Pupil premium strategy statement 2019-20

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	£262268
Academic year or years covered by statement	2018/19 – 2019/20
Publish date	October 2019
Review date	October 2020
Statement authorised by	Andy Green
Pupil premium lead	Lakshmi Vadali
Governor lead	Andy Sawyer

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.01
Ebacc entry	20%
Attainment 8	41.83
Percentage of Grade 5+ in English and maths	37%
Percentage of Grade 4+ in English and maths	52

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve a P8 of +0.20	September 2020
Attainment 8	To narrow the gap between disadvantaged and others and bring it down to less than 15 points.	September 2020
Percentage of Grade 5+ in English and maths	45% to achieve Grade 5+ in English and maths to	September 2020
Percentage of Grade 4+ in English and maths	60% 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	Recruitment and retention of outreach tutors to enable access to English, Maths and science
Support from parents for enrichment activities to enhance confidence and build reislience	Regular correspondence with parents updating them of the activities to enable greater involvement by students
Barriers to learning these priorities address	• Lack of parental engagement and efforts needed to break this mould.
Projected spending	Click or tap here to enter text.

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 1 to 1 tutoring to raise achievement of disadvantaged students.
Barriers to learning these priorities address	• 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
Projected spending	Click or tap here to enter text.

Wider strategies for current academic year

Measure	Activity
Ensure students who do not access mainstream are provided with a suitable and safe alternative provision	• Use of outreach tutors for core subjects with an aim to achieve positive outcomes. • Monitoring and tracking of provision at other institutions
Raise underachievement of Pupil Premium students	• 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	• Coverage of provision through outreach tutors • 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
Number of students	60	227		69	216		55	237	
% 4-9 Eng + Ma	52%	70%	18	46	74	28	56	74	18
% 5-9 Eng + Ma	37%	51%	14	23	54	31	35	51	16
% 4-9 Maths	61.7%	80.6%	18.9	54	78	24	60	78	18
% 5-9 Maths	46.7%	61.2%	14.5	30	60	30	40	57	17
% 4-9 Eng	68.3%	77.5%	9.2	64	83	19	71	84	13
% 5-9 Eng	50%	61.7%	11.7	42	67	25	49	72	23
% Achieving 2+ 4 – 9 in Sc	45%	64.3%	19.3	51	74	23	51	73	22
% EBacc	21.7%	26.4%	4.7	6	20	14	11	22	11
EBacc APS				3.11	4.44	1.33	3.55	4.52	0.97
Attainment 8	44.48	52.31		37.38	51.58		41.83	51.93	
Progress 8	+0.17	+0.28		-0.22	+0.50		+0.01	+0.45	

The progress of disadvantaged students has improved from -0.22 (2018) to +0.01 (2019). We anticipate this value will be in line with national expectations. A different approach to working with disadvantaged students was implemented in 2019 which has worked. 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.