

# Pupil premium strategy statement 2020-21

## School overview

Metric	Data
School name	Copleston High school
Pupils in school	1488
Proportion of disadvantaged pupils	18.9%
Pupil premium allocation this academic year	£262267
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Andy Green
Pupil premium lead	Lakshmi Vadali
Governor lead	Andy Sawyer

## Disadvantaged pupil performance overview for last academic year

Progress 8	+0.20
Ebacc entry	8%
Attainment 8	42.46
Percentage of Grade 5+ in English and maths	32%
Percentage of Grade 4+ in English and maths	62

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve a P8 of +0.30	September 2021
Attainment 8	To narrow the gap between disadvantaged and others and bring it down to less than 15 points.	September 2021
Percentage of Grade 5+ in English and maths	45% to achieve Grade 5+ in English and maths to	September 2021
Percentage of Grade 4+ in English and maths	65% to achieve Grade 4+ in English and maths to	
Other		
Ebacc entry	To increase the percentage Ebacc entry	September 2020

## Teaching priorities for current academic year

Measure	Activity
Enable our severely disadvantaged students with poor attendance to have access to English, Maths and Science curriculum	Use of Covid catch up funding with in house teachers as tutors to enable access to English and Maths across all year groups as well as Science and Humanities in Years 10 and 11.
Support from parents for enrichment activities to enhance confidence and build resilience	Regular correspondence with parents updating them of the activities to enable greater involvement by students
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Concerns around well-being of students a potential barrier to accessing the tutoring programme</li> <li>• Lack of parental engagement and efforts needed to break this mould.</li> </ul>
Projected spending	£30000

## Targeted academic support for current academic year

Measure	Activity
To sustain the improved English outcomes at 4+ and 5+	Literacy intervention, reading and testing continue to show improvements across all year groups
To ensure disadvantaged students in maths continue to make progress with an aim to reduce the gap with others.	Use of intervention forms and online tutoring programme to raise achievement of disadvantaged students.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of writing skills by boys in English and other subjects.</li> <li>• Attendance to after school revision sessions and exam skills sessions.</li> <li>• Lack of support from parents for enrichment activities to enhance confidence and build resilience</li> </ul>
To increase the % Ebacc entry	Targeted pathways into KS4 with increase in the number of students studying MFL
Projected spending	£20000

## Wider strategies for current academic year

Measure	Activity
Ensure students who do not access mainstream are provided with a suitable and safe alternative provision	<ul style="list-style-type: none"> <li>• Use of tutoring programme for core subjects as well as Humanities with an aim to achieve positive outcomes.</li> <li>• Monitoring and tracking of provision at other institutions</li> </ul>
Raise underachievement of Pupil Premium students	<ul style="list-style-type: none"> <li>• Pupil focus meetings to discuss strategies within subject areas to raise attainment of students – now completed – findings to be summarised</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Coverage of provision through the tutoring programme</li> <li>• Provision at other providers and its monitoring</li> </ul>
Projected spending	Click or tap here to enter text.

## Monitoring and implementation

Area	Challenge	Mitigating action
Effective CPD through the in house CPD activities to focus on raising attainment of our students	Availability of effective CPD leaders for the provision of appropriate CPD through Middle leader's meetings, whole school CPD and targeted CPD – to have the	Effective CPD programme around the 6 vision pillars rolled out to all staff at the start of the academic year.
Provision of 1 to 1 support to our underachieving disadvantaged students	Availability of sufficient teachers for the offer of 1 to 1 tuition.	Allocation of funding for provision of 1 to 1 tutoring to our under achieving disadvantaged students.
Tracking and monitoring of disadvantaged students across all years	Implementing consistent strategies for raising attainment of disadvantaged students	Review of strategies through Pupil focus meetings with all subject teams.

As mentioned in the EEF publication 'Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.'

## Review: last year's aims and outcomes

Summary	Disadvantaged (2017)	Others (2017)	Gap 2017	Disadvantaged (2018)	Others (2018)	Gap 2018	Disadvantaged (2019)	Others (2019)	Gap 2019	Disadvantaged (2020)	Others (2020)	Gap 2020
Number of students	60	227		69	216		55	237		63	246	
% 4-9 Eng + Ma	52%	70%	18	46	74	28	56	74	18	62	78	16
% 5-9 Eng + Ma	37%	51%	14	23	54	31	35	51	16	32	57	15
% 4-9 Maths	61.7%	80.6%	18.9	54	78	24	60	78	18	63	80	17
% 5-9 Maths	46.7%	61.2%	14.5	30	60	30	40	57	17	38	60	22
% 4-9 Eng	68.3%	77.5%	9.2	64	83	19	71	84	13	78	89	11
% 5-9 Eng	50%	61.7%	11.7	42	67	25	49	72	23	59	76	17
% Achieving 2+ 4 – 9 in Sc	45%	64.3%	19.3	51	74	23	51	73	22	60	75	15
% EBacc	21.7%	26.4%	4.7	6	20	14	11	22	11	8	23	15
EBacc APS				3.11	4.44	1.33	3.55	4.52	0.97	3.59	4.79	1.20
Attainment 8	44.48	52.31		37.38	51.58		41.83	51.93		42.46	54.82	12.36
Progress 8	+0.17	+0.28		-0.22	+0.50		+0.01	+0.45		+0.23	+0.85	0.63

The progress of disadvantaged students has improved from +0.01 (2019) to +0.23 (2020). This indicates good progress made by the school and the strategies that the school has implemented show impact. We anticipate this value will be in line with national expectations. Students who are disadvantaged are known to staff, but are not labelled as we believe this lowers expectations. All disadvantaged students receive the full benefit and support to match their needs, with no excuses accepted for lower performance when compared with non-disadvantaged students.

### Evidence of Catch-Up Fund Usage.

#### National Tutoring Programme.

In line with the EEF recommendations the school organised and implemented a tutoring programme. ([https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf)). There is an extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost effective way to support pupils who are falling behind in their learning.

This programme was offered to students in years 9-11. Years 9 and 10 began their programme from 11<sup>th</sup> January 2021 until 26<sup>th</sup> March 2021 and year 11 students began 7<sup>th</sup> December 2020 and concluded on 26<sup>th</sup> March 2021. As mentioned in the EEF publication ‘targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year’ and this was a consideration taken prior to the programme commencing.

Tutoring Programme at Copleston:

- In-house teachers provided online tutoring in English and Maths in particular, as well as a possibility to do the same in Science and Humanities.
- Programme involved:
  - Data from mocks analysed and students identified for online tutoring delivered by the school.
  - Expect to have a maximum of 50 - 60 students who would need this support, who will be split into 2 groups of 25 - 30 students
  - Each group will get an hour’s online tuition per week in English, Maths, Science and Humanities.
  - All online tuition was after school and scheduled for early evening (eg. 5:30 to 6:30 pm and 7:00 pm to 8:00 pm) See model below.
  - English, Maths and Science received 2 hours a week whereas History and Geography received an hour each.
  - Languages are small cohorts, so were catered for in lessons and through exam skills sessions.

Year 11:

	Group A (5:30 to 6:30 pm)	Group B (5:30 to 6:30 pm)	Group A (7:00 to 8:00 pm)	Group B (7:00 to 8:00 pm)
Monday	English	Maths	Maths	English
Tuesday	Science	Geography	Geography	Science
Wednesday	English	History	History	English
Thursday	Science	Maths	Maths	Science
Friday				

- Parents signed a contract to ensure that chosen students were committed to this programme and to ensure 100% attendance to the sessions.
- Leader of Learning Year 11 maintained a central register and contacted parents/students who failed to attend which was followed up.
- A weekly 15 minute slot took place for both Literacy and Numeracy during registration for both Year 7 and 8. These sessions were aimed to develop the Literacy and Numeracy skills and are delivered by experienced English and Maths teachers respectively.
- Additional resources for Numeracy and Literacy have been uploaded on to Satchel.

- We have also launched the tutoring programme for disadvantaged students in Years 9 and 10, details of which are below. This programme is open to any additional students who wish to take this opportunity. The programme in Year 9 has only been offered for English and Maths, and In Year 10 for Core Subjects and History.

- Year 9 Tutoring Programme:

	Group A (4:00 to 5:00 pm)	Group B (4:00 to 5:00 pm)	Group A (5:15 to 6:15 pm)	Group B (5:15 to 6:15 pm)
Monday				
Tuesday		Maths	Maths	
Wednesday	English			English
Thursday		Maths	Maths	
Friday				

- Year 10 Tutoring Programme:

	Group A (4:00 to 5:00 pm)	Group B (4:00 to 5:00 pm)	Group A (5:15 to 6:15 pm)	Group B (5:15 to 6:15 pm)
Monday	Science			Science
Tuesday		Maths	Maths	
Wednesday	English	Maths	Maths	English
Thursday		History	History	
Friday				

## Other strategies:

### MFL

The number of teaching hours were increased for MFL in order to broaden the opportunity and encourage a wider amount of students taking up a foreign language, particularly in French.

### Revision and Motivation

Maximise Your Potential. Year 11 students were offered two sessions in the Autumn and Spring terms with this motivational company that offered support and guidance in preparation as well as study tips and revision ideas.

In addition, this was also offered to year 7 in the spring term. Over 200 parents were also invited and joined the live **Maximize** webinar on 25 February to hear how they could best support their child's education. This session was particularly focussed for parents from disadvantaged backgrounds.

It was a multimedia presentation with video, live polls and chatbox, and was delivered by Jeremy Dry and Jasper Ward who had worked with Year 7 just before half-term, and Year 11 and Year 13 the day before.

Areas that were covered included:

- How to maintain your child' motivation
- Building resilience and coping with failure
- Evidence-based revision strategies
- Importance of independent learning
- Planning, prioritising and organisation
- Coping with stress and anxiety

During the webinar, parents took part in several polls. Their top three areas of interest were maintaining their child's motivation (37%), effective study and revision strategies (22%), and stress / anxiety (23%)..

Presenter, Jeremy Dry, said that the team was really taken aback by the volume of interaction in the chatbox, and in the Q & A, as well. It was evident that parents were enjoying being able to interact and share experiences and advice in the chatbox, and questions ranged from guidance on support for dyslexic students, managing screen time, and how to encourage a child to work independently.