3 Year Pupil Premium Strategy Statement 2022 24

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.

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

	Desired outcomes and how they will be measured	Success criteria
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.	Quality of teaching for all				
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. To achieve improved attainment of Year 11 Pupil Premium Students	Strongest teachers with most disadvantaged students	Ofsted 2013 report indicates that allocated of best teachers to teach intervention groups is key to improve in mathematics and English. NfER deploying staff effectively	• Curriculum lead to monitor staff timetabling which includes allocation of teaching groups to teachers • Regular data tracking per data drop • Feedback from SLT climate walks • Evidence collated from work scrutiny. • Pupil progress meetings.	GH/ LV/ HODS	

| B. To enable the high attaining students (on entry) make higher levels of progress. | Continued investment in CPD on 'Quality Marking, Feedback and DIRT' Continued investment in CPD for 'Stretch and Challenge'; development of Oracy and questioning through cold calling; show calling of exemplar work by students | 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 never be confused with low ability.
Eradicating disadvantage: Why I moved to a booklet model. A guest blog post. – Reflections on Education (adam-robbins.com) | 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; Stress on Oracy; students responding in full sentences | SLT/ T&L Leads | |

C. To reduce the in school on entry attainment gap in English and mathematics as pupils progress	Identified students in Year 7 and 8 for the reading programme Peer reading programme delivered by Sixth form students	Increased curriculum time for low achieving pupils to work on reading comprehension through the whole school reading programme.	• Regular data tracking of students • Cross curricular drive of reading and oracy • Analysing progress measures for students on the Lexonik reading programme using 6 weekly standardised testing	Literacy Lead/ HOD Eng	
D. To minimise the impact of any behaviour sanctions for PP pupils, and in particular suspensions, on reduced curriculum time and hence outcomes.	Continued investment in developing Thinking Skills, Peer coaching, Metacognition, Self-regulation and Collaborative learning. Identifying underlying needs resulting in dysregulated behaviour and supporting students with these. Where appropriate, complete an needs assessment for and EHCP to enable school to identify suitable provision for students who face regular suspensions.	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.	• Development of skills using the CPD programme for staff • Opportunities to share best practice amongst staff. • Regular meetings to discuss high priority students and strategies to minimise suspensions. • Regular supportive meetings with parents. • Strengthened pastoral team to monitor any dysregulation in behaviour and place supportive strategies to prevent this.	SLT/Pastoral Leads	

| 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. | Use of learning journey for the various stages of learning for every lesson across all subjects; this includes embedding the I do, We do, phases through CPD on the use of the lesson journey in weekly PLT sessions; emphasis on cold calling and show calling; modelling the key to success | 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. Eradicating disadvantage: Why I moved to a booklet model. A guest blog post. – Reflections on Education (adam-robbins.com) | • Re-emphasis of the learning journey on September PD day
 • Staff protocol and lesson implementation walk thru's booklet shared with all staff o Sep PD day
 • Learning journey posters in every classroom.
 • Middle leaders CPD session on Sep PD day on leadership and teaching & learning.
 • Regular CPD sessions on Wednesdays as per the PLT calendar. PLT Calendar 2023 24.docx
 • Drive around development of Oracy in classrooms and beyond through principal's updates and assemeblies.
 • Using of writing maps to support high quality extended writing. Academic Writing Map.docx | Curriculum lead/ subject leaders/ All teachers/CT As | |

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. Eradicating disadvantage: Why I moved to a booklet model. A guest blog post. – Reflections on Education (adam-robbins.com)	• Students selected via appropriate data analysis • Experienced teachers to deliver sessions • Parental notification • Regular data tracking to map progress. • 1 to 1 support to students on revision planning, and independent learning strategies. Pupil progress meetings with all Year 11 students to quality assure revision strategies being used/ • Pupil premium questionnaire to all teachers to collate information regarding pupil engagement in lessons which will be followed up by supportive meetings with individual students.	PP Lead/ Subject Leaders	

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**
B. To ensure that the high attaining students (on entry) students are capable of higher levels of progress	Stretch and challenge in lessons; Additional intervention to support above	Provision of extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. Eradicating disadvantage: Why I moved to a booklet model. A guest blog post. – Reflections on Education (adam-	• Track data in all subjects 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 become an integral part of PLT. • Greater drive around Oracy in lessons; students to be challenged to respond in full sentences. • Use of writing maps to support students with extended writing. • Climate walks with a focus on cold calling and show calling in lessons.		Subject leaders/ Curriculum lead	
C. To reduce the in school on entry attainment gap in English and mathematics as pupils progress through the	Identified students in Year 7 for the reading programme Peer reading programme delivered by Sixth form students	Some of the students need targeted reading support to catch up, as suggested by research evidence from Ofsted, EEF and NfER. Increased curriculum time for low achieving pupils to work on reading comprehension	• Data tracking of these students to show impact of the programme • CPD for classroom teaching assistants on the whole school reading programme. • Cross curricular drive of reading and oracy • Analysing progress measures for students on the Lexonik reading programme using 6 weekly standardised testing		Reading, writing and oracy lead/Curriculum Lead/ PP SLT	

iii	Other approaches				
Desired outcome	**Chosen action/ approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review Timeline/ Comments/Evidence**
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.	Dedicated member of staff appointed to oversee attendance	NfER briefing for school leaders – Addressing attendance to allow the opportunity to raise attainment.	- 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, building to full timetable. - 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 - Run a breakfast club for all disadvantaged students to remove barriers to school.	Attendance lead/LOL/ behaviour lead/PP SLT	

Appendix 1   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.