

Pupil premium strategy statement (secondary) 2017 Review and 2018 Plan

1. Summary information					
School	The Co-operative Academy of Manchester				
Academic Year	17/18	Total PP budget	£490k	Date of most recent PP Review	25/11
Total number of pupils	1028	Number of pupils eligible for PP	582	Date for next internal review of this strategy	Sep 18
2. Current attainment (Summer 2017)					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
Grade 4 or better in English & Maths		46.7%		63.3%	
Progress 8 score English / Maths		-0.052/-0.673		Not available to follow Jan18	
Progress 8 score average		-0.339		0	
Attainment 8 score average		39.24		44.2	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Poor Levels of Literacy & Numeracy.				
B.	Lower rates of participation in extra-curricular & leadership				
C.	Risk of exclusion				
D.	Reduced access to learning support materials				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Lower rates of attendance				
E.	Influx of EMA students (INA & EAL)				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success / Measurement criteria	

A.	Continue to reduce Progress Gap between CAM PP and national non-PP levels	Per Balance Scorecard
B.	Reduce Literacy and numeracy gap between CAM PP and national non-PP levels	Per Balance Scorecard
C.	Increase numbers participating in extra-curricular & leadership (including additional intervention)	Participation data- numbers attending
D.	Sustain high attendance rates and further reduce gap between PP and non-PP students	Targets for PP attendance as per Balance Scorecard.

5. Planned expenditure

Academic year

2017-2018

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Difference is diminished in targeted measures for core subjects so that outcome for internal gaps is improved</p> <p>English Language A*-A(now 7-9) Gap <14.9%</p> <p>English Literature A*-A (now 7-9) Gap <15.3%</p> <p>Mathematics A*-C (now 4-9) Gap <13.6</p> <p>Science Additional A*-C Gap <18.3%</p> <p>Science Core A*-A Gap <2.7%</p>	<p>Employment of HLTAs in English, Maths, Science to undertake targeted intervention within class and withdrawal.</p> <p>Creation of specific Oracy leadership responsibility and roll-out of academy-wide oracy project.</p>	<p>HLTA strategy in English & Maths proven to be successful in 2015/16 and 16/17, where it was extended to include Science.</p> <p>Extending this year to include Science and same coverage into 17/18</p>	<p>Robust staff performance management process in place.</p> <p>HOS monitoring throughout the year and interventions directed as informed by assessment.</p> <p>Improved online intervention tracker to be introduced to allow for PP tracking within.</p>	<p>ALT</p> <p>Heads of Subject</p>	<p>At each assessment point and as part of the GCSE annual PP results review in September 2017.</p> <p>In 2016 PP out performed non PP, in 2017 PP were more in line with National, new targets set.</p> <p>Review in light of 17/18 academic results</p>

<p>To ensure PP students have the resources necessary to perform as well as their non PP counterparts.</p>	<p>Provide equipment and resources to all PP students which supports their learning. <i>(Revision materials / guides / access to past papers / online learning tools)</i></p>	<p>PP Students benefit from good resources within the academy & benefit from practise in previous exam papers.</p> <p>Provision of key study tools removes the barriers that some would face through limited means or poor quality of provision beyond the academy.</p>	<p>Heads of Subject make specific bids from PP funds – evidencing that the resource is targeted.</p> <p>Impact to be reviewed throughout the year, at key assessment points and after summer results.</p> <p>PP bids process is carefully monitored to ensure spread of resource to students across year groups and ability bands.</p>	<p>ALT Heads of Subject</p>	<p>At each assessment point and as part of the GCSE annual PP results review in September 2018.</p>
<p>To ensure PP students have high quality teaching.</p>	<p>Staff training including resources for MTO focus on 'engaging learners' and securing progress for all groups of students.</p> <p>Peer Mentoring to be established to provide support to targeted students.</p>	<p>Investment in continued development of all Teaching staff will benefit all students including PP. Emphasis on quality first teaching.</p> <p>Teaching Assistants fully embedded in MTO CPD programme.</p> <p>LPSO team fully embedded in MTO CPD programme to inform group monitoring and intervention work.</p> <p>Proven impact of previous work on 5R's, motivational triggers and the CLIFE pillars of outstanding teaching.</p>	<p>Impact of MTO CPD programme is monitored throughout the year through formal lesson observations, KPI analysis and regular informal CLIFE feedback.</p> <p>Implementation is structured through focused Trigger weeks (per academy calendar)</p>	<p>SVP HOS</p>	<p>On-going throughout year and annually after results.</p> <p>Evidenced during calendared Trigger Weeks.</p> <p>MTO session evaluation each half term.</p>

<p>Removal of barriers to Learning including improved attendance.</p>	<p>Employment of additional LPSO.</p> <p>Increase pastoral provision and access to resources when in hardship.</p> <p>Introduction of high quality remote learning platform targeted for PP students to improve access to education and improve attendance.</p>	<p>Flexible LPSO proven to be successful in 2015/16.</p> <p>At risk PA PP students identified that would benefit from accessing additional online learning when circumstances prevent them from attending.</p>	<p>Line management of LPSO team already in place & robust staff performance management process in embedded and quality assured.</p> <p>Off-site manager and Attendance manager to review effectiveness and impact of online learning after each term. Online platform provides detailed reports on access to education and impact on attendance.</p>	<p>VP (RHE)</p> <p>Attendance Manager</p> <p>Off-site Manager</p>	<p>Formal review in line with PM cycle.</p> <p>On-going review of deployment of online platform.</p> <p>Half termly and weekly attendance analyses.</p>
<p>To ensure PP students have additional booster / intervention opportunities to close the gap</p>	<p>Regular, targeted booster sessions timetabled each half term for Year 11 students.</p> <p>Refreshments / breakfasts to attract students and set students up for successful learning.</p>	<p>Our experience of booster sessions improves student confidence & understanding.</p> <p>We consider the particular location & provision of refreshments necessary to ensure all students attend, are fully engaged and are able to work effectively for extended days.</p> <p>Early morning breakfast boosters also provide much needed nutrition for some PP students and attract students to attend early morning sessions.</p>	<p>Yr11 RSL works with HOS to ensure that booster sessions are targeted to specific students.</p> <p>Impact of boosters is evaluated throughout the year at key assessment points and in the final GCSE results analysis in September.</p>	<p>Yr11 RSL</p> <p>HOS</p>	<p>At each assessment point and as part of the GCSE annual PP results review in September 2017</p>

Total budgeted cost					£200,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure INA & EAL students have the resources necessary to close the gap	We provide resources to employ an EAL support officer & 3 EAL Teaching Assistants.	Proven to be successful in 2015/16. Increased EAL demand for PP students due to new arrivals in the academy.	Already in place & robust staff performance management process is embedded.	VP (RHE) Vul Students Coordinator / EAL Lead	In line with the PM cycle. At key assessment points throughout the year.
Removal of barriers to Learning by supporting student in need of counselling / managing stress / with mental or emotional health issues.	Provision of Academy Counsellor & strengthening of CP Team with additional resources.	Extended pastoral support for all our students including PP who are more likely to need it. Growing demand for supporting students' emotional / mental health issues. Changes to examination system / specifications lead to increased stress for students.	Robust staff performance management process is embedded. Review of case load for student counsellor. Weekly meetings of the pastoral team to ensure wrap around care / support for student with particular need.	VP (RHE) SENCO Vul Students Coordinator	In line with PM cycle and throughout the year. Half termly reviews of counselling provision. Weekly Pastoral Meeting review.

Total budgeted cost	£150,000
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further improve chances of Students going into a career or further education. Keeping NEETs close to zero.	<p>Careers advisory service.</p> <p>Employ a Full time IAG Officer.</p> <p>Secure IAG Gold Award to further improve IAG practice</p> <p>Provide high quality work experience.</p>	<p>Only 1 NEET in 2015/16. All students were able either to further their education or go onto a training scheme.</p> <p>High quality work experience in previous years (also through accessing placements at the Sponsor) have had significant impact in raising aspiration.</p>	<p>Monitor the destinations of our Leavers including PP students.</p> <p>IAG Officer to have particular focus on PP cohort.</p> <p>IAG officer to continue to track and support PP students after left if at risk of becoming NEET.</p>	<p>SVP (MMC)</p> <p>IAG Officer</p>	Annually
To engage students meaningfully in evaluation and school improvement.	<p>Stakeholder surveys & re-launch of Student Council.</p> <p>Shadow Leadership responsibility for</p>	<p>Proven to be successful in 2015/16.</p> <p>Students with higher levels of engagement and investment are</p>	<p>Formal Fortel survey commissioned annually.</p> <p>Regular student feedback / surveys conducted throughout the year.</p>	<p>AVP (JBA)</p> <p>Shadow Leadership post</p>	<p>Each half term – Student Council</p> <p>Annually – Fortel Survey.</p>

	Student Leadership to be created.	more likely to succeed and show higher levels of pride in their work. Access to effective student leadership programme and training further promotes self confidence and raises aspiration.	Student Council re-structure and feedback via formal minutes. To inform school improvement. Students to present to ALT and governors meetings – to further build self confidence and raise aspiration.		
Combat poor levels of nutrition for PP students so that they are able to learn more effectively.	Extension of free school meals to break times. Promote healthy eating.	Proven to be successful in 2015/16	Monitor take up	FD (SCO) Catering Manager (AST)	Ongoing
Enhancement of learning experiences for PP students so that they have equal access to enrichment.	Targeted bidding process for portion of PP funds to facilitate events, resources, trips etc.	Proven to be successful in 2015/16 in facilitating PP students access trips and enrichment activities.	Extended use of the Bidding process in 2016/17 with more rigour to ensure target approach on PP students with clearly identified intended impact.	AVP (RHA) HOS F (SCO)	Annually at PP review and twice a year when PP bids are reviewed and allocated to ensure spread across year groups, subject areas and abilities.
Total budgeted cost					£140,000

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
A closing of the achievements gaps for PP students in English and Mathematics	Employment of HLTAs in English, Maths and Oracy project.	<p>High – benefitting PP students with targeted interventions with small groups. Some gaps reduced but overall the internal PP gap persists. PP closer and/or better than 2016 national PP av for some measures.</p> <p>Basic 4-9 PP 46.7% non pp 60.3% gap -13.6%</p> <p>Basic 5-9 PP 25% non pp 38.1% gap 13.1%</p> <p>English 4+ PP 70.7% Non PP 87.3% Gap 16.6%</p> <p>English5+ PP 52.2% Non PP 69.8% Gap 17.6%</p> <p>Maths4+ PP 48.9% Non PP 63.5% Gap 14.6%</p> <p>Maths5+ PP 28.3% Non PP 39.7% Gap 11.4%</p>	<p>Successful in closing some achievement gaps in English & Maths.</p> <p>Success in English & Maths to be replicated with appointment of Science HLTA for 2016/17.</p> <p>Maths HLTA had timetable withdrawn small groups which remain the same – this will not be replicated</p> <p>Use of HLTA's across core subjects to be explicitly supporting PP students whether in class or withdrawn</p>	

<p>To ensure PP students had the resources necessary to close the gap</p>	<p>Equipment/ Resources provided to enhance teaching and learning and support revision.</p>	<p>Reprographics – past papers more routinely produced and practised.</p> <p>Revision materials provided for PP students.</p> <p>Overall comparison between 2016 and 2017 exam results show :</p> <p>A*-C Gap closed in Art, Child Development, Geography, History, Music,</p> <p>A*/A Gap closed in Catering, History, ICT</p>	<p>Costing changed - only 60% of cost from PP allocation</p>	

<p>Removal of barriers to Learning including improved attendance.</p>	<p>Employment of additional LPSO. Increase pastoral provision and access to resources when in hardship</p>	<p>High – additional Learning & Pastoral Support Officer offered support and challenge to students in terms of attendance, behaviour etc.</p> <p>Vulnerable students had access to a hardship fund.</p> <p>National PA figure for 2016/17 was 12.1% and CAM was 3.56%</p> <p>Just 3.23% PP / Non PP 0.33%</p> <p>Out of 887 PP students 29 were PA</p> <p>Gap has increased from previous year although still sig better than national.</p> <p>DDSL - 52 children currently on either Child Protection, Child in Need or Early Help Plans are all PP students</p>	<p>This approach will be repeated in 2016/17. Additional LPSO offers greater flexibility to pastoral team and increases their effectiveness.</p> <p>Pastoral team needs to be supplemented by counselling expertise.</p> <p>Revision to pastoral structure due – to better join up different teams within the academy.</p> <p>Challenging attendance and PA targets agreed as per the Balanced Score Card (2016/17)</p> <p>Increased emphasis on PP elements/proportion of workload which is PP</p> <p>Financial support for parents struggling has been offered through PP money and CP budgets. Uniform, Bus passes and financial support that has previously stopped students from attending has allowed increase in attendance at school and engagement levels in classes to increase.</p> <p>72 of the referrals made for counselling have now been closed. These case closures are down to a variety of reasons, these include: an increase in student's wellbeing and no need for further counselling support, referrals to outside agencies such as CAMHS, internal referral to other sources of support in school or setting up other avenues of support in school.</p>	
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To ensure PP students had the resources / access to intervention etc. necessary to close the gap	Provision of booster sessions including refreshments throughout the second half of the year.	Our experience of booster sessions improves student confidence & understanding. We consider the particular location & provision of refreshments necessary to ensure all students are fully prepared for success and to allow for extended study before and beyond school hours.	Reduced time in boosters mean substantially less spend on refreshments	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
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<p>To ensure INA & EAL students had the resources necessary to close the gap</p>	<p>EAL provision. The academy resourced specialist EAL support in the shape of an Lead EAL practitioner and 3 specialist EAL TAs</p>	<p>Figures below compare A*-C EAL PP to EAL NonPP :</p> <p>EAL PP out performed EAL Non PP in: A*-C MFL, PE, Catering, History A*-A Art, Catering, Drama, Child Development, ICT A*-B Catering, Geography, History, Music, Product Design</p>	<p>Continue with provision and look to expand as the number of students increases</p>	
<p>Removal of barriers to Learning</p>	<p>Provision of resources in cases of hardship</p>	<p>We spent a small sum for hardship cases including uniform, transport & equipment which particularly benefited PP students to ensure that these obstacles to learning were removed.</p>	<p>We will continue to provide such a sum for use in individual cases.</p>	

Removal of barriers to Learning	Provision of Counselling service & strengthening of CP Team with additional resources.	Extended pastoral support for all our students including PP who are more likely to need it.	Restructured Counselling service brought in in 2016/17 to build capacity. Extended into 2017/18	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Improve chances of Students going into a career or further education Keep NEETS close to zero.	Careers advisory service. IAG Officer. High quality work experience.	Latest NEET figures: 50% of the 6 students who are NEET are PP	Ensure multiple interviews with PP students without complete application Support PP students to achieve successful work experience placement	
To engage students meaningfully in evaluation and improvement.	Stakeholder surveys & Student Council.	We use the Foretel surveys & ad hoc student surveys to assess student engagement & satisfaction. Student engagement scores improved on previous year. No discernable difference between PP and NonPP students. Currently 83 out of 154 student leaders (54%) and 16 out of 24 student council (67%) are PP	Ensure makeup of student council reflects the PP/Non PP proportion of school Positive discrimination with expansion of student council to include extra PP students	
Address poor levels of nutrition for some PP students to set them up for learning.	Extension of free school meals to break times.	PP Students less hungry will be better learners. Uptake was good with many PP students taking up the offer of this provision. Supporting students in preparing for their school day by providing tooth brushes/deodorant	Inclusion of breakfast clubs and provision of food in Aspire for vulnerable students	

<p>Enhancement of Learning experiences for PP students including trips / enrichment</p>	<p>Bids from staff to allow funded or part funded places for PP students on enrichment activities.</p>	<p>All Departments made bids for further resources to benefit PP students which were reviewed for consistency & fairness by Senior Managers.</p>	<p>Process very successful & will be repeated. Need to tighten link to ensure allocation of resources is always in direct proportion to PP students that will benefit. Tighter monitoring to make sure that this resource is not overly focused on just Year 11 students. Different approach to spread resources across the whole academic year and different year groups Target of earlier take-up of process</p>	
				<p>Total PP Bid 2016/17 £473</p>