

Proposed spend of Pupil Premium - 2014/15

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years
- who have been continuously looked after for the past six months
- Looked After Children

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Copleston High School ensures progress for all through the use of accurate tracking software and our commitment to Quality First Teaching linked to a variety of support programmes.

This document details the proposed spend of this funding for the year 2014/15.

The key objectives:

1. Provision of an alternative curriculum to ensure students in KS3 who arrive in Key stage 3 with Low National Curriculum Levels are provided with additional opportunities in order to make more than expected progress.
2. To provide a programme of mentoring and Independent Advice and Guidance to ensure their aspirations for Post 16 and beyond are raised.
3. To provide additional opportunities for students to cement their progress through twilight and holiday clubs.
4. To ensure "Pupil Premium Action" students are supported to make an improvement to their progress.
5. To develop a process of individual action research in order to develop staff and student ownership of progress

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)

1, Key Objective: Provision of an alternative curriculum to ensure students in KS3 who arrive in Key stage 3 with Low National Curriculum Levels are provided with additional opportunities in order to make more than expected progress.		
Action : Deployment of intervention teacher Teachers contracted to work additional hours to support intervention, students taken out of MFL lessons to allow for 3 additional hours/fortnight of English. Students intervention is linked to how it can help in other areas of the school e.g improved reading skills will help accessing resources across the curriculum		
Rational: Having small groups working with additional support, led by Good and Outstanding teachers, will help advance the students' progress more quickly than in "normal" class sizes. Recent evaluations of two EEF projects, Switch-on Reading and Grammar for Writing , found that Year 7 pupils made an additional three months progress from small group interventions.		
Success Criteria: A reduction in the attainment gap of PP and non PP students in year 7/8 from Sept 2014 – June 2015 in English levels. Students should make above expected progress due to additional lessons.		
Dates Sept 2014	Person responsible R Baalham	Monitoring and Evaluation Students progress checks will be scrutinised to ensure progress is being made. Use of comparative data to show that PP students are making more progress than non PP students to help close the achievement gap

Action: Additional Peer reading and handwriting sessions to support students to access whole curriculum with lesson support from CTAs. This will take place before and during tutor time giving the students an extra 40 minutes of support every week.		
Rational: EEF evidence suggests that Peer Tutoring makes significant improvement to the progress of the students taking part. <i>'All effective partnership schemes provide poorer readers with substantially increased time for reading, supported by a more skilled reader who has received structured training and receives ongoing support. Focused training for the tutors is essential, so that they know what to do when a reader falters or makes an error'</i> <i>What works for students with literacy difficulties? The effectiveness of intervention schemes.</i> Third edition. DCSF. By G, Brooks. (2007)		
Success Criteria : Student reading score improves and progress is noted in all subjects (not limited to English). Students understand the importance of reading to allow access to all subjects and lifelong opportunities.		
Dates September 2014	Person responsible R Baalham	Monitoring and Evaluation Progress reports show improvement in progress Student feedback shows an understanding of how reading effects the opportunities they have.

2. Key Objective: To develop a coherent and progressive mentoring and IAG (Information Advice and Guidance) programme to raise aspirations

2. Key Outcome Action: Mentoring and Success Coaching

Two Fireman from the local station to work in school to act as mentors and behaviour guidance and support. The role is to discuss what barriers students have to learning and how they can be supported to achieve their potential.

Rational: EEF evidence suggests that behaviour modification programmes can improve student’s progress by four months.

Success Criteria : Students Behaviour and attendance reports show improvement through the mentoring programme.

Dates	Person responsible	Monitoring and Evaluation
September 2014	RT	Behaviour/attendance log analysis to show an improvement Staff to complete attitudinal surveys.

Action: IAG work led through the use of a Success Coach to help raise aspirations as to Post 16 opportunities
Focus will be on students in Key Stage 4 in the first year of this project – if successful 2015/16 will focus on year 8 and 9 students.

Rational:
Evidence from student voice and surveys has highlighted that those underperforming students are also those that have no clear plans for their futures. Aspirations are developed from family and friends and so without support from the school students may not be aware of what is available

Success Criteria: Students are able to relate their own attainment to the requirements of the Post 16 opportunities available

Dates	Person responsible	Monitoring and Evaluation
September 2014	RT/DLe	Students surveys show appropriate aspirations for the future

<p>3. Key Outcome To provide additional opportunities for students to cement their progress through twilight and holiday clubs.</p> <p>Action: Provision of Key Stage 4 additional twilight and holiday subject support</p>		
<p>Rational: Reporting from EEF shows that Summer Schools can add 3 months progress to student’s progress. In light of this the school is using holiday activities to work towards success by helping to cement learning. The nature of holiday activities also means that the group sizes are smaller and as such those students receive more feedback from the teacher.</p>		
<p>Dates October 2014 February 2015 Easter 2015</p>	<p>Person Responsible RM Individual departments to identify and support students to attend the sessions provided</p>	<p>Monitoring and Evaluation Attendance at the sessions Progress reports to show improvement in attainment</p>

<p>Action: Additional Wednesday Afternoon support time Where students have not been able to make appropriate progress teachers will provide an extra hour of contact time.</p>		
<p>Rational : With curriculum time under increasing pressure students need to have time to complete work in smaller groups where teachers can provide immediate feedback and support to the students. Short-term “booster” sessions allow for this to happen.</p> <p>EEF: “ The research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable.”</p>		
<p>Success Criteria: Students make significant progress that is reflected in the next progress report.</p>		
<p>Dates All Year</p>	<p>Person Responsible HOD RT to oversee monitoring</p>	<p>Monitoring and Evaluation Pupil feedback Progress checks inc’ learning profiles.</p>

Key Objective: to improve engagement with curriculum activities through a variety of subject specific programmes		
Action: All school staff are able to bid for funding to deliver intervention (or development of own classroom practice). Teachers to complete the attached application		
Rational: Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.' Examples of spending may include revision guides, resources for technology, staffing for PP workshops etc, all of which must have a direct impact curriculum attainment.		
Success Criteria: Attainment gap between PP and non PP reduces. PP students make progress in line with expectations.		
Dates From Sept 2013	Person responsible RT to oversee and sign off all projects	Monitoring and Evaluation Progress of students provided with support to be monitored to ensure value for money. Departments to justify spend in academic terms. Student voice to show improved attitude

Action: Development of new Twilight CPD programme to share classroom practice Teachers to sign up for 9 hours of twilight development over the year.		
Rational : Universal one size fits all PD days provide an excellent way for schools to work on developing whole school programmes and training however, as Copleston High School moves forward it is clear that the further development of our Collaborative Planning time could be harnessed through the development of an in-house CPD programme. Where lesson observations have shown good practice teachers will be asked to deliver this to other staff who are facing the same challenges.		
Success Criteria: Staff feedback shows that they are able to identify their own areas for development and these are reflected on PM paperwork. Number of in-house training recorded		
Dates All Year	Person Responsible CF	Monitoring and Evaluation Evidence of CPD provided Evidence of staff engagement

4. Key Objective: To ensure “Pupil Premium Action” students are supported to make an improvement to their progress.		
Action: Pastoral team to develop specific programmes of support for those students identified as underperforming across the curriculum. This work will focus on developing attendance and attitude to learning. Bids for these programmes will be completed on the same application as subject applications.		
Rational: If students are failing to achieve required progress across the curriculum then there will be an assumption taken that there is a wider issue. EEF “ On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress)”		
Success Criteria: Attendance gap between PP and non PP reduces. Student average learning profiles will increase over the programme.		
Dates All Year	Person responsible RT	Monitoring and Evaluation Tracking of Learning profiles Tracking attendance