

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	583
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026 with progress checks during the academic year.
Statement authorised by	Ruth Craven (Principal)
Pupil premium lead	Jo Tidbury (Assistant Principal)
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,975
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	£271,975

Part A: Pupil premium strategy plan

Statement of intent

2025-2026 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. Disadvantaged students should achieve, make progress, and be aspirational in line with their non-disadvantaged peers; Copley Academy is committed to supporting our disadvantaged students to achieve their potential, especially as they have felt the consequences of Covid-19 more than their non-disadvantaged counterparts- [How Covid hit poorer pupils harder: 6 key findings \(schoolsweek.co.uk\)](https://www.schoolsweek.co.uk/news/how-covid-hit-poorer-pupils-harder-6-key-findings)

The focus of our pupil premium strategy is to support disadvantaged students, based on their need, not labels, to achieve these goals. The Academy is informed by [Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation). 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/using-pupil-premium) and [Against the odds report.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/Against-the-odds-report.pdf) Pupil premium students are not a homogenous group and analysis of a range of data has been used to inform activities, planning, and support based around identified need. Hence the Academy's adoption of the "Eight To Great" Strategy that recognises 8 different approaches that support students' individualised learning and pastoral needs.

Firstly, high-quality teaching and literacy 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 as well as students that are not Ever 6 FSM but have been identified as having significant barriers to their potential. 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 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. Also in the Index of Multiple Deprivation (IMD), that LSOA is ranked 3,707 out of all LSOAs in England, and lies in decile 2 (i.e. among the more deprived 20% of small areas). 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 three years. For example, the Bee Well survey for Greater Manchester underlines the need to continue to support student socially and emotionally as well [#BeeWell Neighbourhood Data Hive \(uomseed.com\)](https://uomseed.com/#BeeWellNeighbourhoodDataHive).

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 stakeholder 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 via the intended curriculum, regardless of prior attainment, which includes SEND students.
- act early to intervene at the point need is identified, as early intervention and responsive action 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.
- Ensure that all disadvantage students have good and improving attendance to maximise the opportunity to learn, make progress and receive enrichment.

Concerns about performance gaps between disadvantaged and non-disadvantaged students are central to the Academy's continuous improvement. For our students to achieve their potential it is crucial that any gaps are 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 has three key objectives as part of its three-year strategy, which are key to mitigating barriers to learners and allow students to progress and thrive.

- 1 – To continue to raise the attainment of all disadvantaged students to help them to reach their potential and perform as well as their non-disadvantaged peers.
- 2- To ensure the attendance of disadvantaged students is equal to or above non-disadvantaged attendance for the Academy and is in line with national data. This includes reducing the number of disadvantaged students who are PA.

- 3 – To provide appropriate intervention, support, and enrichment to overcome barriers created by social disadvantages to encourage ambition, aspirations and achievement.

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 disadvantaged student who are underperforming compared to their non-disadvantaged counterparts.
2	Addressing barriers to good attendance and punctuality for some disadvantaged students, especially students who are persistently absent, which means their attendance and punctuality is not as good as non-disadvantaged students.
3	To continue to address the socio-economic background of some disadvantaged student and the legacy of Covid-19 where it is having an impact on attendance, wellbeing, or achievement.
4	To continue to build resilience, self-esteem, and positive emotional wellbeing that some disadvantaged 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-disadvantaged 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 and attainment gap between PP and non-PP pupils remains narrowed/closed	<ul style="list-style-type: none"> - PP progress scores are in line with non-PP students both at the Academy, and local and national data, - PP outcomes are in line with non-PP students, both at the Academy, and local and national data. - Our targets are based upon FFT 50 for all students in Year 11- attainment 8 average score of 4. For both E&M at grade 5+ is 27% and for both E&M at grade 4+ 55%

across all academic subjects at all key stages.	<ul style="list-style-type: none"> - 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, both at the Academy, and local and national data. - PP attendance in line with the both at the Academy, and local and national data. - 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. - 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 Tutor 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: £143,964

Activity	Linked menu of approaches	Evidence that supports this approach	Challenge number(s) addressed
Ensure Inclusive Quality First Teaching (IQFT) provision for all learners, with a focus on stretching prior high attaining students, 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
Participation in instructional coaching for staff via Step Lab.	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	Instructional coaching improves student outcomes by fostering more consistent, higher-quality teaching practices. Case studies show schools experiencing enhanced pupil engagement, better standardized test results (such as achieving above national averages in maths), and improved Ofsted grades following Steplab implementation. Steplab Case Studies	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. • Participation in "Right to Succeed". 	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
Reading Plus.	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	National Literacy Trust UK Literacy Charity Evidence-based training, interventions, programmes and resources to support	1, 5

	Professional development on evidence-based approach	teachers and practitioners to enable children to move forward and develop their skills.	
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 deliberate practice of 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 as well as stretching the higher prior attainers	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	<p>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.</p> <p>Some principles for planning — Mary Myatt Learning</p>	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.	<p>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.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 6

CPD programme to support early career teachers as well as NPQ courses to continue to develop more experience staff (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. https://www.gov.uk/government/publications/early-career-framework	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. https://www.gl-assessment.co.uk/assessments/new-group-reading-test/n	1, 5
Teaching Staff.	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils	Additional staff appointments, such as new seconds in departments for core subjects and inclusion of SENDco on SLT and an Assistant SENDco, 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 for collaborative planning, standardisation and moderation. Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	1,5,6
Ingredients bought for food tech 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. This also potentially aids attendance, as students might otherwise avoid school on days that they might not have the correct material.	1,3
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. This also potentially aids attendance, as students might otherwise avoid school on days that they might not have the correct material.	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: £67,900

Activity	Linked menu of approaches.	Evidence that supports this approach	Challenge number(s) addressed
Lexia, including Lexonic Leap and Advance (based on Stanine scores)	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	National Literacy Trust UK Literacy Charity Evidence-based training, interventions, programmes and resources to support teachers and practitioners to enable children to move forward and develop their skills.	1,5
Targeted form time and P6 intervention for all underachieving Y11 PP students across English, maths and science (teacher led), especially HAP and MAP students.	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. These sessions are being organised based around exam data and gaps in learning. This is also mirrored in P6 where sessions are targeting specific students, such as HPA PAA, to invited to attend revision.	1
Skills Academy 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 who are high prior attainers.	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 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	1, 5

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	<p>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. This is only for short time periods to ensure that curriculum time in other subjects is not consistently lost. Regularly reviewing of data and progress ensures that the correct students are being selected and groups are updated based on students that need additional support.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,5
Continued development of Aspire Unit, which provides subject intervention for SEND and vulnerable students to support progress and transition back into lessons.	One to one and Small Group Tuition	<p>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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	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,</p>	1,5

		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. Individualised instruction EEF (educationendowmentfoundation.org.uk)	
Tablets/laptops	Interventions to support language development, literacy and numeracy.	Targeted students, such as those who are EAL or with a specific SEND need, as provided with technological aids to address barriers to their learning in the classroom, and CPD for staff for teaching EAL students.	1,3,4,5,
Revision resources, materials and guides for targeted PP students,		All students are provided with packs of revision materials, with additional revision guides provided for targeted students	1,3
TLR for a staff member to lead on raising attainment and rewards.	Developing high quality teaching, assessment and curriculum which responds to the needs of pupils.	Having a staff member with direct responsibility for attainment and reward will allow bespoke responses to the needs and outcomes of students to address gaps and celebrate successes.	1, 3, 4.

Wider strategies (for example, related to attendance, behaviour, wellbeing):
£60,111,

Activity	Linked menu of approaches	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued 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,</p>	2, 3, 4

		<p>which is a corner stone of the Academy's approach to attendance.</p> <p>This is very important as PP boys underperformance in 2023 could be attributed to five boys who all had attendance below 90%. If they were considered as outliers boys PP would be in line with girls PP and non-PP therefore its vital attendance issues continue to be addressed.</p>	
MU Foundation to mentor a targeted number of PP pupils, especially KS4 students.	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 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
Girls Out Loud Mentoring	Supporting pupils' social, emotional and behavioural needs	<p>The mentoring targets the middle girls who are neither disruptive nor academically gifted but are prone to underperformance . Focusing on SEL can have a moderate impact on learners by 4 months 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>	2,5,6
<p>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 relationships, supporting parents to support their child etc. Especially with Year 9 and 10</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 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>	2, 3, 4

		Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	
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.</p> <p>Careers education EEF (educationendowmentfoundation.org.uk)</p> <p>Gaps between PP and non-PP are small and have closed significantly in the last five years, showing the spending's impact.</p>	3,4.
Additional Aspire support for those at risk of underachieving/exclusion	Supporting students social, emotional and behavioural needs.	<p>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 student's context will inform more effective responses to misbehaviour. Every student should have a supportive relationship with a member of school staff. PASS data will enable students to be targeted for early support alongside using Class Charts data and attendance data. This intervention provides both small group work and 1:1 sessions</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5
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</p>	1, 2, 4, 5, 6

		<p>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> <p>PASS - GL Assessment (gl-assessment.co.uk)</p>	
TLR for a staff member to lead on mental health, and will support 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>	3,4, 5
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 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>	3, 4
PLAC: All pupils in this cohort are monitored against several pastoral risk factors and past-trauma using a range of school systems such as CPOMs, the form tutor system, PASS survey, to provide proactive and	Supporting students social, emotional and behavioural needs	<p>This is co-ordinated by our LAC lead, with relevant input from other key individuals in the Academy, voice of the child and their family. All staff are made aware of PLAC students to ensure careful tracking and appropriate intervention, support and praise.</p> <p>Teacher Support: Supporting care-experienced children - BBC Teach</p>	2,4.

early intervention should it be required.			
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.	Supporting students social, emotional and behavioural needs	<p>Alongside the form tutor, the School's PP lead monitors this group as a separate cohort in order to ensure appropriate intervention and support is provided where required.</p> <p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p>	2,4

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 2022 to 2023 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.

External Data

	PP	Non-PP
Attainment 8	31.22	38.81
English and Maths 5+ %	4.3%	20.3%
English and Maths 4+ %	19.1%	45.8%
Students achieving 5 Standard Passes inc EM	17%	42.4%
Students achieving 5 Strong Passes inc EM	4.4%	20.3%
Students entered and achieving 99-44 in Combined Science	11.6%	18.4%
Students entered and achieving 99-55 in Combined Science	4.7%	10.2%
Students Entered For the Ebacc	21.3%	30.5%
A8 for Ebacc	2.71	3.53
A8 for Open	3.51	4.1

Attainment 8	Nat. Ave	All	Disadvantaged	
			PP	Not PP
Results 2019	46.7	34.54	24.77	40.89
Results 2024	46.2	32.82	26.79	37.92
Results 2025		35.78	31.22	38.81

National and local context

It is important to note that that the Academy has been closing gaps and improving outcomes for its most disadvantaged when they have been at their most vulnerable. [How Covid hit poorer pupils harder: 6 key findings \(schoolsweek.co.uk\).](https://schoolsweek.co.uk/) Furthermore, Copley sits in the North West region which was more

heavily impacted by pandemic bubble closures than most other regions nationally. As already mentioned previously it is also in a deprived part of the country, which has implications for academic outcomes.

External Results 2025:

There were many strengths to 2024-2025's external data. Firstly, A8 data has shown improvement. In 2025 A8 was 31.69 compared to 26.79 last year and to pre-covid A8 figure of 24.77 (2019). However, this A8 score is still below last year's national average and there is still a gap between disadvantaged and non-disadvantaged of 7.59, although this gap has is closing. For example, in 2024 that A8 gap was 11.13. Some individual subjects also had disadvantaged students outperform their non-disadvantaged counterparts, such as Art, Music, Sport Studies and Health and Social Care. Also, some subjects had disadvantaged students that performed better than the average A8 for the Academy, including English and Triple Science. Therefore, the Academy is providing the correct teaching and support for subjects that are coursework-based, and it starting is starting to see the impact of quality first teaching and intervention in developing students' exam-based skills and revision techniques for core to ensure that they remember and know more of the curriculum. For example, although Grade 5 in Maths and English is still below where we aspire to be, the number of students achieving it doubled and the number of disadvantaged students achieving five standard passes to includes Maths and English has increased from 12.7% to 17%. The Academy also remains ambitious for its disadvantaged students; there was a 7% increase in the number of PP students complete the EBacc suit of qualifications for 2025 compared to the previous year.

However, despite improvements in A8 data and some subject areas, there are still key steps that need to be taken to further close the gap in A8 data for disadvantage students and bring the Academy in line with national figures. This is also true of students achieving grade 5 or more and grade 4 in both English and Maths. But there are promising signs of improvements within this. For example, at grade 4 or above in English and Maths the gaps are closing year on year reflecting an ongoing trajectory of improvement; for example, in 2025 the gap 20% was compared to the gap of 34% in 2024. Thus, our strategy is showing a positive impact on outcomes underlining it is the correct pathway for our students. This trajectory of improvement is important given the context of the Academy. These students were the generation of Year 6 students who did not sit SATs, missed out of primary transition, missed significant parts of Year 7 due to another lockdown and were disproportionally impacted due to bubble quarantining following positive contact tracing. Furthermore, 30% of students in Year 11 were not part of the Academy at the beginning of Year 7. The majority of these were disadvantaged students who missed significant part of Key Stage 3 as well as some of Key Stage 4, so missed delivery of the curriculum, which is key to progress and outcomes.

Therefore, Quality First Teaching remains at the heart of the "Eight To Great" Strategy to level the playing field. An example of this is the Academy's investment in StepLab to ensure all staff receive nuanced and personalised instructional coaching to build teaching and learning expertise. We are confident of this professional development's impact, as other areas of CPD the school have invested in has resulted in positive outcomes for disadvantaged students.

Case studies show StebLab schools experience enhanced pupil engagement, better standardized test results (such as achieving above national averages in maths), and improved Ofsted grades following Steplab implementation.

Literacy:

There have been multiple positive outcomes for strategies designed to improve disadvantage students literacy and a wide range of evidence to support this impact. For example, prioritising disadvantage students for our literacy strategy, which also forms part of the “Eight to Great” has resulted in firstly positive PASS (Pupil Attitude to Self and School) Data, as there are no longer gaps between disadvantage students and non-disadvantaged feedback with regards to curriculum demands and perceived learning capacity, which includes answers to Q14 ‘I can read well’ and Q39 ‘I know the meaning of lots of words’. An improvement was shown between October 2024 and July 2025. Secondly, there were significant outcomes when analysing NGRT and Lexonic data. Year 7 non-disadvantaged students made progress 43.3% and non-disadvantaged students achieved 43.1% progress. Also, PP progress was higher and much higher than expected compared to non-PP. In Year 8 45.7% of disadvantaged students made expected progress compared to 41.1% to non-disadvantaged students. In Year 10 43.3% of disadvantaged students made expected progress to 36.1% of non-disadvantaged counterparts. Furthermore, all disadvantaged students involved in the Lexonic intervention also made 100% higher or much higher progress, with reading ages improving between 26.6 months and 15.8 months. Therefore, the Academy systematic focus on ensuring that all students are tested for reading, with appropriate interventions then provided to support pupils is working; barriers are being identified and address through both whole school literacy as well as targeted intervention.

Attendance:

As a result of our enhanced attendance strategy, attendance for PP students continues to rise post pandemic. In 2024/25 overall attendance for pupil premium students was 85.2% compared to 84.76% in 2023/2024. This underlines the impact of the three-year strategy as before 2023 the figure was 84%. Pupil Premium students have also been the priority for intervention. For example, 18 out of 22 students receiving intervention are disadvantaged. Nearly 50% of these students have shown improvement in their attendance and the Academy has taken proactive steps to address attendance of students whose attendance have not yet improved; for example four have been placed in Attendance Improvement Plans and another is going to court. Furthermore, with another 222 disadvantaged students who are being monitored, 128 have shown improvement. Therefore, the attendance team is not only being proactive, but is having an impact on addressing attendance issues with some disadvantaged students.

However, the overall attendance figure is still below non-Pupil Premium attendance for the Academy (93.5%) and for national figures. It is important to note that having a small Pupil Admission Number means that an even small number of absenteeism can disproportionately impact attendance figures. It is the persistent absentee disadvantaged students that is having a

significant impact on PP attendance figures, as unfortunately there are still more persistent and severe absentee disadvantaged students than non-disadvantaged, despite the improvements. But, without these students the Academy's PP attendance would be in line with non-disadvantaged students. The Academy continues to follow DFE guidance and is working closely with the local authority to address persistence and severe absenteeism alongside its continued investment in resources, such as SOL attendance, additional internal staff etc. to ensure that attendance remains an absolute focus for the Academy with regards to addressing persistent absenteeism, which is a national issue for all similar schools.

Pastoral and Wellbeing:

We are aware that our students' wellbeing and mental health is continuing to be impacted, not just due to the legacy of Covid-19 but also because of the increasingly difficult economic and social conditions that some of our local community and some family's encounter. This impacts attendance as well as academic progress, and therefore the Academy will continue to use funding to ensure that wherever possible, students' emotional needs are being met. For example, a cohort of staff are now trained as mental health first aiders and an external counselling service is also provided. For 2024-25 a TLR has also been allocated to a teaching staff member to lead on mental health in the Academy to expand upon the positive work that has taken place in supporting well-being. This has proven to be very successful and has been continued for 2025-26.

The Academy tracks the impact of wellbeing initiatives through several means including the use of the PASS survey, which is collected each academic year. An extensive range of results are provided to the school, benchmarked against national data. For example, from the PASS Survey data show that Copley disadvantaged students now sit in the top percentile for most measures, alongside their non-disadvantaged peers. There are just 2 areas where there is a gap between PP students and their non-disadvantaged counterparts and 6 out of the 9 scores sit in the top percentile, but they only just fall short of being in the top percentile. These include overall feelings towards school (but scores have improved since 2024 showing intervention is having an impact) and attitudes towards attendance, which is not surprising given PP students' attendance. This information has allowed us to shape activity and intervention for 2025/26 to meet needs and demands.

The Beewell Survey also shapes our activities and interventions. The data shows that there is no significant difference between Pupil Premium and non-disadvantaged students when it comes to their attitudes with school, friendships, stress, and emotional regulation but they do score lower on coping, behaviour, and life satisfaction. In total disadvantaged students only scored differently in 4 out of 15 surveyed areas, and for the most part their scores were not discernibly different from the average. Disadvantaged schools also feel safe in the Academy as they scored significantly higher than comparable schools in not feeling discriminated against. Therefore, this reflects that the pastoral support and systems that we do have in the Academy are appropriate and are having an impact.

CEIAG Provision and Post-16:

Copley's most recent NEET (Not in Education, Employment and Training) figure is 1.77%, which is below both local (2.07%) and national figures. This also represents a long-term improvement compared to 2019's figure (4.1%). This percentage means that two students were NEET by October 2025, and only one of these was Pupil Premium. So there are no gaps between disadvantaged students and their non-disadvantaged counterparts. This positive impact is the result of a long-term strategy to support pupils with their KS5 choices, and to build confidence and resilience for the world beyond school, as well as a bespoke package of early intervention and targeted support between the Academy and its partner, Positive Steps.

The Bee Well survey also reflects how the Academy is effective at supporting disadvantaged students with regards to their career pathways; students scored provision (lessons, talks etc.) higher than other comparable schools in Greater Manchester. Disadvantaged students also feel prepared for life after school in the survey, suggesting that they feel as hopeful and confident about their futures as other students.

Behaviour and Attitudes:

Disadvantaged students received on average 19 reward points for the academic year compared to 16 for non-PP, showing staff proactively rewarding good behaviour for learning. This is also reflected in the Bee Well Survey results with regards to student relations relationships with staff and connection to school; disadvantaged students were not discernibly different from the average, suggesting that they feel as supported by adults in school as other students. This is supported by the PASS survey as all students felt that their teachers recognised when they had worked hard for example, in other words have received praise.

The Academy has continued to provide CPD to ensure staff have a consistent approach in issuing sanctions. As part of the wider understanding of students who are PP within the Academy, staff are asked to understand the challenges that some face and how this may be seen in things like behaviour towards learning. Despite this there are still some gaps that the Academy needs to address; for example, on average non-PP students receive 7 sanctions compared to on average 15 sanctions for disadvantaged students. For one day suspension, 54% of them were to disadvantaged students. This is unfortunately a higher percentage than the previous academic year, but steps have been agreed to work on how this disproportionately affected those students who were classed as PP. Although this important background aspect is considered when issuing a Suspension, sanctions are issued based on the behaviour and because prior steps had already been taken to avoid this from taking place. The high number is also reflective of a year where there was a higher number of Suspensions issued than previous years and steps are being taken to reduce this, where possible, within the Academy.

if they are ever placed in isolation in a typical school week, was above comparable schools by 5 percent.

The Academy continues to develop a consistent approach in all aspects of managing behaviour and understanding the specific background of students is particularly important. Work has been done around the CPD offer to reflect this and the approach that staff have around the issuing of both sanctions and rewards with a particular focus on rewards. This includes a new and up-dated reward plan for the Academy with the appointment of a post-holder, as well as revising strategies to support students who demonstrate the most challenging behaviours.

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
Year 9 Options University Visit; HE presentations and assemblies; Go For Growth Mentoring; Boys Impact Hub.	GM Higher
PASS Survey	GL Assessments
Progress Test and NGRT	GL Assessments
Achieve Events e.g. Enterprise Challenge	King's Trust
Ed Lounge	Ed Lounge
Mock Interviews, World of Work and Mentoring.	The Salford Foundation
Reading Plus	Reading Plus
Lexonic Advance	Lexia
Lexonic Leap	Lexia
Girls Out Loud	Big Sister Mentoring.
The Brilliant Club	The Brilliant Club
TAPA Counselling	Tameside Alternative Provision
The Talent Foundry	The Talent Foundry

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 academic year?	<p>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.</p> <ul style="list-style-type: none"> - Raising aspiration due to attendance GM Higher and further education events -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 11
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> -The one Year 11 student achieved an A8 score of 4.17 and in total 37.5, so achieved better than the average of both disadvantaged and non-disadvantaged peers. He has also secured a post-16 placement. - A Year 10 student is currently on course to achieve even better with an average A8 score of 4.94 and a total of 44.50. -A final student in Year 7 in on average is expected in all areas of curriculum learning with an average of good for both attitude to learning and homework.