# 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

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| Detail | Data |
| School name | Copley Academy |
| Number of pupils in school | 666 |
| Proportion (%) of pupil premium eligible pupils | 46% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020/21  2021/22  2022/23 |
| Date this statement was published | Updated Autumn 21 |
| Date on which it will be reviewed | Dec 22 |
| Statement authorised by | Ruth Craven |
| Pupil premium lead | John Connolly |
| Governor / Trustee lead | Josh Pritchard |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £277,905 |
| Recovery premium funding allocation this academic year | £42,195 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0.00 |
| **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 | £320,100 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **2021-2022 Statement of intent**  Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.  The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils and plan overcome these obstacles.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, as referenced by the EEF, 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.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve   The disproportionately high impact of COVID-19 on the education of disadvantaged pupils makes this plan more important than ever. National concerns about the gap between disadvantaged 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. Within this context it is therefore vital that we use our funding wisely to ensure these pupils are fully supported and given every opportunity to succeed. We have streamlined our strategy this year to three key targets outline below. We believe these three areas are key to success to mitigate recent challenges:  **• Target 1 – To ensure PP pupils are provided with high quality teaching that maximises their potential.**  **• Target 2 – To ensure PP pupils are provided with high quality intervention to close gaps in learning, exacerbated by Covid-19.**  **• Target 3 – To ensure PP attendance is equal to or above non-PP during 2021/22** |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Curriculum gaps in knowledge due to lockdowns, specifically in English and maths. |
| 2 | Poor attendance and punctuality |
| 3 | Experiencing complex family issues |
| 4 | Poor emotional state, well-being and low self-esteem |
| 5 | Lacking adequate resources to study effectively, especially IT facilities if isolating |
| 6 | Lack of metacognitive / self-regulation strategies when faced with challenging tasks, and lack of motivation to succeed |

## 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.

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| Intended outcome | Success criteria |
| To diminish the progress gap between PP and non-PP pupils | - PP progress scores are in line with national  - Diminish the in-school progress gap between PP and non-PP pupils  - Improved attendance to interventions and P6 sessions in line with non-PP pupils |
| Improved attendance and punctuality for PP pupils | - Attendance and punctuality figures for PP pupils are in line with national for all pupils.  - Improved PA figure for PP pupils and to be in line with national average PA figure.  - PP attendance in line with non-PP overall figure |
| Improved behaviour for PP pupils | - Number of behaviour points / corrections/ isolations for PP in line with non-PP  - FTE reduced for PP and in line with non-PP  - Allocation of rewards for PP pupils in line with non-PP |
| Improved attitudes to learning for PP pupils | - Positive responses/trends from the PASS survey for PP pupils and that the attitudes to school are in line with those of non-PP pupils. |
| Improved literacy for PP pupils | - Staff implementing the whole-school literacy initiatives (disciplinary literacy)  - The percentage of PP pupils achieving their chronological reading age is in line with non-PP  - Diminish the gap between PP and non-PP in English  - GL Assessment tests in English demonstrate that PP pupil progress is in line with Non-PP |
| Improved numeracy for PP pupils | - Staff implementing the whole-school numeracy initiatives  - Diminish the gap between PP and non-PP pupils in Maths  - GL Assessment tests in maths demonstrate that PP pupil progress is in line with Non-PP |

## 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: £96,100

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve ‘*disciplinary literacy’* across all subjects.   * Focus on Tier1,2, 3 words. * Academic reading task each half term in all subjects | Strong literacy skills are critical to be able to participate fully in modern life. EEF indicates that one of the best strategies for improving educational outcomes for disadvantaged learners is to improve the teaching of literacy across all subjects.  [Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) | 1 |
| Staff CPD linked to areas such as cognitive science, cognitive load theory, memory model, how we challenge and measure learning/thinking | The evidence supporting cognitive science strategies in the classroom is extensive and supports improved outcomes, especially for disadvantaged learners. CPD such as this supports staff to be effective in planning and delivery of learning tasks and EEF indicates that quality teachers in front of learners is fundamental in improving outcomes for disadvantaged learners.  [Cognitive\_science\_approaches\_in\_the\_classroom\_-\_A\_review\_of\_the\_evidence.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf) | 1 |
| Staff CPD linked to curriculum design, intent, implementation and impact (in school and GAET network engagement) | A well designed, well sequenced curriculum is understood to improve outcomes for all pupils. We will use the latest research in subject pedagogy (Ofsted research reviews) to inform our practice. | 1 |
| Joint PPA time to be used in each faculty to develop subject specific strategies to improve T&L | EEF indicates that PP students benefit from good teaching and learning - joint PPA allows for co-planning to develop staff subject and curriculum knowledge. | 1 |
| GREAT Learning Habits, Metacognition and Self-Regulation training for KS3 and PP pupils across the school | EEF evidence suggests the use of ​metacognitive strategies, which get pupils to think about their own learning can be worth the equivalent of an additional +7 months’ progress when used well.  [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) | 1, 6 |
| Reduced class sizes across the academy to support lost learning, post Covid | Enabling strong teachers to work with smaller class sizes, and with some of our most vulnerable pupils can begin to redeem some of the lost learning, caused by 2 national lockdowns. | 1 |
| PP role in English to further support PP pupils in the subject.  One of the main focuses for this role is to identify underperformance of PP pupils across the academy and provide small group English tuition. | EEF indicated that small group tuition and targeted interventions to support underperformance is powerful in improving outcomes for PP pupils. Our evidence suggests that early interventions are powerful. For example, Y9 small group reading tuition is closing gaps in reading comprehension. | 1 |
| CPD programme to support early career teachers (via Ambition) | Evidence supports that quality CPD can have a positive impact on the effectiveness of teachers. EEF indicates that a quality teacher in front of disadvantaged pupils serves as one of the best strategies for improving PP outcomes. | 1 |

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

Budgeted cost: £110,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted form time and P6 intervention for all underachieving Y11 PP pupils across English, maths and science (teacher led).  Support pupils how to create a revision plan and how to revise independently. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  There is evidence to suggest that disadvantaged pupils benefit more from additional school time because many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders consider in particular how to secure engagement and attendance among those from disadvantaged backgrounds. To mitigate the risk of non engagement out of core school time we also offer form time intervention to ensure that all PP pupils can benefit from tuition. | 1 |
| MU Foundation to mentor a targeted number of PP pupils across KS3 to provide intervention and inspiration for those involved in the scheme. | Manchester United Foundation provideSocial and emotional learning (SEL) interventions which seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Specialised programmes working with small cohorts and individuals delivered in partnership with Manchester United. Established and successful programme at Copley Academy – case studies available. | 4, 6 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  Tutoring can also help pupils to build resilience.  Research by the Education Endowment Foundation (EEF) and National Foundation for Educational research shows that individual tuition builds pupils’ confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. | 1, |
| GCSE pod/tailored revision material for KS4 learners | GCSE pod provides individualised instruction - providing different tasks for each learner and support at the individual level (e.g. self-checking quiz activities). It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Teachers and or pupils can select modules to be completed in order to address identified gaps.  [Individualised instruction | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction) | 1, 6 |
| Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.  Take place during form time, some PE/English lessons and P6s. | Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 1 |

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

Budgeted cost: £114,000

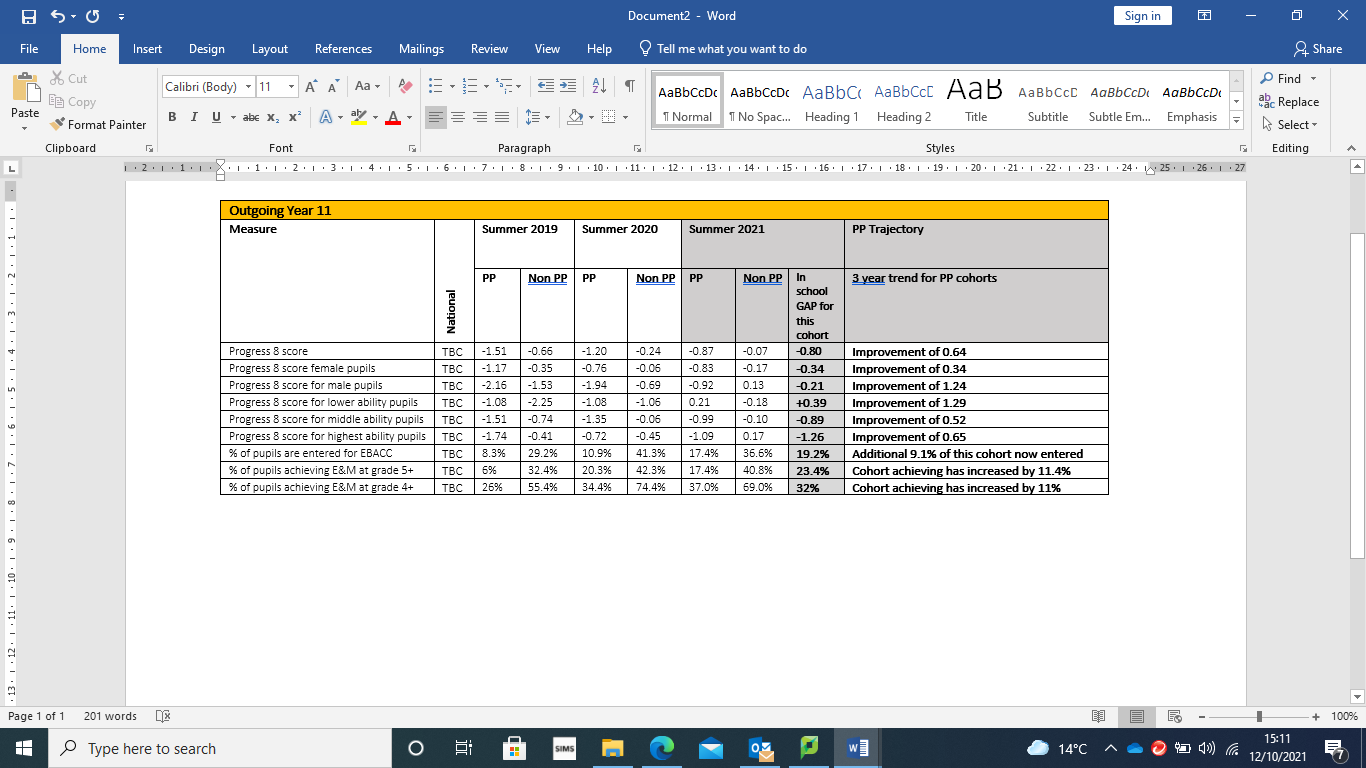
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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional attendance officer appointed to improve attendance at the academy.   * Targeted bespoke work to support PA families * Prioritises PP pupils/visits * Hardship fund to support improved attendance * Relaunch rewards system | Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  Our previous data suggests that there is a direct link between good attendance and better outcomes for pupils. Also, that it is much harder to engaged with and improve the attendance of pupils once classed as PA – therefore the work of our attendance team is designed to prevent pupils from reaching this threshold. | 2, 3, 4 |
| Appointed additional full-time safeguarding role with 50% focus on PP pupils support.  This role is focused around in-school mentoring and (at the same time) developing positive parent- school relationships, supporting parents to support their child etc. | Every pupil should have a supportive relationship with a member of school staff. Bespoke mentoring / coaching /guidance can help to enhance the pupil’s experience of school and support improved engagement and raised aspirations.  [Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)  Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Support may include advice about how to create a regular routine and encourage good homework habits, helping parents to support their children by encouraging them to set goals, plan and manage their time and emotions.  [Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=coaching) | 2, 3, 4 |
| Positive Steps – careers and KS5 transition advice. | Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.  [Careers education | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&utm_medium=search&utm_campaign=site_search&search_term=career)  Pupils can lack of awareness of possible ‘next steps’ (KS4-5 transition) / low aspiration / low motivation to secure next step arrangement – 1:1 and small group support has been shown to overcome this. | 1,3,4,5 |
| LPSO / Lighthouse mentoring programme for those at risk of underachieving/exclusion | Universal behaviour systems are unlikely to meet the needs of all students - for pupils with more challenging behaviour, the approach should be tailored to individual needs. Individualised behaviour interventions are used in order to better know and understand pupils and their influences. Understanding a pupil’s context will inform more effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.  [Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) | 2, 3, 4, 5 |
| Ensure Y7 PP pupils have access to laptop and internet if they have to isolate due to COVID-19 | Internal surveys (from 2019/20) suggest that pupils accessing PP are less likely to have ICT facilities and internet access than other pupils. The gap for PP pupils grows when they need to isolate if they do not have access to sufficient online resources. | 1, 5 |
| Ingredients bought for food tech for PP pupils.  Peripatetic music lessons paid by academy for PP pupils. | Our experience tells us that one of the biggest barriers for PP pupils in subjects such as catering and music is cost. By offering subsidies where necessary, this barrier is reduce/eliminated. | 1, 5 |
| Hardship fund for wider needs | This is flexible to allow us to respond to need on a short-term basis to remove potential barriers. | 5 |

**Total budgeted cost: £** *320,100.00*

# 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 academic year.

***Standardised teacher administered tests****:*

***Other measures related to PP (& wider disadvantage) Action Plan for lockdown period:***

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| Percentage of PP pupils provided with ICT device to enable access to learning | 100% |
| Number of PP pupils offered or provided with free internet access to enable access to learning | 100% |
| Percentage PP pupils receive at least 1 contact weekly (pastoral checks, attendance checks, engagement checks) during lockdown | 100% |
| Vulnerable cohorts- needs based assessment for in school provision included PP groups | |
| Number of PP families accessed emergency food parcel provision | 155 |

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| Our internal assessments during 2020/21 suggests that the performance of disadvantaged pupils has improved compared to previous 2 years (P8 score for disadvantaged pupils has improved by 0.64).  Attendance continues to be a focus area for disadvantaged pupils. Last year’s attendance was severely affected by Covid-19 and although the attendance team and LPSOs prioritised the most vulnerable, made regular contact home with non-attendees to live lessons, and delivered over 150 emergency food parcels, disadvantaged pupil attendance still requires focus.  Our internal data suggests that pupil learning, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. |

## 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 |
| GCSEpod online learning | GCSEpod |
| MU Foundation | Manchester United Foundation |

## Service pupil premium funding

*Purpose of SPPG for service pupils:*

*Service children are not regarded as disadvantaged; their premium is allocated for pastoral support purposes. Eligible schools receive the SPPG so that they have the capacity to:*

* *offer mainly pastoral support during challenging times [and]*
* *help to mitigate the negative impact on service children of family mobility or parental deployment*

*In line with government guidance, the grant a school receives for each service child does not go directly to the individual child, but will be used to support all service children at the school, even if they were not on the school roll on census day.*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | All pupils in this cohort are monitored against a number of pastoral risk factors using a range of school systems such as CPOMs, the form tutor system, PASS survey.  Then (based on school-identified need):  1) “pastoral support during challenging times” - Access is available to additional bespoke pastoral support – e.g. fast access to mentoring or counselling for individuals if required.  2) “to help mitigate the negative impact on service children of family mobility or parental deployment” - Bespoke support to encourage or facilitate friendship and communication. - Mentoring or buddying system for new arrivals to support integration to the school community.  In addition, Copley Academy seek to encourage positive attitudes towards the armed forces within the school community via: - Armed forces involvement in careers activities - Duke of Edinburgh / Cadets (currently suspended due to Covid 19). |
| What was the impact of that spending on service pupil premium eligible pupils? | This cohort continued to be monitored via pastoral systems throughout the year as described above. Additional staffing capacity remained in place throughout the year (including through periods of lockdown) in order to be able to react quickly to any identified pastoral support need. Consideration was given to potential impact of lockdown in relation to attachment – bespoke arrangements were made to support individuals to remain engaged with peers virtually throughout periods of isolation where required. |