohort identified as having struggling with Behaviour / relationships – at risk of exclusion	GROW 1:1 coaching with a focus on enhancing recovery from setbacks	7,8, 9, 10, 11	7 in y11 (plus others)	By Jan 100% of pupils access at least 4 sessions. By Jan 100% of cohort show reducing trend of incidents of isolation vs baseline.	DOB / Lighthouse	

					By Jan 100% of pupils will not FTE		
1.26	Pupils falling behind across the board due to poor low level behaviour	Bespoke behaviour mentoring programme in place	7, 8, 9	TBC	By early Dec cohorts and barriers and specific aims identified. By late Dec mentoring underway. By Feb evaluation of Impact.	LPSO (7) LPSO (8) LPSO (9)	
1.27	Pupil cohort identified as having a low ATL in lessons – risk of disruption / disengagement	GROW 1:1 coaching with a focus on identifying and enhancing pupil aspiration / motivation	10	TBC	By March 100% of pupils access at least 4 sessions. By April 100% of cohort show improving trend of positive ATL score vs baseline. By Jul 100% of pupils will not FTE	SSI	
1.28	High potential pupils not stretched in Eng	Work with trust consultants to explore further strategies for S&C (in particular aimed at high ability boys and Middle ability classes)	KS3 & KS4	NA	By Feb plan for KS4 S&C in place. By May plan for KS3 in place	KAL	
1.29	High potential pupils not stretched in Maths	Work with trust consultants to explore further strategies for S&C (aimed at both high ability pupils and middle ability pupils)	KS3 & KS4	NA	By Feb plan for KS4 S&C in place. By May plan for KS3 in place	BYO	
1.30	Wellbeing issues form a barrier to learning	Counselling provision is available for in school referral	KS3&KS4 – identified pupils	DOB	Case studies for individual pupils	DOB	

Target 2 – To ensure Pupil Premium pupils are receiving equality of access and the correct package of educational support to allow them to make expected progress.

Why?	The EEF are projecting that the attainment gap will widen significantly as a result of ongoing Covid-19 closures. PP pupils often don't have financial access to a range of educational opportunities/resources to support engagement with the school's home learning provision.
Context	During the national lockdown CA identified that a high percentage of pupils did not have their own device or were learning primarily via a mobile phone. This was limiting their access and wider engagement in home learning. Pupils were not always confident in the use of the MS Teams platform as it had not been used prior to the pandemic. CA did not have a common learning platform for KS4 - GCSEpod has been used successfully by other schools in the Trust to increase engagement at KS4 and to compliment the teacher led home learning offer. Free School Meal entitlement should be maintained throughout the changing situation and the macro economic situation in the UK suggests that child poverty will increase this academic year and therefore need would be greater. It is widely understood that pupils have struggled since lockdown – both emotionally and with the effects of a lack of routine meaning that mentoring provision is important to maintain. Last academic year at CA FTE reduced significantly but remains high. PP remains too high as a % within whole school FTE figure - area of focus for 2020 with increased SLT monitoring. 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). 4187 detentions were issued over the course of the year. 2858 of these detentions were issued to PP students.
Success Criteria	• PP pupils have adequate access to technology for learning. • FSMs pupils have access to food during periods of lockdown and self-isolation. • Improved engagement in school to reduce gap to non-Pupil Premium Pupils (behaviour)

	• Improved engagement with school to reduce gap to non-Pupil Premium Pupils (online engagement)						
Funding Allocation	£17,900						
Review points	Interim - Termly, week beginning December 7th 2020, March 15th 2021 and July 12th 2021. Final – Sept 2021						
Activity	What is the potential barrier if not addressed?	Intervention Activity	Year group(s)	Number of pupils involved	Ambition for PP pupils	Responsibility	Notes & Impact
2.1	No access to ICT device to facilitate learning at home / device but no internet / shared devises	Hardship provision of ICT equipment to facilitate access to home learning for homework / self-isolation / lockdown	7-11	TBC	By Nov 100% of pupils will have completed ICT needs survey By Nov 100% of KS4 pupils are able to access home learning via a ICT. By Dec 100% of KS3 pupils are able to access home learning via ICT.	GMI / JTI	
2.2	No access to core ICT programmes to facilitate learning at home (e.g. Microsoft Office)	All pupils receive free Office365 account	7-11	all	By Oct all y7 pupils to have logged on in school and to be aware of how to access Office365 account. By Nov all KS3 and KS4 pupils to receive in school refresher – how to access Office365, how to access MS Teams	ICT tech SSH	
2.3	Limited access to quality materials for independent learning	GCSEpod account (site licence) will be made available to all KS4 pupils	10-11	270	By Jan 100% of year 11 pupils have used GCSE pod to access home learning. By March 100% of year 10 pupils have used GCSE pod to access home learning. By May 40% of year 9 pupils have used GCSE pod to access ks4 transition learning.	GMI	
2.4	Pupils in covid isolation miss their FSM entitlement	Use of parental text system to explain process to all FSM parents so that they are aware of options – grab bag, food parcel, food bank	7-11	TBC	By October parental text sent to notify of process for FSM support during isolation. By Nov – reminder By Jan – reminder By March – reminder By May - reminder	RMO	
2.5	Family financial circumstances deteriorate throughout the year requiring new FSM provision	Use of parental text system to explain to all parents how to apply for FSM and details of local food bank.	7-11	all	By Dec parental text sent to notify of process for FSM support. By Feb – reminder By April – reminder By June - reminder	RMO	

2.6	Pupils understood by the school to have been disengaged with home learning during lockdown in 2019/20	Proactive targeting via priority calls where bubbles are self-isolating, or potential offer of an in school vulnerable provision place (if wholescale home learning is introduced during 2020/21)	7-11	TBC (8-11 groups identified from prev. Lockdown)	By October survey of all yr 8-11 pupils completed – pupil experience of 'working from home' March-July 20. By November priority cohort established in each year group. From November – where a significant bubble are 'working from home', isolating staff are allocated cohorts for engagement calls. By 1 week after wholescale home working - all targeted pupils have received a telephone call to encourage and support participation. Pupil engagement monitored via insights tracking and escalated response if continuing refusal to engage.	JTI / DOB	
2.7	Y10 pupil cohort identified as having low confidence with independent learning /limited independent engagement	GCSEpod target group. Targets set with praise rewards for engagement and prizes for completion.	10	TBC	By Dec GCSEpod launched with pupil cohort and parents in year 10. By Jan praise letters Sent to all pupils. By April 100% of target group have all completed at least 50 pods	GMI	
2.8	Y11 pupil cohort identified as having low confidence with independent learning /limited independent engagement	GCSEpod target group. Targets set with praise rewards for engagement and prizes for completion.	11	TBC	By Dec GCSEpod launched with pupil cohort and parents in year 11. By Jan praise letters Sent to all pupils. By April 100% of target group have all completed at least 50 pods	GMI	

Target 3 – To ensure PP attendance is equal to or above non-PP during 2020/21

Why?	PP pupils at CA have lower attendance in comparison to other pupils.
Context	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. There is still too big a gap between PP attendance and non-PP attendance (88.3 PP/ 90.3 non-PP).
Success Criteria	• Improved attendance to reduce gap to non-Pupil Premium Pupils
Funding Allocation	£61,660
Review points	Interim - Termly, week beginning December 7th 2020, March 15th 2021 and July 12th 2021. Final – Sept 2021

Activity	What is the potential barrier if not addressed?	Intervention Activity	Year group(s)	Number of pupils involved	Ambition for PP pupils	Responsibility	Notes & Impact
3.1	PA	Targeted bespoke work to support PA families	7-11	TBC	January Gap to be above national average attendance figures (taking COVID-19 attendance figures as the measure) April figures for PP and Non PP students to be similar By July a reduction in PA to be above national PA figures and similar to Non PP PA students	CHE	
3.2	At risk of PA	Targeted bespoke work to support at risk of <90% families	7-11	TBC	A reduction in number of pupils with attendance falling below 90% to fall in line with national figures Data checks available and monitored weekly.	CHE	
3.3	Covid related disruption leads to a 'snowball effect' - culture of non-attendance	Attendance officer uses PP priority visit strategy in order to support parents to help their children attend.	7-11	All PP pupils prioritised for early home visit	By July a reduction in number of pupils falling below 95% to fall in line with national Data checks weekly	CHE	
3.4	Financial hardship is forms a barrier to improving attendance	Hardship fund to support improved attendance – case by case	7-11	bespoke	Finance is not a barrier to improving attendance (case studies of use of hardship show improved attendance).	SPE	
3.5	Attendance rewards system is reduced in impact as rewards used previously are not possible during covid (visits/visitors), Risk of focus on good attendance is lost amongst focus on Covid absence.	Refreshed rewards system in place via tutors (in light of Covid)	7-11	all	By December a new termly rewards system is in place so that students with good attendance are recognised in order that it is maintained. Students with improved attendance are recognised and rewarded.	CHE	

Budget allocation per target:

This academic year we have 3 Pupil Premium Targets outlined above with the breakdown of cost per target:

Target 1:	£179,990
Target 2:	£17,900
Target 3:	£61,660

Additional Budget (flex):	£6,987.50
Total funding:	£266,537.50