

Co-op Academy Stoke-on-Trent

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: September 2020

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

[Pupil Premium Statement 2019/20](#)

Summary of objectives	Impact	Lessons learned
Narrow the attainment and progress gap in Year 11.	<ul style="list-style-type: none"> • Introduction of Principles of Instruction led to a rise in the proportion of 'gold' teaching across the Academy (27% of all lessons observed). • Teaching improved and this enhanced the quality of interventions across the curriculum both in the classroom and 'additional provision'. • In maths all students who participated in maths tuition sessions maintained a higher tier entry. • Of those, all students achieved a grade in the 5-9 range. • 5 days of intensive revision using Pet-XI intended saw 61.5% of PP students achieve a Grade 4 in maths (c.1% above target). • This compares with 63.8% in 2018-2019 but the 2019-2020 cohort had lower starting points. • The quality of provision led to greater attendance and engagement (average 92%). • Student Voice played a pivotal role in driving interventions; notably the Recap Wednesday strategy which students identified as building their confidence. • Raising Achievement meetings served to increase the focus of leaders and teachers on 'swing analysis' which allowed for a much more granular focus on PP students. 	<ul style="list-style-type: none"> • Continue to focus on CPD as the key lever to drive improvement in provision for PP students. • Target specific headline interventions at PP students in Yr 11. • Engage student voice early to ascertain which strategies have the most impact.
Close the gap between HA PP and HA non-PP.	<ul style="list-style-type: none"> • Centre Assessed Grades show that HA PP students achieved in line with , or exceeded, targets on the key basics measure at 9-7, 9-5 and 9-4. • The PP P8 gap closed in the final months from -0.25 to 0.09 indicating that targeting this group for academic tutoring and prioritising them for P6s had the intended impact. • However, in attainment terms, there was a widening of the gap, caused by gains by non-PP students who benefitted from an intense intervention programme following the second mock exams. 	<ul style="list-style-type: none"> • Ensure laser focus on PP progress from Y7 to narrow gap before KS4.
Increase the number of PP students participating in extracurricular activities	<ul style="list-style-type: none"> • PP students prioritised for places on extra-curricular activities leading to improved uptake, specifically in the lower year groups. • PP students given priority for access to the Scholars' Programme in KS3 leading to increased numbers having access to activities to develop their cultural capital. • All of our available places on Unversify and for applications for the Orwell Award were filled; PP students had the opportunity to participate in exclusive opportunities with both Eton and Oxford. 	<ul style="list-style-type: none"> • Continue to prioritise PP students for access.

NB: In future years, data from the previous year's cohorts will need to be included; however, we are conscious there will be no published data for 2020/21

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	<ul style="list-style-type: none"> ● Actively identify and tackle gaps in learning brought about by lockdown. ● Continue to embed our revised KS3 curriculum to ensure PP students develop rigorous and coherent bodies of knowledge. ● Implement the Empowered Readers Strategy to ensure that PP students leave school with a reading age commensurate with their chronological age. ● Continue to invest in high quality, evidence based CPD, to ensure the best quality first teaching for PP students.
2021/22	<ul style="list-style-type: none"> ● As a consequence of the priorities for 2020/21, deliver outcomes for PP students that at least match the national average for non-PP students in Bucket 1 qualifications. ● Further, deliver clear improvements in performance in Bucket 2 qualifications. ● At KS3, demonstrably evidence that PP students are performing in line with their non-PP peers. ● Ensure PP attendance is at least equal to the national average for all students.
2022/23	<ul style="list-style-type: none"> ● Performance across all three P8 buckets for PP students is at or above national average. ● PP students are applying for, and getting, places at Harrow and Eton for VI Form through the Scholars' Programme. ● There is 100% PP participation in extracurricular opportunities and experiences. ● As a consequence of better results, great learning and enriching opportunities, attendance for PP students is well above the national average.

The Pupil Premium Strategy for 2020/21

Publish date: September 2020

Review date: January 2021 (interim review)
September 2021 (impact review)

Name of the senior leader signing off the strategy: Shane Richardson (Headteacher)

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 Stoke on Trent, the proportion of pupils eligible for the pupil premium is 39.9%. There is a falling trend across each year of KS3 where current Year 9 has 43.4% of students who are PP, falling to 39.6% in Year 7. In KS4 current Year 11 has just over 40.2% of students eligible for PP funding compared with just 35.1 in Year 10. However, not counted in the figures, are a number of students whose families arrive into the country, and as such, are not immediately eligible for free school meals.

Further, the economic outlook for 2020, once the Government's Job Retention Programme concludes in October, and the likelihood of further lockdowns, leading to an adverse impact on various sectors of the economy, suggests that the figures could be subject to volatility if forecast unemployment projections are realised.

The table below breaks down numbers further.

		Pupil premium cohort				
Year group	Cohort size	B	G	SEND	Total	Percentage of pupil premium pupils in the year group
7	217	37	49	23	109	39.6%
8	212	40	45	24	109	40.1%
9	212	39	53	18	110	43.4%
10	168	31	28	15	74	35.1%
11	214	40	46	15	101	40.2%
Totals	1023	187	221	95	503	39.9%

Allocated funding from the government

The funding allocated in the pupil premium grant for Co-op Academy Stoke on Trent for 2020/21 is £417,335 based on £955 per pupil.

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

At Co-op Academy Stoke on Trent, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. The identification of those barriers has involved careful analysis of both quantitative and qualitative data. We are clear that the best way to raise the attainment of PP students is to do the following:

- Ensure that they are taught by well-trained, passionate teachers who enjoy an evidence based, ongoing CPD programme.
- Deliver a rigorous and well sequenced curriculum that ensures all students have access to important bodies of knowledge.
- Provide opportunities for PP students to engage with, and undertake, extra curricular activities that extend their cultural capital.

However, underneath these three principles, we recognise that we have to tackle other barriers. We are committed to ensuring that: PP attendance exceeds the national average; PP students leave with a reading age at least commensurate with their chronological age; PP students have access to the very best opportunities at post-16 and beyond, including access to courses at some of the most prestigious institutions in the country through our Scholars' Programme.

Our strategy is constantly under review, and is ever evolving, in line with the best research evidence from sources including, but not limited to, the Education Endowment Fund.

The Plan for 2020/21

Focus area: Actively identify and tackle gaps in learning brought about by lockdown.					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<ul style="list-style-type: none"> - Ensure gaps are closed and students have recovered lost learning. 	<ul style="list-style-type: none"> - PP students RAG rated based on their engagement during lockdown - Curricular plans audited to identify knowledge to be re-taught. - Rigorous low-stakes assessment to ensure blocks of learning have been mastered. - Issue all Yr 11 PP students with a map of the year to support preparation and planning for terminal exams. - PP students prioritised for P6. 	<ul style="list-style-type: none"> - Ongoing assessments will show students 'know and remember' more. - Students identified as 'red' in September will move to 'green' by Oct HT. - Performance in mocks for Y11 will indicate 'gap' has not widened from Y10 P2. - Student voice indicates students are confident about what, and how, to prepare. 	<ul style="list-style-type: none"> Contribution to salary costs of AHT PP - £45,000 Audit of plan - staff time £6000 Revision materials and exam preparation equipment - £2500 P6 inc. materials - £7500 PP Resources Fund - £3500 Staff CPD to support development of expertise £10,000 Hegarty Maths - £3000 Online GCSE English platform - £5000 	<ul style="list-style-type: none"> - PP lead to have standing item on HoF agenda. - HoF to agenda as a standing item in meetings with their teams. - Team minutes to be reviewed at SLT. - Data reviewed as part of on-going scorecard and progress meetings. 	<ul style="list-style-type: none"> SLT monitoring of key performance and data. SLT Qualitative observations of teaching and learning. Reporting to Governors via Achievement, Teaching and Learning Committee.

Focus area: Continue to embed our revised KS3 curriculum to ensure PP students develop rigorous and coherent bodies of knowledge.

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<ul style="list-style-type: none"> - PP students 'know and remember more' and are developing disciplinary expertise across the curriculum & engaging with extra curricular opportunities to add depth to learning. 	<ul style="list-style-type: none"> - Trust Directors and SLEs provide health-check on progress & impact to date. - Implement revised QA processes from Oct HT. - Subject Teams to have further opportunities to collaborate on curriculum development. - Continued prioritisation of PP students for Scholars & other Great Ex. activities. 	<ul style="list-style-type: none"> - Low stakes testing shows building blocks are secured. Feedback from external reviewers supports in-house QA of curriculum. - Extended assessments show students are mastering disciplinary skills. 	<p>SLE visits - £2500 Staff Time £6000 Cover - £1500</p> <p>Academic Excellence Leader - £3000</p> <p>Academic Pioneer - £1500</p> <p>Scholars' Budget £7500</p> <p>Hardship Fund to support participation - £15000</p>	<ul style="list-style-type: none"> - External evaluation reports/feedback. - Faculty-level review of low-stakes assessment. - SLT reviews of subject performance via progress meetings. - HoF to monitor teams and assessment outcomes. 	<p>SLT monitoring of key performance and data.</p> <p>SLT Qualitative observations of teaching and learning.</p> <p>Student Voice</p> <p>Reporting to Achievement, Teaching and Learning Committee.</p>

Focus area: Implement the Empowered Readers Strategy to ensure that PP students leave school with a reading age commensurate with their chronological age.

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<ul style="list-style-type: none"> - PP students will be taught explicit strategies to develop their reading competencies, leading to improved reading ages. 	<ul style="list-style-type: none"> - Second middle leader to SLT to lead on strategy. - Create an evidence-based strategy to improve Academy-wide approaches to reading. - Devise and implement a CPD package for staff. 	<ul style="list-style-type: none"> - Strategy devised. - Staff CPD package mapped and delivered. - Strategy evident in classrooms and learning. - Bedrock and GL scores indicate ongoing improvements. 	Secondment - £10000 CPD Time - £6000 Bedrock - £2000 GL - £4000 Messaging - £3000	<ul style="list-style-type: none"> - HoF/SLT reviews of teaching and learning. - Analysis of Bedrock and GL data. 	SLT monitoring of key performance and data. SLT Qualitative observations of teaching and learning. Tracking of GL data across KS3 Reporting to Achievement, Teaching and Learning Committee

Focus area (eg to address Barrier): Continue to invest in high quality, evidence based CPD, to ensure the best quality first teaching for PP students.

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<ul style="list-style-type: none"> - Proportion of highly effective teaching across the Academy will increase, ensuring PP students routinely experience the very best teaching across the curriculum. 	<ul style="list-style-type: none"> - Deliver high quality, research based, CPD to teachers. - Ensure T&L is the dominant focus of meetings and INSETs. 	<ul style="list-style-type: none"> - Internal QA of teaching and learning. - External verification (directors, SLEs). - Student Voice. 	Secondment - £10000 Materials - £2000 CPD time - £6000 Cover - £2000	<ul style="list-style-type: none"> - QA system 	SLT monitoring of key performance and data. SLT Qualitative observations of teaching and learning. Reporting to Achievement, Teaching and Learning Committee

Focus area: Continue to improve the attendance of PP students					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<ul style="list-style-type: none"> - PP attendance is in line with national average for all students. 	<ul style="list-style-type: none"> - Use PP funding to support an additional attendance officer & LA support. - Attendance team monitor and respond to patterns of absence. - Attendance team make home visits & liaise with parents & the LA. - Attendance team provide regular data to tutors so that they can complete 'return to school' discussions. 	<ul style="list-style-type: none"> - PP attendance rises to be in line with national. - Rapid intervention where students are absent. - Tutors engaged in challenging absence and supporting return to the Academy. - High profile messaging on attendance. 	<p>Attendance Officer £30,000</p> <p>Staff time £15,000</p> <p>Messaging £2500</p>	<ul style="list-style-type: none"> - As part of routine attendance monitoring procedures. - Standing item on SLT agenda. 	<p>SLT monitoring of attendance data.</p> <p>Reporting to Student Wellbeing & Community Committee.</p>
Total costs			£217,000		

Covid-19 recovery funding plan

On 19 June, the government announced a [one billion pound Covid catch-up plan to tackle the impact of lost teaching time](#) which included new measures to help primary and secondary pupils catch up.

The government has said:

- ❑ head teachers will decide how the money is spent; however, the government expects this to be spent on small group tuition for whoever needs it
- ❑ this is a one-off grant to support pupils in state education, regardless of their background or parental income.

Separately, a National Tutoring Programme, worth £350 million, will, according to the government, increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. The aim of this is to help accelerate the academic progress of disadvantaged pupils' and prevent the gap between them and their more affluent peers widening. The Education Endowment Foundation has published [support guidance for schools](#) and academies plus information on the [National Tutoring Programme](#).

While, at this point, the amount of funding per school is unknown, it is clear that, like the pupil premium funding, schools will be accountable for how well the additional money is spent. It is therefore essential that our academies have a plan in place and agreed by local governing bodies which identifies what the funding will be spent on and how successful it has been.

Allocated funding from the government

The funding allocated to Co-op Academy Stoke on Trent for 2020/21 is £81, 840

The Plan for 2020/21

Focus area: Implement a programme of small-group tuition to close learning gaps					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Actively address gaps in knowledge and learning.	<ul style="list-style-type: none"> Objectively identify students with the greatest gaps in learning. Prioritise gaps and students into waves of intervention for tutoring. Apply to NTP for tutors. Ensure 'pre' and 'post' teaching support in the event that students have missed other learning to take part. Devise clear 'entry' and 'exit' criteria for interventions. Ensure clear protocol for communication between tutors and teachers to support monitoring of progress. AHT Progress to have direct oversight of the programme. 	<ul style="list-style-type: none"> Low stakes assessments will indicate students have closed learning gaps. Students will have greater confidence that they are on track and can see that they are being successful. Summative assessments will show progress towards endpoints (targets or curricular). 	Targeted tutoring budget @75% of cost £40,000	<ul style="list-style-type: none"> Lead and monitored by the AHT Progress. Standing item on SLT agenda. Progress meetings. Subject team reviews of formative and summative assessment. Qualitative observations of students learning via the QA system. Student evaluations of experience & impact. 	<p>Standing item on SLT Agenda.</p> <p>Part of the on-going QA cycle.</p> <p>Reports to Achievement, Teaching and Learning committee.</p>

Focus area: Implement a programme of Academic Tutoring

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Provide Academic Tutors to provide sustained support to key targeted students in priority subject areas.</p>	<ul style="list-style-type: none"> • Identify priority subject areas. • Recruit mentors via Teach First. • Agree clear objectives and success criteria for the Academic Tutoring Programme. • Create an induction programme for tutors. • Implement a robust monitoring system to track quality of provision. • Devise a clear process for communication between mentors and key leaders in the Academy to ensure quality provision. • Determine a monitoring system. 	<ul style="list-style-type: none"> • Gaps in learning are tangibly resolved. • Intervention is responsive and tied to curriculum needs at the point it is delivered. • Clear communication taking place between key leaders and mentors to ensure that intervention is laser-guided in its focus. • Students feel more confident and they know and remember more of what they have been taught. 	<p>Mentors on-costs c.£10,000</p> <p>CPD induction for mentors £5000</p> <p>Collaboration time for Academy staff and mentors to plan tailored interventions £5000</p>	<ul style="list-style-type: none"> • Lead and monitored by the AHT Progress. • Standing item on SLT agenda. • Progress meetings. • Subject team reviews of formative and summative assessment. • Qualitative observations of students learning via the QA system. • Student evaluations of experience & impact. 	<p>Standing item on SLT Agenda.</p> <p>Part of the on-going QA cycle.</p> <p>Reports to Achievement, Teaching and Learning committee</p>

Focus area: Exam Support Programme for Year 11 Students

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<ul style="list-style-type: none"> - Mitigate the impact of lockdown on Year 11 students by implementing a package of measures to enhance their exam-readiness for Summer 2021. 	<ul style="list-style-type: none"> - Year 11 provided with a road-map for the year ahead indicating key dates, exams, revision windows. - Programme of P6s and Study Evenings is confirmed. - Revision materials are provided. - A tutor-based wellbeing and 'exam-wellness' programme devised and implemented to support students. - Bespoke academic/pastoral mentoring is in place for individual students as required. - Sustained messaging campaign to parents throughout the year (Virtual information evenings; use of social media etc.) 	<ul style="list-style-type: none"> - Students are clear about key milestones throughout Year 11. - Students are confident approach assessments and mock exams. - There is an embedded programme of support for students throughout the year. - Students' wellbeing is supported, and interventions in place, as necessary. - Parents are kept informed through a systematic messaging strategy to help them play an active part in their child's preparation. 	<p>Resources and materials - £5000</p> <p>P6/Study Evening programme - £6000</p> <p>Wellbeing Programme & Resources - £6000</p> <p>Messaging and Parental Events - £3000</p>	<ul style="list-style-type: none"> • Lead and monitored by the AHT Progress. • Progress meetings & tracking of performance data. • Attendance and wellbeing data. • Parental feedback surveys. 	<p>Standing item on SLT Agenda.</p> <p>Part of the on-going QA cycle.</p> <p>Reports to Achievement, Teaching and Learning committee</p>

Total costs		£80, 000
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