



Co-op Academy
Swinton

Pupil Premium Plan 2019-2022

1. Summary information					
School	Co-op Academy Swinton				
Academic Year	2019/20	Total PP budget (estimated)	£302,940	Date of most recent PP Review	Sept '20
Total number of pupils	827	Number of pupils eligible for PP	350	Date for next internal review of this strategy	Oct '20

2. Current attainment (2018/19)			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	National average for all pupils
% achieving standard pass in English / Maths (Basics)	56%	71%	63.9%
% achieving strong pass in English / Maths (Basics)	27%	50%	39.6%
% achieving grade 4+ in English	67%	75%	72.1%
% achieving grade 5+ in English	47%	59%	54.9%
% achieving grade 4+ in Maths	64%	77%	69.5%
% achieving grade 5+ in Maths	29%	56%	49.3%
Progress 8 score average	-0.82	0.13	-0.03
Attainment 8 score average	37.3	49.9	46.5
Whole school (Year 7 – Year 11) PP attendance	92.3%	95.8%	94.6% (National PP = 92.2%)
Whole school PP persistent absence	25.3%	8.5%	13.6% (National PP = 23.5%)

3. Barriers to future attainment (for all pupils, particularly for pupils from disadvantaged backgrounds)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	<p>Achievement</p> <p>Pupils who are eligible for PP are making less progress than other pupils, including Males, Upper Band and SEN pupils:</p> <ul style="list-style-type: none"> a) Lower literacy skills on entry than other pupils b) Lack of high-quality teaching including feedback, tracking and assessment c) Upper Band pupils are not challenged and stretched – Lower Band pupils are not engaged in lessons d) Boys underperforming compared to girls e) PPCs do not have a holistic approach to underachievement across the curriculum f) Lack of opportunity to keep up with peers 	
B.	<p>Aspiration</p> <p>Pupils who are eligible for PP are less engaged in school and enrichment and do not have the meta cognitive strategies to develop independent learning:</p> <ul style="list-style-type: none"> a) Lower rates of attendance to after school intervention and enrichment activities b) Lower parental engagement in school-based activities including attendance to Parents’ evenings, Curriculum evenings and 1:1 meetings c) Lack of opportunities and resources available to actively engage parents with supporting their children’s learning d) PP pupils complete less homework than other pupils e) PP pupils are less likely to have the skills to ‘learn to learn’ f) PP pupils are less likely to want to pursue further education 	
C.	<p>Attendance</p> <p>Pupils who are eligible for PP have lower rates of attendance than other pupils:</p> <ul style="list-style-type: none"> a) Attendance of PP pupils was 92.3% for 2018/19; for Non-PP pupils, nationally this is 95.8%. At Co-op Academy Swinton Non-PP attendance for 2018/19 was 94.2% b) PP pupils more likely to be permanently excluded or excluded for a fixed term than their peers c) PP pupils more likely to have repeated retreat/retreat+ placements d) PP pupils more likely to be placed in alternative provision 	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> a) All teachers to support the achievement agenda and ensure all PP pupils in year 7-11 make outstanding progress in all subjects with a particular focus on improving percentage 4+ and 5+ in English and Mathematics. b) All pupils, particularly disadvantaged pupils, are in receipt of high-quality teaching which includes a focus on: <ul style="list-style-type: none"> - Planning for challenge - Scaffolding of learning - Vocabulary and oracy - Specific and timely feedback 	<ul style="list-style-type: none"> • Monitoring and tracking of all year groups to show most pupils are on track and in-school monitoring gaps are insignificant (<5%); at GCSE the gap between PP and Non-PP pupils narrows in subject areas (Subjects GCSE analysis 2019 V 2020) • Reading age test shows that 95% of pupils have a reading age of 10.5 and it is maintained through years 9 & 10 • In –school and external assessments for all subjects and all year groups show that more PP pupils are on/above expected progress and less PP pupils are below/concern expected progress at each monitoring point

	<p>- Targeted questioning</p> <p>c) Improved rates for progress for all pupils, particularly disadvantaged pupils across KS3 and KS4 in all subject areas</p> <p>d) PPCs have a more robust system that identifies, tracks and monitors actions for impact, when pupils fall in the Concern category across subjects</p>	<ul style="list-style-type: none"> • Upper Band PP pupils make the same progress as all Upper Band pupils in school and nationally.
B.	<p>All students, particularly disadvantaged pupils are engaged with learning and a wider range of enrichment opportunities and have high aspirations for themselves and those around them.</p> <p>All Parents are more engaged through a range of activity in supporting children's learning</p>	<ul style="list-style-type: none"> • Increased attendance (compared to previous year) to whole school events including Parents' evenings, Curriculum evenings, pathway guidance events etc • A significant declining trend in reported negative behaviour and exclusions (evidence using reports from corrections, retreat/R+, exclusions) • Student voice shows increasing positive attitudes to school and self. (evidence through department review student voice, department specific student voice and surveys) • Enrichment opportunities are well-attended by PP pupils (Evidenced by registers, evaluated by Subject leaders and PPCs)
C.	<p>Increased attendance rates and lower exclusion rates for all pupils, particularly those from disadvantaged backgrounds</p>	<ul style="list-style-type: none"> • Overall attendance for all pupils, particularly those eligible for PP improves from 92.3% to 95% (evidenced through attendance data) • Corrections, internal & external exclusion rates decrease from previous year for all pupils, particularly those eligible for PP • PP pupils' progress and engagement with school improves over time as evidenced through pupils' work, DOTT and student feedback. • Evaluations from all parents' evenings are 90% positive.

5. Planned expenditure				
Academic year		2019/20		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<p>a) All teachers to support the achievement agenda and ensure all PP pupils in year 7-11 make outstanding progress in all subjects with a focus on improving percentage 4+ and 5+ in English and Mathematics.</p> <p>b) All pupils, particularly disadvantaged pupils, are in receipt of high-quality teaching which includes a focus on:</p> <ul style="list-style-type: none"> - Planning for challenge - Scaffolding of learning - Vocabulary and oracy - Specific and timely feedback - Targeted questioning 	<ul style="list-style-type: none"> • All subject areas to consider and plan for underachieving groups of pupils, particularly underachieving boys and those eligible for PP - employ deliberate strategies that target closing the gap for PP pupils – targeted questioning; additional verbal & written feedback; live marking; strategic seating plans • Achievement plans in place for all year groups (as PiXL in year 11) ensure a co-ordinated approach to effective intervention • Action Research Communities (ARC) will continue to be developed as a model for delivering CPD that has a direct impact on pupil’s experiences in the classroom (spaced retrieval practice; metacognition). Expand to include developing oracy and tier 2/3 vocabulary • Continue to develop staff expertise in using inference techniques; expand use of IDL; Nurture group provision in year 7 and 8 has a focus on PP pupils 	<ul style="list-style-type: none"> • Intervention plans shared and implemented; reviewed for impact regularly with RSL and PPC (PiXL meetings) • QA Book looks to show marking and feedback is leading to progress and improved outcomes • quality first teaching through all subject areas judged through QA T &L (amber/green) • Pupil Premium focused learning walks to assess whether the PP strategies are being implemented • Analysis of monitoring data to assess if gaps are closing 	SLT; T&L team	January 2020; July 2020

Total budgeted cost				£138,627
ii. Targeted support				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<p>c) Improved rates for progress for all pupils, particularly disadvantaged pupils across KS3 and KS4 in all subject areas</p> <p>d) PPCs have a more robust system that identifies, tracks and monitors actions for impact, when pupils fall in the Concern category across subjects</p>	<ul style="list-style-type: none"> Subjects to implement Question level Analysis and subsequent tailored specific support Subjects deliberately design opportunities to build students' social and cultural capital into their curriculum PPCs trained to use SISRA and school ranking system to identify pupils underachieving across a range of subjects PP pupils receive intervention at an earlier stage than non-PP pupils – when they are in the below category as opposed to the significantly below category PPC's to organise 1:1 meetings with pupil and parents at each monitoring point for pupils in sig below category 	<ul style="list-style-type: none"> Subject leaders, PPC & RSL to monitor impact of intervention plans and feedback to staff Standing agenda item on SLT line management meetings SENDCo to monitor development of IDL and evaluate for impact. 	SLT; RSL; PPC; SENDCo; Subject leaders	January 2020; July 2020
Total budgeted cost				£37,374
iii. Other approaches				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation

<p>All students, particularly disadvantaged pupils are engaged with learning and a wider range of enrichment opportunities and have high aspirations for themselves and those around them.</p> <p>All Parents are more engaged through a range of activity in supporting children's learning</p>	<ul style="list-style-type: none"> Track which students attend enrichment trips, visits and clubs. Develop a deliberate strategy to ensure Pupil Premium pupils are as fully represented as possible. Provide opportunities for pupils to experience: <ul style="list-style-type: none"> Careers events CIAG personalised and reviewed 6 monthly University/college visits Residential trips e.g. bushcraft; Jamie's Farm Views from parents of disadvantaged pupils are surveyed and responded to – 90% of parents to be 'happy' with the school's provision for their child (school survey) Actions are in place to engage hard to reach parents – home visits, working with families to remove barriers to learning. 	<ul style="list-style-type: none"> Monitored by Careers Officer, PPC and year team; Regular review of parent signing in sheets at parental events with follow up contact when necessary 	<p>Careers Officer; PPCs</p>	<p>January 2020; July 2020</p>
<p>Increased attendance rates and lower exclusion rates for all pupils, particularly those from disadvantaged backgrounds</p>	<ul style="list-style-type: none"> Year Managers attached to year groups to monitor pupils and follow up quickly on trancies and attendance. First hour of the day response and follow up. Strategically identify key groups of pupils, intervene and measure impact of actions. Attendance panel meetings take place for targeted families. Subjects to develop a system to ensure students are routinely helped to catch up work following an absence from school 	<ul style="list-style-type: none"> Monitoring by SLT, PPC and attendance officer; Calendared meeting schedule 	<p>SWi; CCr PPCs</p>	<p>January 2020; July 2020</p>
<p>Total budgeted cost</p>				<p>£127,079</p>
<p>TOTAL PLANNED PPG SPEND</p>				<p>£302,940</p>

Co-op Academy Swinton: Pupil Premium Impact Data 2019/20

YEAR 11 RESULTS

	School Pupil Premium 2019/20	School ALL pupils 2019/20	National Average Pupil Premium 2017/18	National Average ALL pupils 2017/18
% achieving standard pass in English / Maths	56.5%	56%	45%	64%
% achieving strong pass in English / Maths	32.6%	27%	25%	40%
% entering the English Baccalaureate (EBacc)	32.6%	56%	26%	38%
% achieving grade 5+ in EBacc	8.7%	7%	7%	17%
% achieving grade 4+ in EBacc	13%	16%	12%	24%
Progress 8 score average	-0.33	0.04	-0.44	0
Progress 8 score in English	-0.56	-0.31	-0.44	0
Progress 8 score in Maths	-0.17	0.14	-0.39	0
Progress 8 score in EBacc slots	-0.61	-0.12	-0.49	0
Progress 8 score in Open slots	-0.04	0.36	-0.46	0
Attainment 8 score average	38.67	43.09	36.7	44.2
Attainment 8 in English	8.04	8.68	8.1	9.8
Attainment 8 in Maths	7.65	8.44	7	9.0
Attainment 8 in EBacc slots	10.36	11.84	10.1	13.3
Attainment 8 in Open slots	12.62	14.12	11.5	14.1
Whole school (yr7 - yr11) PP attendance	NA	NA	92.2%	94.6%
Whole school PP persistent absence	NA	NA	23.5%	13.6%

Headline Summary

- The 2020 cohort had lower starting points than the 2019 year group, particularly in the Pupil Premium cohort
- The 2020 cohort did not sit their GCSE exam series, they were allocated Centre assessed Grades (CAGs) following a rigorous moderation process
- There have been increases in the majority of headlines, particularly progress measures in almost areas
- Despite this, the Pupil Premium cohort still lags behind their peers in all key measures
- Improvements seen in the Pupil Premium cohort were mirrored in the Non-Pupil Premium cohort meaning the gap has not closed internally despite significant improvements overall
- Comparisons with external data are currently unlikely to be reliable given the 2020 national data set was all based on CAG
- A new Deputy Headteacher has taken on the lead for this area of development having overseen this area of responsibility in their previous school