

Pupil Premium Impact Statement 2022 23

Barriers to future attainment for students eligible for the PPG (including high ability)

Internal barriers

- In-school on entry attainment gaps in English and mathematics
- Disadvantaged students often start with less understanding of their aspirations and how to achieve them.
- Ensuring disadvantaged students develop and maintain strong learning habits.
- Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students.
- The high attaining students (on entry) students are capable of higher levels of progress.
- There are inconsistencies in achievement of disadvantaged students in different subjects.

External barriers

- Attendance and persistent absenteeism of disadvantaged students.
- Building strong relationships with families can be more complex.
- Lack of opportunity for disadvantaged students to extend learning at home.

Pupil Premium Foci and identified barriers to learning

In-school barriers

A.	Performance of Year 11 students and in particular boys eligible for PP are making less progress than others.
B.	The high attaining students (on entry) students are capable of higher levels of progress.
C.	In school on entry attainment gap in English and mathematics
D.	Any behaviour sanctions for PP pupils, that might reduce curriculum time and have a detrimental impact on outcomes.

External barriers

E.	Attendance rates for pupils eligible for PP are lower than national average and in particular in year 11.
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How are we spending the PPG?

Copleston draws on research evidence (such as the Sutton Trust toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

Quality First Teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively and examine educational research as a staff team every week during morning meeting. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching staff.

Targeted Support

We find out where the basic skills gaps exist among students as soon as they arrive in Year 7, and deploy targeted interventions in literacy and numeracy to ensure these gaps are closed. We identify gaps in knowledge and skills of students in all subjects following each assessment cycle and implement teacher-led in class interventions, enabling teachers to ensure that interventions are planned and carried out to ensure all children keep up. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed literacy champions to quickly raise the reading age of any student below chronological age on entry. Additionally, we employ staff to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional and students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain on task at all times.

Keeping aspirations on track and broadening experiences

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To narrow the gap between Year 11 PP students and all students on progress measures.	PP pupils progress in line with 'other' pupils in school and against National targets for levels of progress and Progress 8.
B.	To ensure that the high attaining pupil premium students (on entry) students achieve higher levels of progress.	Pupils eligible for PP identified as high attaining from KS2 levels make as much progress as 'other' pupils identified as high attaining, across Key Stage 4, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD) and senior team through SLT link Meetings, Learning Walks and Work Scrutiny.
C.	To narrow the in school on entry attainment gap in English and mathematics through quality first teaching in lessons.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed set targets and 100% meet expected targets and other pupils still make at least the expected progress.
D.	To see a reduction in any behaviour sanctions for PP pupils and in particular suspensions, which might result in reduced curriculum time and thus have a detrimental impact on outcomes.	Fewer isolations recorded for these pupils, without compromising the whole school behaviour policy. Raised attainment evidence through progress measures. Supportive behaviour protocol in place to reduce number of repeat offences.
E.	To ensure that attendance rates for pupils eligible for PP are on par with the national average, in particularly in year 11.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves in line with 'other' pupils.
F.	To have visible consistent high quality teaching and learning using the phases of the learning journey across all lessons thus enabling pupil premium students achieve their potential.	High quality teaching which incorporates memory and metacognitive strategies which includes retrieval practice methods to enable closing the gap.

i.					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/Evidence
A. Improved attainment of Year 11 Pupil Premium Students	Strongest teachers with most disadvantaged students	Ofsted 2013 report indicates that allocation of best teachers to teach intervention groups is key to improve attainment in mathematics and English. NfER deploying staff effectively	<ul style="list-style-type: none"> • Regular data tracking following data drops • Feedback from SLT climate walks • Evidence collated from work scrutiny. 	LV/ HODS	Summer outcomes indicate improvement in outcomes for disadvantaged students compared to 2022, (Progress 8 of -0.05 in 2023; nearly expected progress) and we can see a narrowing of the gap between Disadvantaged pupils and other; See appendix (i)

i.	<p>B. To ensure that the high attaining students (on entry) students are capable of higher levels of progress.</p>	<p>Continued investment in CPD on 'Quality Marking, Feedback and DIRT' Continued investment in CPD for 'Stretch and Challenge'</p>	<p>EEF/Ofsted 2013 indicates that quality feedback can have a high impact for relatively low cost. Successful schools have marking schemes which identify pupil's strengths, area of focus and next steps. Ofsted 2013 report states the importance of ensuring day to-day teaching meets the needs of each learner, including provision for stretch and challenge. Eligibility for PP should</p>	<ul style="list-style-type: none"> • Regular T&L updates for review and reinforce • Book looks • Opportunities to share best practice of marking in and between departments • climate walk feedback on pupil performance around stretch and challenge, cold calling and show calling; evidence of re-drafting of responses by students where quality of the response does not meet expectations; 	<p>SLT/ T&L Leads</p>	<p>Summer outcomes indicate improvement in attainment with 67% achieving 4+ and 33% achieving 4+ in English and maths. See appendix (i)</p>
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<p>C.To reduce the in school on entry attainment gap in English and mathematics as pupils progress through the years.</p>	<p>Identified Transition Group in Year 7 and 8 for extra Literacy lessons</p> <p>Peer reading programme</p>	<p>Increased curriculum time for low achieving pupils to work on reading comprehension.</p>	<ul style="list-style-type: none"> • Regular data tracking of students • Evaluate effectiveness of extra sessions at each data drop • Cross curricular drive of reading and oracy 	<p>Literacy Lead/HOD Eng</p>	<p>Strong Key Stage 4 outcomes over a four year period (2018/2019/2022/2023) for pupils in catch up Literacy and Numeracy groups at the end of KS4; See appendix (ii)</p>
<p>D. To minimise the impact of any behaviour sanctions for PP pupils and in particular suspensions, on reduced curriculum time and hence outcomes.</p>	<p>Continued investment in developing Thinking Skills, Peer coaching, Metacognition, Self-regulation and Collaborative learning.</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress EEF. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<ul style="list-style-type: none"> • Development of skills using the CPD programme for staff • Evaluation of sessions by staff • Opportunities to share best practice from climate walks and book looks 	<p>SLT T&L Leads/P P SLT</p>	<p>Copleston character and core values launched with all students across all year groups; appointment of the family liaison lead and internal hub set up in January 2023 to support students with social, emotional, learning and behavioural needs with a view to reduce sanctions that have an impact on curriculum time in school.</p>

<p>F To have visible consistent high quality teaching and learning using the phases of the learning journey across all lessons thus enabling pupil premium students achieve their potential.</p>	<p>Use of learning journey for the various stages of learning for every lesson across all subjects; CPD on the use of the lesson journey</p>	<p>Do now tasks, I do, We do and You do approach as well as live feedback using techniques such as questioning involving cold calling, live marking, and model answers using visualisers are low cost high impact strategies.</p>	<p>Launch of the learning journey on September PD day and included in the Staff play book; Learning journey posters in every classroom, regular updates in the T & L bulletin; revisited as part of the six pillars training in the Autumn term; messages reiterated at the middle leaders meetings</p>	<p>Curriculum lead/ subject leaders/ All teachers /CTAs</p>	<p>Learning journey now embedded as an integral part of the Teaching and learning in school; CPD sessions around phases of the learning journey during PLT time delivered over the year; evidence of consistent practices in teaching and learning seen from the climate walks tool;</p>
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ii. Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/Evidence
A. Improved attainment of Year 11 Pupil Premium Students	Small group and 1:1 support sessions; Provision of knowledge organisers; Provision of revision planners and revision resources to enable Pupil premium students to develop independent Learning strategies.	Small group interventions with highly qualified staff are known to be effective, NfER, EEF.	<ul style="list-style-type: none">• Students selected via appropriate data analysis• Experienced teachers to deliver sessions• Parental notification• Regular data tracking to map progress	PP Lead/ Subject Leaders	Small group intervention sessions in English, Maths and Science delivered in January 2023; Best ever Year 11 outcomes achieved in En, ma and Sc in summer 2023; See appendix (i)

<p>B. To ensure that the high attaining students (on entry) students are capable of higher levels of progress</p>	<p>Stretch and challenge in lessons; Additional intervention to support above</p>	<p>Provision of extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective.</p>	<ul style="list-style-type: none"> Track data in English and Maths at each data point. Progress of identified students to be monitored through dashboard and SLT link meetings. Discussions around stretch and challenge in lessons to 	<p>Head of Maths/ English</p>	<p>Summer outcomes indicate improvement in attainment with 67% achieving 4+ and 33% achieving 4+ in English and maths. See appendix (i)</p>
<p>C. To reduce the in school on entry attainment gap in English and mathematics as pupils progress through the years.</p>	<p>Small group Literacy intervention for identified Year 7's. Numeracy during form time.</p>	<p>Some of the students need targeted reading support to catch up, as suggested by research evidence from Ofsted, EEF and NFER.</p>	<ul style="list-style-type: none"> Data tracking of these students to show impact of the programme CPD for Classroom Teaching Assistants to support these students with the strategy 	<p>Literacy lead/PP SLT</p>	<p>Strong Key Stage 4 outcomes over a four year period (2018/2019/2022/2023) for pupils in catch up Literacy and Numeracy groups at the end of KS4; See appendix (ii)</p> <p>Data from GL assessments for year 7 indicates 87% of these students made progress in their reading scores. Data from GL assessments for year 8 indicates 83% of these students made progress in their reading scores.</p>

iii.

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/Evidence
C. To reduce the in school on entry attainment gap in English and mathematics as pupils progress through the years.	Whole school reading/literacy drive	Embedding reading and literacy strategies across all departments will ensure increased exposure to raising reading and literacy standards.	<ul style="list-style-type: none"> • Departments to have a literacy strategy linked to whole school • Evidence of literacy strategies on Climate walks, book looks and 'feedback reviews) 	Literacy Lead/ HODs	Three whole staff CPD session on Reading and Oracy was delivered three times over the year;; writing frameworks introduced which are used in all subject areas.
D. To minimise the impact of any behaviour sanctions for PP pupils and in particular suspensions, on reduced	Structured intervention strategies to prevent repeat suspensions for pupils	EEF Toolkit – Targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	<ul style="list-style-type: none"> • Ensure identification of pupils is fair, transparent and properly recorded • Pastoral support to engage with 	Behaviour Lead/LO LS	Family liaison lead appointed; Additional support through family liaison lead now in place; this was short term due to resignation of the family liaison lead; appointed new lead for the academic year 2023/24

<p>curriculum time and hence outcomes.</p>			<p>parents before intervention begins</p> <ul style="list-style-type: none"> • Monitor behaviour, number of isolations • Monitor whether improvements in behaviour translate into improved attainment from data drops • Employment of full time family liaison officer 		
<p>E. To address attendance rates for pupils eligible for PP which are lower than national average and in particular in year 11 and to increase the attendance of PP students.</p>	<p>Dedicated member of staff appointed to oversee attendance</p>	<p>NfER briefing for school leaders – Addressing attendance to allow the opportunity to raise attainment.</p>	<ul style="list-style-type: none"> • Attendance Officer to continue to implement same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, 	<p>Attendance lead/LO L/ behaviour lead/PP SLT</p>	<p>Attendance for PP students at the end of the year was 86.24% whilst for non-PP students was 87.4%; we have seen a general drop in attendance in 2022 23; attendance is now tightly monitored through our weekly tracking tool and intervention strategies are put in place swiftly.</p>

			<p>building to full timetable.</p> <ul style="list-style-type: none">• Attendance lead to oversee each PA pupil eligible for PP• Attendance and progress discussed at least fortnightly with PP SLT and attendance lead• Attendance lead to visit all PA at home to discuss attendance with parents / guardian and explore barriers		
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Appendix (i): Overview of Results for Pupil Premium Students

a) Four Year Trend in Progress 8 for Disadvantaged and All pupils:

	2018			2019			2022			2023		
	Cop Dis	Cop All Pupils	Gap	Cop Dis	Cop All Pupils	Gap	Cop Dis	Cop All Pupils	Gap	Cop Dis	Cop All Pupils	Gap
P8	-0.22	+0.36	0.58	+0.05	+0.38	0.43	-0.28	+0.43	0.71	-0.05	+0.34	0.39

b) Detailed four year summary GCSE Outcomes for disadvantaged students:

Summary	Disadvantaged (2018)		Disadvantaged (2019)		Disadvantaged (2022)		Disadvantaged 2023
Number of students	69		55		56		49
% 4-9 Eng + Ma	46		56		64		59
% 5-9 Eng + Ma	23		35		34		29
% 4-9 Maths	54		60		73		65
% 5-9 Maths	30		40		39		33
% 4-9 Eng	64		71		75		69
% 5-9 Eng	42		49		61		57
% Achieving 2+ 4 – 9 in Sc	51		51		66		61
% EBacc	6		11		7		10
EBacc APS	3.11		3.55		3.66		3.28
Attainment 8	37.38		41.83		43.63		38.62
Progress 8	-0.22		+0.01		-0.29		-0.05

Appendix (ii) Catch Up English and maths Groups at the end of Key Stage 4 – 4 Year data

Catch up English Group

	2018	2019	2022	2023
Number of Students	39	25	44	58
Attainment 8	30.38	26.62	35.19	35.27
P8	+0.54	+0.29	+0.73	+0.51
English P8	+0.63	+0.04	+0.84	+0.57
Maths P8	+0.63	+0.68	+0.74	+0.58
EBacc P8	+0.76	+0.55	+0.73	+0.57
Open P8	+0.20	-0.07	+0.63	+0.49
% 5+ En and Ma	10	4	16	17
% 4+ En and Ma	18	8	43	47

Catch up Maths Group

	2018	2019	2022	2023
Number of Students	41	36	27	68
Attainment 8	32.45	28.83	30.81	34.89
P8	+0.37	+0.30	+0.41	+0.26
English P8	+0.65	+0.44	+0.76	+0.43
Maths P8	+0.12	+0.30	+0.08	+0.09
EBacc P8	+0.56	+0.39	+0.35	+0.38
Open P8	+0.17	+0.13	+0.45	+0.11
% 5+ En and Ma	7	0	0	13
% 4+ En and Ma	22	11	22	44

Appendix (iii): Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
1	Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
11 Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.
12 Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13 Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.
14 Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £ £ £	★★★★★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16 Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20 Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★★★★★	+3 Months	Moderate impact for low cost, based on limited evidence.