

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Copley Academy
Number of pupils in school	616
Proportion (%) of pupil premium eligible pupils	44%
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	December 2022
Date on which it will be reviewed	March 2023 June 2023 October 2023
Statement authorised by	Ruth Craven
Pupil premium lead	Jo Tidbury
Governor / Trustee lead	Sarah Pinder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,480
Recovery premium funding allocation this academic year	£80,592
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	£325,072

Part A: Pupil premium strategy plan

Statement of intent

2022-2023 Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make great progress, and achieve high attainment across the curriculum, which includes prior high attainers. Furthermore, the Academy wants all students to be confident, happy and aspirational individuals, who go on to be successful in their post-16 pathways. Pupil Premium students should achieve, make progress and be aspirational in line with their non-disadvantaged peers and Copley Academy is committed to supporting our disadvantaged students to achieve their potential.

Therefore, the focus of our pupil premium strategy is to support disadvantaged students, based on their need and not labels, to achieve these goals. The Academy will consider the specific challenges and barriers faced by vulnerable students and plan to overcome these needs using the rationale for the Pupil Premium grant alongside the Academy's priorities and school improvement. A key source of guidance has been [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk) Pupil premium students are not a homogenous group and analyse of a range of data has been used to inform activities, planning and support based around identified need.

Firstly, high-quality teaching is at the heart of the Academy's approach, with a focus on areas that disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, as referenced by the EEF. At the same time this will benefit the non-disadvantaged students in the Academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This is important given that many students in our local community also suffer from the impact of deprivation even if it is not officially recorded; The Tameside Poverty Strategy 2014-2017 identified that 1 in 4 of Tameside's children lived in poverty and The Greater Manchester Poverty Commission research found that Tameside is the only borough in Greater Manchester where all wards have more than 10% of children living in poverty and the academy deprivation factor is well above national at 0.26. This also underlines the holistic approach of the Academy; to ensure students achieve the self-actualisation of Maslow's Hierarchy of needs, it is not just teaching and learning in the classroom that will be a focus, but the targeted academic support and wider strategies that feature in the tiered model and menu of approaches. For our students to be able to fully access the curriculum and make progress there still needs to be a massive investment in wider strategies, as a disproportionate number of our community's family have been affected by the last two years.

The Academy's approach will be proactive, as well as responsive to challenges and individual needs, which is rooted in robust diagnostic assessment, data, and student voice, rather than by assumptions about the impact of disadvantage. The approaches the Academy have adopted complement each other to help students excel. Subsequently the Academy will:

- ensure all disadvantaged students are challenged in the work that they're set, regardless of prior attainment, which includes SEND students
- act early to intervene at the point need is identified, as early intervention is proven to be more meaningful.
- adopt a whole school approach in which all staff at all levels take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve regardless of starting points.

National concerns about the gaps between disadvantaged students and non-disadvantaged students is at the front of the Academy's minds and it is crucially important this gap, which is growing nationally, is minimised. Within this context it is therefore vital that the Academy use funding wisely to ensure these students are fully supported and given every opportunity to succeed. The Academy have continued to pursue three key targets, which are key to mitigating barriers to learners and allow students to progress and thrive.

- **Target 1 – To ensure all PP students are provided with quality first teaching and learning that maximises their potential.**
- **Target 2 – To ensure PP students, where there is need, are provided with high quality intervention/strategies to close gaps in learning.**
- **Target 3 – To ensure PP attendance is in line with national through addressing any barriers that they may have.**

Challenges

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

Challenge number	Detail of challenge
1	To continue to close curriculum gaps in knowledge, specifically in English and maths, for some PP student who are underperforming compared to their non-PP counterparts.
2	Addressing barriers to good attendance and punctuality for some PP students, which means their attendance and punctuality is not as good as non-PP students.

3	To address the impact of deprivation on some PP student in some of the local community.
4	To continue to build resilience, self-esteem, and positive emotional wellbeing that some PP students need further support.
5	To continue to develop literacy and reading fluency for disadvantaged students that might not yet have an appropriate reading age compared to their non-PP peers.
6	Development of metacognitive / self-regulation strategies that some students face with challenging tasks, and lack of motivation to succeed because of fear of failure.

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
Continue to ensure that the progress gap between PP and non-PP pupils remains narrowed/closed across all academic subjects at all key stages.	<ul style="list-style-type: none"> - PP progress scores are in line with non-PP students - PP outcomes are in line with non-PP students. - Our targets are based upon FFT 50 for all students in Year 11- attainment 8 average score of 45. For both E&M at grade 5+ is 37% and for both E&M at grade 4+ is 63% - The number of PP students at above/expected mirrors their non-PP counterparts at Key Stage 3.
Improved attendance and punctuality for PP pupils.	<ul style="list-style-type: none"> - Improved (persistent absentees) PA figure for PP students and to be in line non-PP figures, especially in Year 10 - PP attendance in line with national. - PP students' number of lates before register and after registration closes, are in line with non-PP figures for the whole school.
Positive behaviour data and outcomes for PP pupils	<ul style="list-style-type: none"> - Number of behaviour points and sanctions for PP in line with non-PP, and showing an overall decline compared to previous academic years. - Suspensions reduced for PP and in line with non-PP, and show an overall decline compared to previous academic years. - Allocation of rewards for PP students in line with non-PP.
PP students have positive attitude to learning scores	<ul style="list-style-type: none"> - Attitude to learning scores on interim reports show that PP achieve the same excellent and good gradings as non-PP students. - Positive responses/trends from the PASS survey for PP students and that the attitudes to school are in line with those of non-PP students.
Improved literacy for PP students	<ul style="list-style-type: none"> - Staff implementing the whole-school literacy initiatives (disciplinary literacy) in all subject domains and including the Tutor Programme. - The percentage of PP students achieving their chronological reading age is in line with non-PP.

	<ul style="list-style-type: none"> - Diminish the gap between PP and non-PP in English. - GL Assessment tests in English demonstrate that PP student progress is in line with Non-PP.
Improved numeracy for PP pupils	<ul style="list-style-type: none"> - Staff implementing the whole-school numeracy initiatives, including the Tudor Programme. - Diminish the gap between PP and non-PP students in Maths. - GL Assessment tests in maths demonstrate that PP students' 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. Funding for this is based on log funding.

High Quality Teaching: £108,600

Activity	Linked menu of approaches	Evidence that supports this approach	Challenge number(s) addressed
Ensure Inclusive Quality First Teaching (IQFT) provision for all learners, to ensure interventions outside the classroom become less necessary via robust quality assurance.	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	EEF- The best available evidence indicates that great teaching is the most important factor to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching	1
Continue to embed 'disciplinary literacy' across all subjects. <ul style="list-style-type: none"> Focus on Tier1,2, 3 words. Academic reading task each half term in all subjects. 	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	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)	1, 5
Words for All	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils. Professional development on evidence-based approach	The Words for All programme have been developed in consultation with key leads in education including Mary Myatt, Alex Quigley and David Didau. Words for All programme — Whole Education 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	1,5

		<p>disadvantaged learners is to improve the teaching of literacy across all subjects.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	
National Literacy Trust.	<p>Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.</p> <p>Professional development on evidence-based approach</p>	<p>National Literacy Trust UK Literacy Charity</p> <p>Evidence-based training, interventions, programmes and resources to support teachers and practitioners to enable children to move forward and develop their skills.</p>	1, 5
Staff CPD linked to areas such as cognitive science, cognitive load theory, memory model, how we challenge and measure learning/thinking	Professional development on evidence-based approach	<p>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.</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Metacognition and self- regulation is high impact of up to +7 months</p>	1, 6
Staff CPD linked to curriculum implementation via subject-specific pedagogy, curriculum plans' end points and assessments, and impact (in school and GAET network engagement)	Professional development on evidence-based approach	<p>The Academy will use the latest research in subject pedagogy (such as Ofsted's research reviews) to inform practice, with opportunities to reflect and refine. Experts, such as Tom Sherrington, also argue for the importance of a subject-specific pedagogical approach with regards to curriculum planning and students learning more, remembering more and doing more.</p> <p>Ensuring meaningful assessments that are valid, reliable, purposeful, and valid provide rigorous data that show intended curriculum end points have been achieved and allow for effective feedback, which is well-evidenced for having a high impact on learning outcomes- Feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 5

Joint PPA time to be used in each department area to develop subject specific strategies to improve T&L, with a focus on adaptations to ensure inclusivity.	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	EEF indicates that PP students benefit from good teaching and learning - joint PPA allows for co-planning to develop staff subject and curriculum knowledge, which is supported by lead voices in curriculum development such as Mary Myatt.	1, 5, 6
GREAT Learning Habits, Metacognition and Self-Regulation training for KS3 and PP pupils across the school	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	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)	1, 6
CPD programme to support early career teachers (via Ambition)	Recruitment and Retention	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, 5, 6
Investment in GL Assessment to ensure meaningful progress data (including NGRT) is obtained and used to appropriately target and support student based on need.	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils	Data obtained from these tests can be used to inform wave one intervention in the classroom as well as inform curriculum adaptations to meet student needs to allow all students to reach intended end points.	1, 5
Teaching Staff.	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils	Additional staff appointments, such as lead practitioner in science, and other post holders, have salaries covered through PP funding that goes into staffing budgets. Many staff are also under allocation to ensure meaningful planning, marking etc. and class sizes are also smaller in some cases, such as six instead of five English classes in Year 11, to allow staff to be able to spend more time on providing meaningful feedback.	1,5,6
Ensure Y7 PP pupils have access to laptop	Technology and other resources focussed on supporting high quality teaching and learning	Internal surveys (from 2019/20) suggest that students accessing PP are less likely to have ICT facilities and internet access than other pupils. The gap for PP students grows when they don't have access to the same facilities as non-disadvantaged students.	1, 3, 5

Ingredients bought for food tech for PP pupils. Peripatetic music lessons paid by academy for PP pupils.	Technology and other resources focussed on supporting high quality teaching and learning	Our experience tells us that one of the biggest barriers for PP students in subjects such as catering and music is cost. By offering subsidies where necessary, this barrier is reduce/eliminated.	1,3
Teaching Contingency fund	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils	To support flexibility for any external CPD training needs or any changes to teaching staff to ensure that quality first teaching is maintained.	1,5,6

Targeted academic support: £48,472

Activity	Linked menu of approaches.	Evidence that supports this approach	Challenge number(s) addressed
Targeted form time and P6 intervention for all underachieving Y11 PP students across English, maths and science (teacher led).	Interventions to support language development, literacy and numeracy.	Small group tuition Toolkit Strand Education Endowment Foundation EEF There is evidence to suggest that disadvantaged students benefit more from additional school time because many students find that smaller classes or an alternative space offers an opportunity to revisit concepts and content that they have struggled with in the classroom. To increase the likelihood of additional school time benefitting disadvantaged students, consideration is given to how to secure engagement and attendance among those from disadvantaged backgrounds.	1
Engaging with the National Tutoring Programme, My Tutor etc. to provide a blend of tuition, mentoring and school-led tutoring for students that have an identified need. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those	One to one and Small Group Tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Tutoring can also help students to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational research shows that individual tuition builds students' confidence and provides opportunities for staff to identify areas	1, 5

who are high prior attainers.		requiring specialist support, as long as impact is monitored in an appropriate time period and targeted groups updated appropriately. Many students find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. EEF find one-to-one tuition is High impact (+ 5 months) for moderate cost, based on moderate evidence	
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Interventions to support language development, literacy and numeracy.	<p>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 time span and reviewed appropriately:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF- "Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction"</p>	1, 5
Investment in GL Assessment to ensure meaningful progress data (including NGRT) is obtained and used to appropriately target and support student based on need.	One to one and Small Group Tuition	Students whose needs go beyond wave one intervention, can be targeted for additional support outside of timetabled lessons, such as removal from PE, with a reward of extra sporting activities after completing their intervention rotation, to ensure they still receive a broad and balanced curriculum experience. As already mentioned, tuition and mentoring can have a high impact based on the EEF's findings.	1,5
Provision of Aspire Unit, which provides subject intervention for vulnerable students to support progress and transition back into lessons.	One to one and Small Group Tuition	There is now a consensus that schools are a central nexus through which SEL skills are developed and taught (Greenberg et al., 2003). It is the development of the SEL skills that students who access Aspire need support with in order to access the curriculum, which they cannot do unless any SEL barriers are addressed; The EEF have identified that there is evidence to support the use of SEL as a means through which to improve a range of positive outcomes for children and young people.	1, 2, 4, 5

Ed Lounge	One to one and Small Group Tuition	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. 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. Ed Lounge allows students who are on alternative curriculum pathways to engage with learning on a bespoke timetable, yet still follow the same end points. This has been proven to create 4 months' worth of progress and has been shown to be particularly effective with secondary school students.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	1,5
Teaching Assistant (ESL)	<p>Interventions to support language development, literacy and numeracy.</p> <p>One to one and Small Group Tuition</p>	<p>Effective use of teaching assistants has been proven to support student progress by 4 months. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. It has also been shown to improve attitudes and wellbeing.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1,4,5,6
Tablets/laptops	Interventions to support language development, literacy and numeracy.	Target students, such as those who are EAL, as provided with technological aids to address barriers to their learning.	1,3,4,5,

**Wider strategies (for example, related to attendance, behaviour, wellbeing):
£168,000**

Activity	Linked menu of approaches	Evidence that supports this approach	Challenge number(s)
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			addressed
<p>Training and use of SOL attendance to help:</p> <ul style="list-style-type: none"> • Target and implement bespoke plans to support PA families. • Prioritises PP pupils/ home visits. • Embed rewards system. • Ensure all staff responsibility to monitor, support and challenge attendance at all levels. 	Supporting attendance	<p>“Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority” John Dunford, The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p> <p>Research studies suggests that there is a direct link between good attendance and better outcomes for pupils, which is mirrored in the Academy's historic data.</p> <p>The proactive approach taken by the Academy reflects the evidence that it is much harder to engage 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.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice, which is a corner stone of the Academy's approach to attendance.</p>	2, 3, 4
MU Foundation to mentor a targeted number of PP pupils across KS3 based on need.	Supporting pupils' social, emotional and behavioural needs	<p>Manchester United Foundation provide Social 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. Focusing on SEL can have a moderate impact on learners by 4 months</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) and also underlines the commitment to developing the whole child, and improvements are evident in non-academic data too.</p>	3,4,6
<p>Additional full-time safeguarding role with 50% focus on PP students.</p> <p>This role is focused around in-school mentoring and (at the same time) developing positive parent- school</p>	<p>Supporting pupils' social, emotional, and behavioural needs.</p> <p>Communicating and supporting parents</p>	<p>Every student, and their family, should have a supportive relationship with a member of school staff. Bespoke mentoring / coaching /guidance can help to enhance the student's experience of school and support improved engagement and raised aspirations.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental</p>	2, 3, 4

relationships, supporting parents to support their child etc.		<p>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.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	
Positive Steps – careers and KS5 transition advice. Plus, an access to a range of post-16 providers, including apprenticeships.	Supporting pupils' social, emotional and behavioural needs.	<p>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 disadvantaged backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice, and because of the impact of Covid-19.</p> <p>“The COVID-19 pandemic has added further disruption, with a disproportionate impact on young people as they enter the labour market. Many skilled jobs require specific education and training, and young people need more support to make better informed decisions about their future.” https://www.gatsby.org.uk/education</p> <p>Therefore, high quality careers education can help them progress smoothly into further learning and work. The Academy buys additional time from Positive Steps; the LA pays for 0.2 and the Academy pays for 0.3. This ensures that our disadvantaged students are getting access to the service, as they are not a targeted cohort in Positive Step's SLA. Careers education EEF (educationendowmentfoundation.org.uk)</p>	3,4.
LPSO / Lighthouse mentoring programme for those at risk of underachieving/exclusion	Supporting students social, emotional and	Universal behaviour systems are unlikely to meet the needs of all students – for students with more challenging behaviour, the approach should be tailored and adapted to individual needs. Individualised behaviour interventions are used to better know and understand students and their influences. Understanding a	2, 3, 4, 5

	behavioural needs.	<p>student's context will inform more effective responses to misbehaviour. Every student should have a supportive relationship with a member of school staff.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	
Analysing PASS data to signpost students for intervention based on need not labels.	Supporting students social, emotional and behavioural needs.	<p>Leads in addressing educational disadvantage in school, such as Marc Rowland, stress that any attempts to address underperformance of pupil premium students need to start with the why and how being disadvantage has an impact on learning. The data obtained from the surveys not only provides a pathway for crucial early intervention, as the data provides a window into a group of students that are not homogenous but ensures that students are getting appropriate support and intervention to address any barriers to learning.</p>	1, 2, 4, 5, 6
Training of Mental Health First Aiders, who are sign posted to students in need of wellbeing support alongside counselling from external services.	Supporting students social, emotional and behavioural needs.	<p>Major UK Mental Health charities are recognising the ever-growing number of young people with mental health issues- there was a 44% increase in referrals by 2021 compared to 2019. Yet services are not developing quick enough to meet need.</p> <p>Children and young people's mental health</p> <p>Therefore, schools are having to explore ways to support their students, especially if it has become a barrier to their learning and progress.</p>	4
Funding for provision of EP and TPRS	Supporting students social, emotional and behavioural needs	<p>Major UK Mental Health charities are recognising the ever-growing number of young people with mental health issues- there was a 44% increase in referrals by 2021 compared to 2019. Yet services are not developing quick enough to meet need.</p> <p>Children and young people's mental health</p> <p>Therefore, schools are having to explore ways to support their students, especially if it has become a barrier to their learning and progress.</p>	2,3,4
Extracurricular visits, including those to Iceland and Germany, are potentially subsidised via hardship fund to make them more accessible for disadvantaged families.	Extracurricular activities, including sports, outdoor activities, arts, culture and trips	<p>Extracurricular activities provide key opportunities to build cultural capital via experiences that are vital to engagement and aspirations, which students might not otherwise have. These experiences have been linked to improving attitudes to learning, improvement in wellbeing and engagement with curriculum delivery, which are key to progress.</p> <p>In her speech in 2019, Chief Inspector Amanda Spielman explained what the term</p>	3, 4

		<p>means in practice: By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have. ... So, for example, it's about being able to learn about and name things that are, for many, outside their daily experience.</p> <p>https://schoolleaders.thekeysupport.com/school-evaluationand-improvement/inspection/whole-school-inspection-criteria/cultural-capital-ofsted/</p>	
<p>Service PP: All pupils in this cohort are monitored against several pastoral risk factors using a range of school systems such as CPOMs, the form tutor system, PASS survey, to provide proactive and early intervention should it be required.</p>	<p>Supporting students social, emotional and behavioural needs</p>	<p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p>	<p>2,4.</p>

Total budgeted cost: £325,072

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 2021 to 2022 academic year, which underline the positive impact that the Academy's strategy is having on addressing gaps between Pupil Premium students and non-disadvantaged, but further need to continue to raise progress and attainment for all.

Standardised teacher administered tests:

	Summer 2019		Summer 2022			Trends
Measure	PP	Non PP	PP	Non PP	Gap	Compared to 2019
P8 Score	-1.51	-0.66	-0.89	-0.87	-0.02	0.62
P8 Score females	-1.17	-0.35	-1.07	-0.8	-0.27	0.1
P8 Scores males	-2.16	-1.53	-0.66	-0.92	0.26	1.5
P8 Scores LAPS	-1.08	-2.25	-1.17	-0.69	-0.48	-0.09
P8 scores MAPS	-1.51	-0.74	-0.87	-0.88	0.01	0.64
P8 Scores HAPS	-1.74	-0.42	0.16	-1.04	1.2	1.9
% Entered for EBACC	8.3	29.2	25	23.2	1.8	16.7
% Achieving E&M at 5+	6	32.4	28.6	28	0.6	22.6
% Achieving E&M at 4+	26	55.4	37.5	56.1	-18.6	11.5

The external data indicates that significant progress is being made on improving outcomes and progress of disadvantaged students; in 2019 P8 data for PP students was -1.51, but in 2022 this had improved to -0.89 in 2022 with the gap between PP and non-PP standing at -0.02 for this year whereas it was -0.85 in 2019. This is significant as this was the last year prior to covid that students sat external examinations. Attainment of PP students has improved from 24.77 (2019) to 33.99 (2022) and the gap has gone from 16.12 to 5.06. The overall data also suggests improvements from 2020-21, when TAG data was used to generate external grades, which clearly again reflects the improvements that the Academy is making to support disadvantaged students. Although significantly below national, the outcomes for students who are disadvantaged at Copley have significantly increased demonstrating that the PP plan is effective and having a demonstrable impact on this cohort of student. The Academy needs to continue to work on improving whole school attainment and progress and ensure that disadvantaged students are a key part of this improvement and gaps do not emerge; this underlines the approach the Academy takes with using Pupil Premium to help raise standards for all.

With regards to literacy and numeracy intervention and impact for 2021-22, there are lots of success stories to celebrate where gaps between PP students and their non-disadvantaged peers have closed. For example, through the National Tutoring Programme the Year 9 students that received intervention during their English lessons resulted in 83.3% of PP moving towards their expected progress to grade range in English, whereas only 50% of non-PP students involved achieved this. Impact of English intervention for reading was also reflected in Year 8- 90% of PP students involved improved their destination grade range target to above or expected compared to 85% of non-PP.

However, Year 7, who missed significant amounts of both Year 5 and Year 6 showed that there were still some gaps despite intervention: For example, out of the students who were temporarily withdrawn from PE for intervention, as they were one year below their reading age, 60% of PP students achieved expected higher when re-tested for their reading age, compared to 71.4% for non-PP. But the intervention still demonstrates impact from the students starting point, but reflects that work needs to continue to close this gap.

With regards to Maths, selected Year 11 students completed an intense 10-week online tuition program, and 70% of students were PP; PP students outperformed non-PP in Maths in 2022 with PP scoring -0.73 compared to non-PP -0.84. This has been important to bring performance in Maths alongside performance in English, as the latter has normally been stronger in outcomes. However, in 2022 progress data for PP Maths was -0.73 compared to English's score of -0.83. This improvement in Maths has been significant in improving both Grade 5+ and Grade 4+ in Maths and English. In 2019 only 8.3% of pupil premium students were this benchmark. However, in 2022 Pupil Premium students achieved 28.6% for Grade 5+ in both English and Maths and 37% achieved Grade 4+. This underlines the positive impact of the program.

Attendance continues to be a focus area for disadvantaged pupils. Attendance had a significant impact on students' outcomes. Students who had attendance of above 90% (32%) achieved an average point score of 44.66 (P8 -0.2), this decreased to 42.81(P8-0.37) for students with above 85% attendance (60%) and 41.57 (P8 -0.41) for students with attendance above 80% (75%). Last year's attendance continued to be affected by the Covid-19 legacy; students with Covid-19 had to be I coded for periods of isolation, which had a significant impact on attendance. 2.2% of absence was due to Covid-19. Isolation and illness linked to Covid-19 during 2020-21 did not impact on attendance figures due to coding. But the current academic year is showing improvements on the last two years. Despite this overall attendance by the end of academic year 2022 had improved by 1.1% since January 2022. Overall, 56% of students who were on an attendance intervention plan last academic year improved their attendance, 3 of them improved their attendance by over 20% and 1 had 100% attendance since meeting with parents. 71% of those students showing an improvement are PP. Although the attendance team and LPSOs prioritised addressing attendance barriers, addressing these barriers, and implementing improvement must remain a long-term aim. Therefore, attendance remains a key

area for improvement, and why the Academy has started to use SOL attendance for the 2022-23 academic year, as part of this commitment. Although in its infancy, there is already green shoots of improvement that the Academy is determined to maintain and develop.

20/21

PPI	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	280	85.8	6.0	8.2
Totals	280	85.8	6.0	8.2

21/22

PPI	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	330	84.0	7.2	8.9
Totals	330	84.0	7.2	8.9

Current

PPI	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	268	89.1	3.5	7.4
Totals	268	89.1	3.5	7.4

Likewise, our students' wellbeing and mental health is continuing to be impacted, not just due to the legacy of Covid-19 but the ever increasingly difficult economic and social conditions that some of our local community and some families encounter. This ties to attendance as well as academic progress, and therefore the Academy will continue to use funding to ensure students emotional needs are being met. For example, a cohort of staff are trained mental health first aiders and an external counselling service is also provided. However, the Academy is having a positive impact on supporting students with emotional needs, based on PASS survey data collected each academic year. The figures in the table below each chart show the school's **standardised scores**. The numbers represent the **percentile** rank for each factor based on the percentage score. These percentiles are benchmarked against national norms providing a standardised indication of attitudes in the school. In the example, Factor 1 (Feelings about school) is in the 21.4th percentile, meaning that they are equally as or more positive than 21.4% of the population

	Feelings about School	Perceived learning capacity	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitude to attendance	Responses to curriculum demand
Whole school 2021	26.2	31.8	22.6	41.2	36.2	36.3	39.9	36.3	29.2
Disadvantaged 2021	40.7	41.5	28.1	40.9	36.3	56.3	35.3	38.1	29.2
Whole School 2022	33.7	24.0	33.6	41.2	36.2	56.3	39.9	36.3	29.2
Disadvantaged 2022	39.8	27.9	33.6	46.3	46.8	48.1	39.9	36.3	29.2

A positive is the students' feelings about school, which measures students' wellbeing, safety, and comfort in school. This has stayed at high satisfaction over the last 12 months for disadvantaged students and is a more positive score than the whole school figure. There has been a fractional decline in this score from 2021 to 2022, but this will be monitored carefully. There are also no notable gaps with non-disadvantaged students with the expectation of general work ethic. But the data still underlines the impact of loss learning due to Covid-19 when it comes to supporting all students with accessing the curriculum, hence the continued priority on quality first teaching. Alongside this the Academy will aim to continue to improve this data as part of our wider support of student welfare.

Another positive is the Academy's NEET figures, which have continued to show a significant decline from 2018. However, the NEET student/students from both 2020 and 2021 cohorts were from disadvantaged backgrounds. But the decline in overall figures is further suggestive that both non-disadvantaged and disadvantaged NEET figures have improved, but there is a small gap still to be closed despite the extra intervention and support provided to students, which included those students that have been identified as NEET. These improvements do bring the Academy into line with the local authority figures. The Academy is due to receive its destinations report for 2022 cohort in December and will update the website with this information.

Year	% in Full-time Education	% in Full-time Training	% in Employment		% NEET	% other
			Apprenticeship or Job with Training.	No Training		
2011	80.5%	3.0%	3.2%	0.8%	11.9%	0.6%
2012	86.0%	2.8%	4.9%	1.2%	3.4%	1.7%
2013	90.7%	3.1%	3.7%	0.6%	1.9%	0.0%
2014	90.4%	4.1%	2.1%	0.0%	3.4%	0.0%
2015	92.2%	3.3%	2.6%	0.0%	2.0%	0.0%
2016	87.1%	2.9%	5.0%	0.7%	3.6%	0.7%
2017	92.7%	1.5%	2.9%	0.0%	2.9%	0.7%
2018	88.1%	3.0%	7.4%	0.0%	2.9%	0.7%
2019	83.5%	5.8%	5.8%	0.8%	4.1%	0.0%
2020	92.9%	4.3%	2.1%	0.0%	0.7%	0.0%
2021	91.5%	0.9%	4.3%	1.7%	1.7%	0.0%

Students that are PP students are at no greater risk of PEX than non-PP, reflecting the impact of intervention such as Aspire in supporting more vulnerable students. But, Pupil Premium are still receiving more fixed term exclusions/suspensions than their non-PP counterparts. However, as a percentage, the number of FTE for PP students for 2021/22 compared to 2019 has dropped by 4%. Furthermore, although total sanctions have increased because of the tightening of standards in the Academy, Pupil Premium students are not being disproportionately affected by this; for example, in 2019 pupil premium students accounted for 69% of days lost to FTE and in 2021/22 this figure was 70%. So, the Academy is aware of the work that needs to still take place with regards to PP students and their attitudes and behaviours and needs to bring their behaviour data in line with the rest of the Academy. But the tightening of standards, as mentioned, is not to the detriment of our most disadvantaged.

TOTALS	2018/2019 YTD PP	2018/2019 YTD all	2021/2022 YTD PP	2021/2022 YTD all
Number of Permanent Exclusions	1	2	1	2
Number of Fixed Term Exclusions	20	26	34	46
Number of Students Fixed Term Excluded	8	11	23	32
Days lost to Fixed Term Exclusions	31.5	45.5	84	120

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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
MU Foundation	Manchester United Foundation
PASS Survey	GI Assessments
Progress Test and NGRT	GI Assessments
Achieve	Prince's Trust
Ed Lounge	Ed Lounge

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.

Measure	Details
How did you spend your service pupil premium allocation last	The allocation is absorbed into the central spending of the fund to enable these students alongside others to access the provisions, interventions and actions as described above to monitor pastoral and academic

academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> -Raising aspiration due to attendance to University of Manchester Gateway programme; student identified that they are more likely to attend HE. -Careers Meetings with Positive Steps for early planning for post-16 transition. -Funding of transport to enrichment activities, as part of building cultural capital. -MU Foundation intervention that has helped to improve confidence -Provision of new uniform at the start of Year 7.