Co-op Academy Manchester

Pupil Premium & Covid-19 recovery funding plans

Review of the impact of the 2019/20 Pupil Premium strategy

Pupil Premium strategy for 2020/21 plus

Covid-19 recovery funding plan

Approved by the Local Governing Body: 28/09/2020

Review of the impact of the 2019/20 Pupil Premium strategy

Link to the academy's 2019/20 plan, including spend allocation,

https://manchester.coopacademies.co.uk/wp-content/uploads/sites/17/2019/09/209-2020-PP-Overview-of-spending-and-evaluation.pdf

Summary of objectives	Impact	Lessons learned
A closing of the achievements gaps for PP students in English, Mathematics and Science.	High – benefitting PP students with targeted interventions with small groups. PP student progress has increased, however, internal PP gap persists between PP and non PP peers. **Year 11** PP gaps have narrowed in some measures in English and Maths. **ENGLISH** 9.4 measure gap remains same at 10.0 9-5 measure reduced from 25.3 to 11.4	DLZs/ HOFs to direct and QA interventions on a more regular basis during departmental data points. Science HLTA had timetabled small groups which remain the same throughout the year– this will not be replicated. Use of more rigorous assessment pre and post intervention in order to measure impact more closely. Ensure comparative data is used for interventions to evaluate success. Use of HLTA's across core subjects to be explicitly supporting PP students whether in class or withdrawn.

Name	Pupil P	9 %	9-8 %	9-7 %	9-6 %	9-5 %	9-4 %
English Language	All	1.4	5.3	18.2	42.6	64.1	83.3
	NPP	1.9	6.8	22.3	50.5	69.9	88.3
	PP	0.9	3.8	14.2	34.9	58.5	78.3
	GAP	1.0	3.0	8.1	15.6	11.4	10.0

MATHS

9-4 measure - Gap reduced from 18.5 to 11.2

9-5 measure - Gap reduced from 22.2 to 8.4

Name	Pupil P	9 %	9-8 %	9-7 %	9-6 %	9-5 %	9-4 %
Maths	All	2.3	6.5	14.5	30.4	46.3	73.8
	NPP	3.7	10.3	18.7	32.7	50.5	79.4
	PP	0.9	2.8	10.3	28.0	42.1	68.2
	GAP	2.8	7.5	8.4	4.7	8.4	11.2

SCIENCE

Continue use of HLTAs in key sets in core subjects. (Set 3s, 4s and 5s)

Name	Pupil P	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %
Combined Science	All	2.6	7.2	13.2	26.1	50.5	70.1
	NPP	2.9	10.1	16.3	28.8	54.3	74.0
	PP	2.4	4.3	10.0	23.3	46.7	66.2
	GAP	0.5	5.8	6.3	5.5	7.6	7.8

In summer results - data across all measures shows an improving trend, with a significant improvement in the number of PP students achieving 9-5 in both English and Maths.

Progress 8		
2020	2019	2018
-0.03	-0.1	-0.17

Attainment		
2020	2019	2018
45.31	43.08	39.99

9-4 E&M		
2020	2019	2018
62%	50%	47.2%

9-5 E&M		
2020	2019	2018
38.9%	18.9%	29.5%

Removal of barriers to learning including improved attendance.	High – additional Learning & Pastoral Support Officer offered support and challenge to students in terms of attendance, behaviour etc. Attendance levels for PP students has improved slightly. Extended pastoral support for all our students including PP who are more likely to need it most.	Use of LPSO meeting time to train LPSOs in supporting the well-being and academic performance of PP students across cohorts. SVP and AVP to provide further support in the targeting of key cohorts of PP students for specific in-academy interventions, so that this is completed in a more timely manner. Ensure yr 7-10 are provided with targeted LPSO intervention specific to the need of the cohort.

Year	PP attendance
2018/19	95.10%
2019/20	96.18%

	Floating LPSO allowed for other LPSOs involvement in : Jamies Farm and The Girls Network (Year 9) and Football Beyond Borders (Year 8.) Floating LPSO supported the supervision of immersions in arts based interventions such as: musical workshops and performances. Floating LPSO used to support the arrangement of work experience for the most vulnerable PP students in Year 10. LPSOs were also provided with training regarding barriers to learning and identification of needs. An increasing number of PP students continue to access counselling service - cases closed on lockdown: Year 7 - 15 Year 8 - 16 Year 9 - 11 Year 10 - 9 Year 11 - 3 Online booking and referral system embedded across the academy. Staff training on CP issues continued.	

	Laptops, resources for remote learning during lock down were provided to 100 PP students across both key stages.	
To ensure PP students had the resources / access to intervention etc. necessary to close the gap.	Further revision materials provided for key PP students at KS4 across all subjects taken through mentoring. - 20 in Year 11 - 10 in Year 10 - 10 in Year 9 All PP students in Year 11 were provided access to revision material in a student study zone. 40 parents of key PP students across KS4 were provided with well-being and revision techniques in 'Help your Child to Revise Evening'. Positive feedback given by all parents who attended. 100 PP students provided with chromebooks/digital devices during closure so that they could access home learning.	Continue with costing change - only 60% of cost from PP allocation. Continue to target resources to key parents and students. Explore ways in which to provide online resources. Explore ways in which to increase parental engagement of PP students in revision techniques / home support. PP students to be prioritised for devices. PP to be tracked against loan of devices.
To ensure PP students have high quality teaching.	Increase in PP focus during MTO training sessions lead to greater knowledge of intrinsic and extrinsic barriers within the classroom and impact on learning. - Academy work scrutiny across both key stages, focused on PP students, noted an	Reduced time in boosters mean substantially less spend on refreshments. More targeted approaches also mean less pressure of teacher workload and allowing them to focus on teaching and learning within class time.

	increase in staff providing key vocabulary sentence starters / literacy scaffolding to improve literacy skills, an increase in more meaningful peer and self assessment, more personalised resources and an increase in mindset marking. Teaching staff strategically targeted PP students underperforming in Year 11 and 10 to attend XL sessions to close gaps in attainment, through use of class data. New staff training on barriers and identification of barriers. NQTs and Teach First participants given further training. All those on the ITT route were aware of how to identify and strategically seat PP students from early in their career.	Increased attendance at XL sessions from PP students.Continue to have messages to parents centralised to reduce workload on clerks and to ensure consistent communication with parents. XL registers to continue to be centralised and shared across the academy to ensure no crossovers and target for impact sessions for PP students under-performing.
To ensure INA & EAL students have the resources necessary to close the gap.	INA/EAL students have continued to achieve well. Although there was a slight decrease in the Attainment 8 figures. The Progress 8 figure increase by 0.20 to +0.96 9-5 in both English and Maths in comparison to 2018-19.	Continue with provision and look to expand as the number of students increases. DLZs to work more closely with EAL support to ensure EAL TAs are fully resourced within lessons, shared more easily through a centralised location. To provide EAL team with specific training on removal of barriers to learning.
Removal of barriers to Learning	Access to the academy counselor continued to	Continued use of Early Help to support

by supporting students in need of counselling / managing stress / with mental or emotional health issues.	increase across KS3 and KS4. The academy counselor and vulnerable students Officer were also involved in the planning of whole academy staff training. Parents of key PP students in KS4 were also provided with contacts of external agencies during revision evenings and mentor evenings. All PP students in Year 11 were given sessions during tutor time activities based around well-being and mental health. 15 key Year 11 students were provided with small group sessions on breathing, meditation and relaxation.	and challenge parents with difficulties in the community. Continued use of the online referral system to track and monitor access to the school counselor and vulnerable student officer. ALT link to work with vulnerable student office and CP team to monitor case closures/ re-referrals.
Further improve chances of pupil premium students going into a career or further education. Keeping NEETs close to zero. (JGO/MHE)	Careers advisory service was offered across Year 11 and some of Year 10 through the AG Officer. NEET figures to follow.	Focus on Year 11 due to cancelled Work Experience. Increase opportunities for PP students to explore career pathways. Careers to continue to be promoted through WACM morning across KS3 and KS4. Promotion of careers through subjects across both key stages - specific focus on year 8 choosing options.

To engage students meaningfully in evaluation and school improvement.	Student engagement scores improved on previous years. Again, there was no discernible difference between PP and Non PP students. Student Leadership Roles through use of a Shadow Leader ensure that at least 50% of student leaders were PP.	Implement a students and parent voice survey regarding provision for PP students at the academy. Work more closely with HoFs to ensure that the student council contains 50% PP students.
Combat poor levels of nutrition for PP students so that they are able to learn more effectively.	Uptake of breakfast club was good with many PP students taking up the offer of this provision. On average, 60 pupil premium students each day received a free breakfast, this is in addition to the SEN students breakfast club outlined below. . There continues to be a noticeable increase in PP students attending Student Support Centre to receive breakfast, with up to 25 PP students attending morning sessions from KS3. (Increase of 5 from last year.)	More robust tracking of the PP uptake of breakfast and extended break offer. Use of Trust to bid for potential funds to continue to extend offer for PP students. For example Kellogs. Continue with provision of breakfast for most vulnerable PP students with use of staff from SEN department.
Enhancement of learning experiences for PP students so that they have equal access to enrichment.	Increase in number of bids from departments. On closure, all but the majority of departments provided at least 1 enrichment activity for PP students at either KS3 or KS4. This is a continued move away from concentration on Core Subjects, extending in particular to Arts and languages. KS4	Continue to closely QA bids and ensure that all departments are robust with data to target students to narrow gaps with non-pp peers or enable exceeding expected grades. To continue to increase the enrichment opportunities of PP students across KS3,

	- Reggae Workshop attended by 43 GCSE & BTEC Music PP students Years 9 and 10. - RNCM concert for 11 PP students Year 10 (HA) - Jamies Farm - The Girls Network, Innovate her - Year 9 Too early to evaluate impact due to COVID. - Maths Club - Year 10 - two sessions completed. Increase in attainment from AP1-AP2 for 25/30 students involved. - Enterprise and Language Manchester University Space Camp Challenge (Year 10 PP team) winners of an award for creativity and innovation. KS3 - Halle Orchestra concert - All PP students Year 8 taking Music GCSE as an option. - Football Beyond Borders Year 8. Increase in attendance levels (compared to previous academic year) of 13/14 students. Decrease in the number of negative logs for all involved in comparison to last year. - Visit to a Spanish restaurant to sample different foods.	in particular Year 7. Work with lead for Extra-curricular to monitor and evaluate the offer of activities in order to tailor more closely to pupil premium students. ALT lead and finance officer to continue to meet regularly to ensure bids are equitable.

Pupil Premium Strategy for 2020/21 plus

1. **Summary of the Pupil Premium strategy key objectives for 2020/21, 2021/22 and 2022/23**

2. **The Pupil Premium Strategy for 2020/21 highlighting:**
★ the academy context, including pupil numbers
★ the funding allocated in the pupil premium grant for 2020/21
★ a summary of the barriers to future attainment
★ a brief rationale to explain why the funding is to be spent as such at the academy
★ the plan for the year, including:
- a publish date
- a review date
- name of the senior leader signing off the strategy
- focus area
- desired outcomes
- actions to be taken with timescales and identification of those responsible for leading
- success criteria
- costs
- monitoring arrangements
- an ongoing evaluation of success.

Summary of the Pupil Premium strategy key objectives for 2020/21, 2021/22 and 2022/23

Year	Summary objectives
2020/21	- *Continue to improve the progress and attainment of pupil premium students in core subjects (English, Maths and Science) so that the difference between non pupil premium students is reduced (particular focus on Year 7 and 11).* - *Continue to raise the profile of our disadvantaged students across the academy, with particular focus on our most disadvantaged cohorts (SEND and Male)* - *Identify and implement a range of activities and programmes to raise the aspirations of pupil premium students.* - *Identify and implement a range of measures to improve pupil premium students mental and physical wellbeing.* - *Continue to develop ways to support the most vulnerable PP students to access resources to support their well-being.* - *Reduce the number of pupil premium students who are persistently absent.*
2021/22	- *Continue to improve the progress and attainment of pupil premium students in English, Maths and Science so that their performance is in line with non pupil premium students.(All year groups.)* - *Securely embed bespoke, subject- based strategies across the academy, that tackle previously identified barriers and diminish the progress gap of our disadvantaged students (especially with regard to SEND and Male students).* - *Embed strategies to support PP students mental and physical well-being.* - *Continue to reduce the number of pupil premium students who are persistently absent.*
2022/23	- *Further improve the progress and attainment of pupil premium students in core and EBacc subjects so that their performance is in line with non pupil premium students.*

	- *Further improve strategies to support PP students health and well-being.*

The Pupil Premium Strategy for 2020/21

Publish date: 01/10/20

Review date: 01/09/21

Name of the senior leader signing off the strategy: M. Peavoy

The academy context, including pupil numbers

The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

At Co-op Academy Manchester, the proportion of students eligible for whom the pupil premium provides support is high.This number is stable because of the increasing numbers of students that now attend the academy and the socio-economic make - up of the local community. Additionally, we have seen an increase in the number of families that are new to the country, are refugees or asylum seekers and consequently are not eligible for free school meals immediately.

The table below breaks down numbers further.

Year group	Cohort size	Pupil premium cohort				Percentage of pupil premium pupils in the year group
		B	G	SEND	Total	
7	320	60	83	27	143	44.7
8	325	93	82	40	175	53.9
9	305	79	75	43	154	50.5
10	296	79	68	34	147	49.7
11	234	60	54	12	114	48.7
Totals	**1480**	**371**	**362**	**156**	**733**	**49.5**

Allocated funding from the government

The funding allocated in the pupil premium grant for Co-op Academy Manchester for 2020/21 is £676,618 based on £955 per pupil.

A summary of the barriers to future attainment

Internal barriers	❏ A significant number of PP students' starting points on entry are not deemed "secondary ready", which often leads to lower attainment outcomes in English and Maths when compared with their non-disadvantaged peers within the academy and/or nationally. ❏ Students who are eligible for Pupil Premium funding may arrive at the academy lacking aspiration and educational ambition, leading to higher risk of exclusions. This can also indicate a lack of engagement within lessons and subsequent underachievement. ❏ Lack of exposure to cultural capital and enrichment opportunities, compared with their non-disadvantaged peers, leads to gaps in knowledge within and across the wider curriculum.
External barriers	❏ PP students across the academy missed key learning due to COVID19. ❏ Proportion of INA/EAL students high, in particular at KS4. ❏ Lower rates of attendance for PP students in comparison to non-PP peers. ❏ Access to a healthy lifestyle, diet, external support network and resources leading to subsequent under-performance.

Our rationale to explain why the funding is to be spent as such at the academy

Academy leaders should summarise here differences between pupil premium pupils and their peers at the academy making use of links to published information, at [Compare School Performance](#) for example

At Co-op Academy Manchester, we direct resources equitably in order for as many students as possible to overcome barriers faced by our students who are eligible for the Pupil Premium. Identification of these barriers is taken from a wide range of evidence bases including: FFT, and KS2 data, as well as in collaboration with all stakeholders. This means we have a rich insight into not only the current barriers faced by our students, but also the potential barriers they may face in the future. We believe that there is no better

way in which to support our Pupil Premium students than high quality learning and teaching and resources, and this will continue to be our main focus. Subsequent strategies focus on continuing to raise standards in literacy and numeracy, where we have already seen huge steps in improvement in provision and attainment for our most disadvantaged. Additionally, we provide the highest quality pastoral support to ensure that our most disadvantaged students feel as supported as they can, inspiring them to undertake immersions in our interwoven curriculum offer, internal and external to the academy day. Our strategy is informed by the latest educational research, published by a number of sources including the Education Endowment Foundation and The Chartered College of Teaching and Learning.

The Plan for 2020/21

Focus area: Improve literacy and numeracy					
Desired outcome	**Actions, including timescales and identification of those responsible for leading**	**Success criteria**	**Costs**	**Monitoring arrangements**	**Ongoing evaluation of success**
Improved reading and numeracy skills for low-level PP students to support progress and attainment across the curriculum in Year 7 and 8.	Additional literacy and numeracy lessons to lower level learners through small group intervention with TAs.

Develop the use of online Maths platforms to improve numeracy across | Increase in number of Year 7 students reaching national average in literacy and numeracy.

Times Tables Rockstars implemented the KS3 curriculum. | £6,000

£10,000 | - SAVP and SENCO to monitor assessment cycle JBA

- SENCO to QA provision through learning walks and work | SAVP & SENCO Assessment point data x3 throughout the year.

AVP RSL Year 7 and 8 as a regular agenda item. |

	KS3 - for example times tables Rockstars, LBQ and Accelerated Reader. Develop use of DEAR Time and Star Reading Quizzes across KS3 English classes. Ensure all Year 7 and 8 classes have 1 library session per half term minimum. **EEF research reference; Phonics + 4 Reading comprehension strategies + 5 Teaching Assistants +1**	Year 7 and 8 small group literacy and numeracy sessions set up. Improved reading ages from entry. Library lesson implemented.	£24,608	scrutiny. JBA - AVP KS3 to monitor impact at key assessment points.	
	Continued use of staff training on reading comprehension and	Training session evaluations show an increased understanding of	£10,000	DLZ Maths and English to QA training provided.	VP T&L and CLIFE team through the learning hub on a termly basis.

	numeracy promotion in lessons, through use of Literacy and Numeracy leads - ensuring sessions are fully resourced. **EEF research reference; Phonics + 4 Reading comprehension strategies + 5**	how to effectively use literacy and numeracy strategies across the curriculum.		Oracy/numeracy lead through training evaluations. CLIFE team/DLZs/ Key Stage Leads through learning walks And as above.	
	Continued use of Oacy leadership, responsibility and academy wide oracy project.Continue with Ted Talks. **EFF reference Oral language interventions +5**	Student voice shows improvement in mindset and confidence. Attainment data shows a positive impact on results, tracked against individual starting points. Improvement in reading ages for targeted KS3 PP students, with use	£2,900	Oracy lead to monitor student evaluations throughout the year. Oracy lead to monitor data from assessment points AVP to ensure projects are tracked, QA'd and evaluated.	Oracy Lead and AVP - Student voice evaluations at the end of each project. AVP and Oracy lead - attainment data compared from beginning to end of each project.

		of Star Reading Test. .			

Focus area: Improve outcomes of PP students compared to peers

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Reduce the attainment gap between PP and non-PP in targeted measures across core subjects.	To use HLTAs to contribute to the provision of English, Maths, Science.HLTAS to undertake targeted intervention within class and through withdrawal. DLZs to ensure that provision is high quality and quality assured, ensuring that they are fully resourced.	Year 11 attainment show reduced gap compared to 2019/20: English, Maths and Science gap between PP and non-PP is: 9-7 <5% 9--5 <10% 9-4 <10% HLTAs are deployed in targeted classes.	£138,600	AVP (MPE) and DLZ to monitor start and end points to monitor effectiveness half termly. DLZ monitoring throughout the year and interventions directed as informed by assessment. HOS monitoring throughout the	AVP and DLZs at each assessment point and as part of the GCSE annual PP results review in September 2020. DLZs- Robust staff performance management process in place. HLTA to have the PP PM review target checked by DLZ in review

	EEF reference small group intervention +4 Teaching assistants+1			year. AVP (MPE) to QA support and data - half termly meetings with DLZ.	meetings. DLZ and AVP Interventions checked against data from beginning and end of intervention.
	Completion of a HLTA/ Academic Tutor intervention tracker to show PP tracking within each core subject- tracked against EAL/G and T and gender to ensure more personalised approach to in-class interventions and targeting of students for further support. **EEF research reference; Collaborative learning + 5 Phonics + 4**	Raised profile of PP gaps and underperformance in each department - shown through department meetings. An increase in targeted strategies within class - documented in CLIFE walks, lesson observations. Lesson observations, CLIFE walks show effective use of	£50,900	AVP (MPE) and DLZs - in line with academy calendar for assessment points. DLZs/ADLZ with HLTA during LM meetings as permanent agenda item.	After each assessment point across each key stage - evaluated at RSL meetings. Annual results.

	Reading comprehension strategies + 5	TAs within the classroom. HLTA are provided with quality resources to provide support for specific needs.			
	DLZs to ensure that PP students attaining 109 or above are set in top sets across core subjects. In all classes, HA PP students are to be seated next to HA non-PP peer and have access to digital resources. **EEF research reference;** **In class grouping +2**	Students placed in top 2 sets, as per KS2 data (yr 8-11). Seating plans are amended. Gap in attainment for HA PP students compared to peers reduces. Department CLIFE walks show increased independence and challenge of PP students.		DLZ to ensure the setting of students is accurate. DLZ to QA seating plans on Classcharts on a half termly basis. AG&T lead to monitor use of google classroom on a half termly basis. Class Teachers to monitor attainment of PP students.	AG&T coordinator to evaluate resources provided. LAN AG&T coordinator to evaluate provision for PP AG&T through CLIFE walks. LAN RSL teams to evaluate provision during RSL meetings. LAN/ MHE / RHA

		Work Scrutiny shows increase in strategies to support PP higher level learners >90% showing positive practice.			
To continue to ensure PP students have high quality teaching across the curriculum.	Contribute to the provision of the CLIFE team and key academy staff in providing staff training, including shared resources that focus on 'collaborative learning', 'engaging learners', 'metacognition' and 'high expectations'. DLZs and teachers continue embedding academy strategies of collaboration, peer/self assessment etc. therefore securing	Lesson observation - see strategies implemented, showing embedded teaching and learning. >90% of learning lesson observations are judged to be an area of positive practice. PP work scrutinies indicate all staff are developing and implementing strategies.	£36,950	VP (RHA) to QA training planning. VP Impact of MTO CPD programme is monitored throughout the year through formal lesson observations, KPI analysis and regular informal CLIFE feedback. CPD lead - track training of all staff groups across the academy. CLIFE team - CLIFE walks	CLIFE team - Staff survey of training sessions. CLIFE team to evaluate success of training. VP through lesson observations inline with cycle. AVP through department meeting notes to evaluate success. AVPS through weekly LM meetings with DLZs.

	progress for all groups of students. **EEF research reference; Metacogntion and self regulation + 8 Social and emotional learning +4 Individualised Instruction + 3 Feedback + 8 Oral language+5 Collaborative learning +5**	>90% of work scrutinies are judged as developing and embedding academy teaching and learning strategies. Staff access to PP area on the intranet increases. Staff training evaluations and surveys show increased understanding of strategies and rationale, as well as knowledge of barriers faced by PP students and ways in which to overcome.		undertaken and tracked throughout the year. AVPs monitor work scrutiny across the year. SVP and Depts' Implementation is structured through focused revisiting of strategies within department meetings. (Per academy calendar.) AVP to cross-reference resources on a termly basis to ensure most up-to-date strategies are highlighted.	SLT through regular agenda item. AVP to evaluate effectiveness of area through staff surveys and traffic on the PP intranet area.

To ensure PP students have the resources necessary to perform as well as their non PP counterparts.	Provide equipment and resources to all PP students which supports their learning. (Revision materials / guides / access to past papers / online learning tools) through : DLZ across all subjects; student study area in the Year 11; through online resources in Google Classroom. Provide PP students with electronic devices when necessary to support home learning. EEF Research reference : Digital Learning +4	DLZs complete specific bids from PP funds – evidencing that the resource is targeted and to enable monitoring of impact. Work scrutiny shows provision of resources to PP students that enable progress to take place. CLIFE learning walks show PP students are given resources to enable independence in lessons. Devices provided to PP students to work from home.	£2,000	DLZs to monitor the provision of resources and ensure impactful and equitable. DLZ to monitor provision through work scrutiny and CLIFE drop-ins. AVP to monitor bidding forms and ensure evaluations are completed and tracked against data. DLZs to monitor the uptake of Google classroom and QA online resources provided. AVP (digital) to monitor the provision of devices sent home.	DLZ to review impact of resources throughout the year, at key assessment points and after summer results, as well as during department meetings. AVP to evaluate the bidding and evaluation process of revision resources. Departments to evaluate engagement in online learning. AVP to evaluate success on devices on a termly and annual basis.

To ensure PP students have additional booster / intervention opportunities to encourage progress.	Implementation of CAM+ tracker to ensure targeted support of PP students across all subjects at KS4. Texts to be sent to parents informing them of booster sessions. Provide refreshments to students attending booster sessions. AVP and HoS to ensure assessment point data analysis, to identify gaps in attainment across KS3/KS4 and across all subjects. **EEF research reference;**	CAM+ tracker completed- PP students attend booster sessions. PP students are provided with in class/ small group intervention. Refreshments provided. KS3 interventions implemented. . Assessment point data analysis completed by departments. PP data analysis regular agenda item on department meetings.	£6,500	RSL works with DLZs/ HOS to ensure that booster sessions are targeted to specific students. AVP to analyse data after each assessment point. Catering Manager to provide refreshments through orders from DLZ. Year 11/10/9 AVP to ensure texts sent through app. Quality of revision material to be QA'd by RSL teams. AVP to check the department meeting minutes.	Impact of boosters is evaluated throughout the year at key assessment points and in the final GCSE/ end of year results analysis in September. RSL teams at KS3 and KS4 to evaluate success of interventions/ boosters half termly. RSL Teams - Evaluation throughout the year and at the end of the year in line with assessment point dates.

| | Individualised instruction + 3 small group intervention +4 | | | AVP/VP to check data analysis of departments after each data point and DQC has taken place.

DLZ to QA data analysis after each assessment point. | |

Focus area: Raise aspirations

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Further improve chances of Students going into a career or further education. Keeping NEETs close to zero, raising aspirations to attend further education and engagement.	Continued use of a full time IAG Officer. IAG - PP students prioritised for support. IAG officer to support Year 11 students through tutorials. IAG Officer - Secure IAG Gold	Positive work experience placement reports show engagement in industry and employment.	£34,500	IAG Officer/AVP (MHE) to track support of students throughout the year. HoF to ensure careers form part of the PSHE Curriculum through tutor and WACM Mornings.	AVP/ IAG Officer LM meetings. PM reviews, in line with PM review cycle.

	Award to further improve IAG practice. IAG Officer to ensure provision of high quality work experience. HoFs and IAG Officer to develop careers based assemblies that are implemented across both key stages. **EEF research reference; Social and emotional learning +4**				
To engage students meaningfully in evaluation and school improvement	VP to ensure the continued use of Shadow Leadership responsibility for Student Leadership Shadow leader to re-launch student council.	50% student leaders are PP. 50% of student council members are PP.	£5,060	Shadow Leader Each half term – Student Council Shadow Leader/AVP monitor regular student feedback / surveys conducted throughout the year.	AVP(RHA) Formal Fortel survey commissioned annually.

	HoFs to liaise with Shadow leaders regarding student leadership positions. **EEF research reference; Social and emotional learning +4**			HoFs- Student Voice to go across KS3 and KS4- AVP (MPE) to ensure agenda item half termly).	

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<tr><td colspan="6" style="background:yellow">Focus area: Improved engagement in lessons</td></tr>
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Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
To continue to ensure that PP students have high quality teaching.	Contribute to the provision of staff training including resources for MTOs focus on 'engaging learners' and 'high expectations' therefore securing progress for all groups of students. Training to take place for all groups	Training has taken place for all groups of staff through use of the CLIFE and ITT teams. Lesson observations completed and reflect academy wide strategies for PP students used.	Included above	VP (RHA) to QA training planning. VP - Impact of MTO CPD programme is monitored throughout the year through formal lesson observations, KPI analysis and regular informal CLIFE feedback.	CLIFE team - Staff survey of training sessions. CLIFE team to evaluate success of training. VP through lesson observations inline with cycle. AVP through department

	of staff through use of the CLIFE team. Training for those staff new to the profession or those new to CAM on PP and barriers to learning and strategies to increase progress. Provide staff with a centralised location to find resources and strategies to support PP students in the classroom. Regular check on resources and links to be inline with EEF and CCT recommendations. **EEF Research Reference Feedback +8**	Lesson observation <90% developed strategies to engage and increase independence noted. CLIFE dropins show teaching staff using academy wide strategies. Staff survey shows understanding of intrinsic and extrinsic barriers and knowledge of how to best overcome barriers. Staff access PP area on the intranet. Intranet resources uploaded.		CPD lead - track training of all staff groups across the academy. CLIFE team - CLIFE walks undertaken and tracked throughout the year. AVPs monitor work scrutiny across the year. SVP and Depts' to ensure implementation is structured through focused revisiting of strategies within department meetings. (Per academy calendar.) AVP to upload,	meeting notes to evaluate success. AVPS through weekly LM meetings with DLZs. SLT through regular agenda item. AVP to evaluate effectiveness of area through staff surveys traffic on the area.

	Collaborative learning+5 Homework +5 Oral Language intervention +5 Learning styles +2	IRIS clips used to highlight ways in which to implement effective PP strategies.		monitor and check resources. AVP to cross-reference resources on a termly basis to ensure most up-to-date strategies are highlighted.	
To embed the use of DRIVE Project Shadow Leaders, alongside the use of Football Beyond Borders, to raise aspirations and academic success of boys across KS3 and KS4.	Contribute to the provision of AVP and DRIVE Leaders to evaluate and amend strategies used last academic year to ensure high quality provision. DRIVE leaders to provide training to staff to develop knowledge of strategies to engage boys across the curriculum. DRIVE leaders to provide sessions on	Improved engagement/atten dance/attainment of key PP students across both key stages. Student voice completed to review mindset, showing improvement in mindset and confidence. ClassChart data shows an increase in positive points.	£8,700	Shadow Leader evaluation of attendance/ behaviour and attainment data throughout the year. PM cycle reviews. DRIVE leaders monitor student evaluations.	AVP LM meeting throughout the year. PM Review cycle AVP and DRIVE leaders Classcharts points, and attendance as a regular agenda item.

	social and emotional learning, behaviour interventions and opportunities for outdoor learning and leadership skills. DRIVE leaders to work closely with LPSOs and CP team to ensure individual needs are met. To continue to use Football Beyond Borders to support KS3 boys. FBB implemented and weekly sessions taking place. **EEF research reference: Social and emotional learning +4 Behaviour interventions +3**	Reduction in lesson removals and C3s.			

	Outdoor adventure learning +4 **Mentoring +0**				

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Enhancement of learning experiences for PP students so that they have equal access to enrichment.	Ensure targeted bidding process for portions of PP funds to facilitate events, resources, trips etc. Provision of activities promoted across KS3 to increase uptake of extra-curricular offers. **EEF Research Reference; Arts Participation +2**	Bids completed by all Learning Zone areas at both KS3 and KS4. Evaluations of enrichment completed with use of data.	£52,000	Extra curricular Lead (SST) and AVP to monitor provision throughout the year. Extra-curricular Lead and AVP-Extra-curricular registers collated and analyse half termly in LM meetings.	AVP - 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.

Increase access to arts based initiatives for PP students.	Provide a contribution towards the funding of peripatetic music lessons to ensure that any PP student wishing to learn a music instrument is able to do so. Increase resources available for PP students to practise musical instruments outside of the academy day. Provide opportunities for PP students to participate in arts based performances and experiences. **EEF Research Reference; Arts Participation +2**	Increased numbers of PP students are provided with peripatetic lessons and/or access to musical instruments. .	Included above	HoS Music and AVP PP (MPE) to monitor uptake of lessons, timetables for lessons. HoS and AVP	PM Review cycle with LMs.
Increase opportunities for PP	KS4 - Implement use of Duke of	Duke of Edinburgh Award completed.	Included in £52,000	TCH to monitor Duke of Edinburgh	

| students to participate in Outdoor Adventure Learning | Edinburgh Award, with >50% of students PP.

KS3 - Use of Eco Club and The Eden Project to provide projects and workshops based on sustainability and the wider world.

Implement GreenPower Project.

EEF research reference; Social and emotional learning +4

Outdoor adventure learning +4 | Eden Project residential completed.

GreenPower Project completed.

Student surveys show increased confidence. | | in line with Awards Cycle.
AHO to evaluate Eden Project workshop, through student voice and with department meetings.

MMO and AVP (STEM) to monitor participation across the year through register. | |

Desired outcome	Actions, including timescales and	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success

	identification of those responsible for leading				

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Removal of barriers to learning including improved attendance.	Contribute to the attendance team through resources, including the continued use of a floating LPSO. Ensure tracking of PP attendance on a weekly basis. LPSOS and attendance team to make regular contact home to those students at risk of PA, with referral to external agencies where deemed necessary.	At risk students in year groups identified through RSL teams, meetings with LPSOs take place. Support through LPSO tracked. Training of LPSO to take place during LPSO meetings - removals of barriers to learning. LPSOs to track	£34,500	AVP line management of LPSO team already in place & robust staff performance management process is embedded and quality assured. AVP ensures PP is a regular agenda item on LPSO meetings. AVP - Survey of training sessions to take place - 1 per term..	AVP and LPSO - Student data tracked at assessment points and at the end of the year. AVP- Formal review in line with PM cycle. Attendance Manager to evaluate PP attendance and update SLT. AVP- Formal

	Floating LPSO to be used to support home visits when needed. **EEF research reference; Social and emotional learning +4** **Parental engagement +3** Continue to increase pastoral provision and access to resources when in hardship. Introduction of high quality remote learning platform targeted for PP students to improve access to education and	attendance of PP students and intervene when at risk of PA. Regular meetings between LPSO and Attendance Manager to share information regarding PP students at risk of PP. Tracking of attendance, and invite 'at risk' 'families to attend parenting classes, so that attendance improves. High quality remote learning platform is in place for targeted PP students to improve		Attendance Manager to share attendance figures aad key students with LPSOs in weekly meetings. AVP line managers to discuss attendance with LPSO in bi-weekly LM meetings. Robust PM meeting cycle. Attendance manager to monitor attendance at classes. Continued tracking of attendance levels - weekly and half termly. VP and Attendance Team - Monitor use of Ed - Class and Google Classroom. Attendance	review in line with PM cycle. Attendance manager to evaluate parent classes after each cycle, comparison of data to be completed. VP- evaluate the effectiveness of provision on a half termly basis. Attendance manager to review effectiveness and impact of online learning after each term.

| | improve attendance.

EFF Research Reference Digital Learning + | access to education and improve attendance. | | Manager- monitor the online platform which provides detailed reports on access to education and impact on attendance on weekly basis.

AVP (LWA) To monitor digital devices and track PP take up. | |

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Combat poor levels of nutrition for PP students so that they are able to learn more effectively.	Catering manager to ensure continued use of breakfast provision and extension of free school meals to break times. PP AVP (MPE) to	Increase in numbers of PP students using provision. Bid for Kellogs successful and range of food on offer increases.	£2,000	Catering Manager review uptake of provision and track PP numbers half termly. VP/Catering Manager PM cycle review.	PM Review cycle. Catering Manager / AVP through LM meetings as a regular agenda item. Termly Evaluation of offer.

	use bidding for further resources to extend the offer of healthy food.

SENCO to ensure the continued use of SEND Breakfast club provision, ensuring SEN PP students are explicitly encouraged to attend.

HoF and Healthy Schools lead to promote healthy eating to all students.

Funding of "Exam breakfast club" during examination periods to encourage attendance and readiness for all PP students. | Increase in PP SEND students accessing Breakfast Club >25 students.

Healthy eating tutorials implemented in tutor time. | | AVP/ Catering Manager review and monitor uptake of extended breakfast foods.

SENCO to monitor SEND Breakfast club uptake. JBA | |
| Removal of barriers | Provision of | Students are | £65,300 | VP/CP lead- robust | SAVP/CP lead PM |

to learning by supporting students in need of counselling / managing stress / with mental or emotional health issues.	Academy Counsellor & strengthening of CP Team with additional vulnerable students officer/resources. Training of staff through regular training sessions through the year. Staff delivery of well-being sessions through delivery of PSHE in tutorial and WACM mornings. Continued use of academy referral system online. **EFF Research reference Social and Emotional Learning +4**	provided with counselling when necessary. Case closures have been tracked and documented. Staff feel more confident when discussing well-being. Staff understand how to refer students when in need. Staff deliver well-being sessions to all students to promote good mental health. Reduction in cases referred. PP students are referred by LPSO and receive appropriate support		staff performance management process is embedded VP - review of case load for student counsellor. VP to QA training provided. Weekly Pastoral Meeting review. AVP/ HoFs to monitor through drop-ins of tutor and WACM. VP/CP to review in weekly meetings .	cycle reviews. JBA SAVP/ SENCO/CP officer through meeting cycle. JBA

		from CP team.			

Focus area: High population of INA students					
Desired outcome	**Actions, including timescales and identification of those responsible for leading**	**Success criteria**	**Costs**	**Monitoring arrangements**	**Ongoing evaluation of success**
To ensure INA & EAL students have the resources necessary to close the gap	Provide resources to employ an EAL support officer & 3 EAL Teaching Assistants. Ensure that EAL TAs are distributed effectively. **EEF research reference; Individualised instruction + 3** **1 -1 tuition +5** **Smaller class size + 3** **Phonics + 4** **Reading comprehension**	Key INA/EAL receive intervention classes when identified as needed. Timetables reflect that all INA/EAL students are provided with in class support and differentiated resources when needed. English proficiency levels increase for those students. GCSE results show	£186,300	EAL lead and VP through LM meetings. VP- in line with the PM cycle. EAL TAs, EAL Lead - data analysis at assessment points. HoS - within department analysis at assessment points.	VP and EAL lead at key assessment points throughout the year and end of year results. Through PM cycles.

	strategies + 5	an improvement in Attainment 8 figures in comparison to last year's figures.			

Total costs		676,618	