

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 to 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"> • Concerns around well-being of students a potential barrier to accessing the tutoring programme • Lack of parental engagement and efforts needed to break this mould. |
| 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"> • Lack of writing skills by boys in English and other subjects. • Attendance to after school revision sessions and exam skills sessions. • Lack of support from parents for enrichment activities to enhance confidence and build resilience |
| 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"> • Use of tutoring programme for core subjects as well as Humanities with an aim to achieve positive outcomes. • Monitoring and tracking of provision at other institutions |
| Raise underachievement of Pupil Premium students | <ul style="list-style-type: none"> • Pupil focus meetings to discuss strategies within subject areas to raise attainment of students – now completed – findings to be summarised |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Coverage of provision through the tutoring programme • Provision at other providers and its monitoring |
| 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. |

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.