

Pupil Premium Strategy

1. Summary information					
School	Co-op Academy Failsworth				
Academic Year	2019/20	Total PP budget	£525,545	Date of most recent PP Review	Nov - 2019
Total number of pupils	1459	Number of pupils eligible for PP	563	Date for next internal review of this strategy	Oct-2019

Pupil Premium Strategy

In-school barriers:		
A.	To improve outcomes for all students by providing a challenging curriculum	
B.	To improve Literacy and Numeracy skills for all students at KS3. This will ensure that the PP and NPP gap is significantly diminished.	
C.	To incorporate High Ability PP students within the High Ability plan at KS4 to ensure student aspirations and parent expectations are high	
D.	To produce a pastoral action plan for those PP students that require additional care to maintain a positive state of wellbeing, eliminate disengagement and build self esteem	
External barriers		
E.	To improve PP attendance which deteriorates throughout the academic resulting in curriculum gaps increasing	
G.	To raise aspirations of families/carers of PP students	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve outcomes for all students by providing a challenging curriculum which will accelerate the progress of PP students	By improving the quality of the curriculum, teaching and learning this will directly impact PP students and their learning gains. This will be monitored via data capture points throughout the academic year. To diminish the gap between PP and NPP in line with National Average.
B.	To improve Literacy and Numeracy skills for all students at KS3. This will ensure that the PP and NPP gap is significantly diminished.	PP students identified for whole school intervention via KS2 data, baseline assessments and teacher identification. Impact before and after 8 week intervention to be measured. PP students to be in line with NPP students by the end of the academic year.

CO-OP ACADEMY FAILSWORTH

C.	To incorporate High Ability PP students within the High Ability plan at KS4 to ensure student aspirations and parent expectations are high	High Ability PP students identified and profiled within the year group based upon KS2 data and internal assessment data. To diminish the High Ability PP Vs High Ability NPP gap.
D.	To produce a pastoral action plan for those PP students that require additional care to maintain a positive state of wellbeing, eliminate disengagement and build self esteem	To profile all PP students per year group. Action plans written into Raising Achievement Plans (RAPs) for each year group. Alongside internal data, soft data to be captured to provide an audit trail of milestones achieved per student.
E.	To improve PP attendance which deteriorates throughout the academic resulting in curriculum gaps increasing	To decrease the number of PP students falling into the 'below 95%' attendance category as the individual P8 and A8 deteriorates due to curriculum gaps increasing. To decrease PA PP figure further
F.	To raise aspirations of families/carers of PP students	To incorporate these parents into the Parental Engagement strategy and empower them with the knowledge of how to help their child succeed. To increase attendance of PP families at parent consultation evenings and guidance briefings.

Academic year	2019/20				
<p>The three headings below enable schools to demonstrate how they are demonstrating Quality of Education:</p> <ul style="list-style-type: none"> • Curriculum and Assessment • Pedagogy • Culture, Climate and Behaviour 					
i. Curriculum and Assessment					
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 improve the quality of education within the classroom	All staff to deliver the new curriculum at KS3 All staff to deliver quality first teaching to ensure engagement and progress.	Research suggests that access to the highest quality teaching is paramount to closing the gap for disadvantaged students. A focus on developing a radically different curriculum for KS3 aims to prevent the gaps in language, vocabulary, academic capital, knowledge and expertise developing early on in student's educational journey, providing strong foundations for excellent progress at KS4 and leading to equally excellent outcomes in public examination. The curriculum has been carefully crafted with disadvantaged/PP students in mind to ensure maximum opportunities to develop academic potential and cultural capital are of the highest priority.	All fortnightly drop-ins focused around KS3 and the quality assurance of the new curriculum Coaching walks/MER Book scrutiny Curriculum reviews and deep dives into books, learning and curriculum taught half-termly with HoDs SLT Drop-ins Analysis of PP progress data Analysis of reading age data	RSW PBR RDA	Fortnightly in the classroom Half termly curriculum review Termly book scrutiny
To improve progress of literacy and numeracy	Identification of students who are not secondary ready based upon KS2 SS	We want to ensure that pupils' literacy and numeracy levels improve to allow them to access the wider curriculum and enable them to communicate effectively. Tracking reading assessment data and math	Analysis of reading age data and SATs scores and PR data. Progress review completed by AHT Review of pre and post intervention	RBR CST	Half termly interventions Progress reviews at the end of each intervention cycle_

		<p>assessment data will allow us to identify the needs of pp pupils and ensure the right intervention program addresses their needs.</p> <p>In addition to interventions, it is important that lessons across the school address the individual subject specific literacy and numeracy needs.</p>	<p>assessments to show impact.</p> <p>Review of intervention program effectiveness by AHT</p> <p>Review of KS3 Curriculum for literacy development by AHT</p>		
<p>To use assessment correctly to inform in class and whole school intervention</p>	<p>KS3 Launch of new KS3 data system based upon RAW scores Development of term 2 assessments that enhance the curriculum and identify gaps in knowledge</p> <p>In depth analysis of the data to identify students that are not on track and those that are exceeding expectations</p> <p>KS4 RAG profiling of each year group after each data drop. Analysis completed for each subgroup WAG Vs PRE WAG Vs Tgt PRE Vs Tgt</p> <p>Intervention put into place for each RAG cohort</p>	<p>We want to ensure intervention is timely and accurate. Intervention begins in the classroom and this is where it is at its most powerful. Research states that good quality teaching and timely intervention can allow a PP student to make large progress gains in an academic year.</p> <p>Profiling the year group will allow for us to understand the needs of each PP student and ensure an action plan is put into place where required to accelerate progress.</p> <p>This will allow us to measure the impact at each data window and improve headline measures.</p> <p>A carefully constructed curriculum with PP/disadvantaged students in mind with the principles of mastery at its core. The curriculum removed learning ceilings, promotes resilience and independence. A focus on curriculum content and pedagogical approaches allows every opportunity for more intellectually demanding work at the point of delivery, without an over- reliance on the need for additional study outside of school hours; previously a significant barrier to achieving the accelerated progress that HA PP students are capable of.</p>	<p>Analysis of whole year group data</p> <p>Progress Review Strategy completed by HoD. In class intervention completed by teacher</p> <p>Coaching walks</p> <p>SLT drop ins</p> <p>All fortnightly drop-ins focused around KS3 and the quality assurance of the new curriculum</p> <p>Coaching walks/MER Book scrutiny Curriculum reviews and deep dives into books, learning and curriculum taught half-termly with HoDs SLT Drop-ins Analysis of PP progress data</p> <p>Implementation of the following programs for PP students at KS3: UoM Gateways – Years 7-9 The Scholars Program, Brilliant Club – Year 8</p>	<p>Overall – ZAL</p> <p>KS4 – RBR</p> <p>KS3 – RDA</p>	<p>Termly</p> <p>After each PR window</p> <p>Fortnightly</p> <p>Fortnightly</p> <p>Termly</p>

CO-OP ACADEMY FAILSWORTH

<p>To improve teacher assessment within each lesson</p>	<p>Teachers to know the data of each group and understand starting points for all subgroups.</p> <p>Clear understanding of the PP subgroup</p> <p>Assessment within the lesson to be used effectively to demonstrate the progress of PP students.</p>	<p>Teachers will be asked the following:</p> <ul style="list-style-type: none"> • Who are your PP students? • What do you know about their learning in your subject? • What do you do each lesson to assess their learning? • How can you demonstrate their progress? • What are your ways forward? 	<p>Coaching walks by SLG and HoD</p> <p>SLT drop ins</p> <p>Book Scrutiny of PP books will demonstrate their learning journey.</p> <p>PP data for each class at each data review point</p> <p>Discussions with HoDs, SLG and SLT</p>	<p>ZAL SLG HoDs</p>	<p>Fortnightly</p> <p>Ongoing</p> <p>PR windows</p>
<p>To diminish the gap between PP and NPP for High Ability students</p>	<p>Please see High Ability Plan</p> <p>Independent Learning Calendars (ILCs) to be set up to promote further reading and research</p> <p>Creation of an Elite group with parental involvement run via a series of assemblies</p>	<p>To invest in cultural capital. We want to empower all high ability students to believe in themselves, despite many of these students masking hidden poverty.</p> <p>High achievement is derived from high expectations and self-belief. We want these students to feel elite and empowered to achieve.</p> <p>A well-planned curriculum with principles of mastery at its core promote resilience and independence enabling staff to set challenging work that accelerates progress</p>	<p>Make parental contact to ensure attendance to launch assemblies.</p> <p>ILCs to be launched with HoD input. Monitor HA students accessing these resources</p> <p>Regular contact with parents with workshops guiding them on how to help at home.</p> <p>Celebration of success.</p> <p>UoM Gateways programme continues to run for HA PP students in Years 8 & 9, and will be launched for HA PP Year 7's.</p> <p>Lead Practitioner of Maths to model what mastery looks like to all staff. Curriculum delivery to be monitored through fortnightly lesson drop-ins, work scrutiny and SLG coaching walks.</p> <p>CPD sessions will focus on the delivery of the curriculum to HA students. Sessions will focus on the following pedagogical approaches:</p> <ul style="list-style-type: none"> - Metacognition 	<p>Overall – ZAL KS4 – RBR KS3 - RDA</p>	<p>Ongoing</p> <p>Half term 1</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p>

			<ul style="list-style-type: none"> - Questioning - Direct Instruction 		
--	--	--	---	--	--

Academic year	2019/20
----------------------	----------------

The three headings below enable schools to demonstrate how they are demonstrating Quality of Education:

- i. Curriculum and Assessment
- ii. Pedagogy
- iii. Culture, Climate and Behaviour

ii. Pedagogy

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?
Retrieval Practice (Y10 and 11) Supporting the development of working memory and long term memory	Year 10 and 11 will focus on practice quizzing. Each lesson will start with a series of 6 retrieval questions. The questions will be pre-planned Students answer the questions, unprompted and unaided in their books at the start of each lesson and then self-mark in green pen. Teachers do not go through the answers, students to self-mark. A maximum of 6 minutes to answer questions and 2	Evidence suggests that the act of retrieving information from memory can have greater benefits for learning than the act of presenting the same information (Kornell, Bjork & Garcia, 2011). Students can enhance their later ability to recall to-be-learned information by recalling that information, rather than re-studying that information; when retrieving fails, however, feedback needs to be provided. According to Kornell et al. (2011), retrieval without feedback reinforces in the memory the items that have already been recalled, but it does not improve the items that were not retrieved in the first place.	All questions will be quality assured by RSW and the senior team. A standard template will be used by every subject and teacher and will be copied onto PowerPoints Drop-in to ensure 100% consistency Y10 and 11 progress data Scrutiny of in-class test results and summative assessment points	RSW	October 2019 Ongoing

	<p>minutes to self-mark, before the lesson commences. The questions are colour coded and sit under the heading of: last lesson, last week, last topic, way back Students score 1 mark for last lesson, 2 marks for last week, 3 marks for last topic and 4 marks for way back.</p>				
<p>Exam/ Knowledge organisers</p>	<p>Using evidence and research all subjects have created knowledge organisers for each topic they teach. Every lesson, knowledge organisers are used to form in-lesson quizzes.</p> <p>Emboldening key words allows pupils to peer-mark the complex definitions, working out which terms are vital in them.</p> <p>Pupils check knowledge retained in memory, self-check and correct any spelling mistakes, omissions or inaccuracies (in a green pen). They learn the most valuable knowledge in every subject by heart.</p>	<p>Evidence and research around memory and retrieval found within cognitive science suggested that knowledge organisers, a way of presenting all the knowledge that 'will' be taught and learned is an effective way to support all students in making accelerated progress through the development of memory and retrieval skills.</p> <p>We have approached and developed knowledge organisers as a retrieval practice strategy in the form of an A4 'grid' that contains linchpin facts and ideas that need to be remembered for a discrete topic or unit of work.</p> <p>Knowledge organisers promote a metacognitive approach to learning through recall and regular self-quizzing which has a direct link to building resilience and accelerating progress, particularly for PP students.</p>	<p>All knowledge organisers have been quality assured by RSW as part of the curriculum development (intent) phase.</p> <p>All fortnightly drop-ins focused around KS3 and the quality assurance of the new curriculum</p> <p>Coaching walks/MER Book scrutiny Curriculum reviews and deep dives into books, learning and curriculum taught half-termly with HoDs SLT Drop-ins Analysis of PP progress data</p> <p>All knowledge organisers have been uploaded onto classcharts. All homework for Years 7-10 will focus on retrieval and recall using Knowledge Organisers. Setting of homework and quality of homework will be Quality assured twice per half term to ensure compliance and that the quality of work completed meets Academy</p>	<p>RDA HoD</p>	<p>Half - Termly</p>

			standards.		
CPD	CPD programme (full year) dedicated to the development of curriculum and pedagogy	<p>Using Rosenshine’s Principles in Action- a CPD programme has been constructed around each of the pedagogical approaches found within this work.</p> <p>This supports the work on developing the curriculum and approached to pedagogy (all evidence based) and support the implementation phase of our curriculum intent. All staff to use the Principles in Action as an action research project throughout the year, this includes, bespoke CPD around each of the 10 strands, curriculum research hubs, departmental curriculum development time to implement and embed the professional learning.</p> <p>All professional learning takes into account the barriers experiences by many PP/disadvantaged students and aims to eliminate barriers to learning through high levels of professional learning, an excellent curriculum and a concrete understanding of ‘how’ to teach (pedagogy).</p>	<p>RSW QA of all CPD</p> <p>Bespoke and carefully chosen topics</p> <p>Monitoring full staff engagement</p> <p>Evidence of professional learning implemented into classroom practice through:</p> <ul style="list-style-type: none"> • Drop-ins • MER/Coaching Walks • Sharing good practice CPD examples • Book scrutiny • Curriculum review and deep dives into books • Analysis of PR data 	RSW PBR	As calendared in the CPD programme

Academic year	2019/20				
The three headings below enable schools to demonstrate how they are demonstrating Quality of Education:					
i. Curriculum and Assessment					
ii. Pedagogy					
iii. Culture, Climate and Behaviour					
iii. Climate, Culture and Behaviour					
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?
All students to experience meet and greet at the start of each learning experience	Staff to be at the door at the start of each lesson to meet and greet.	<p>Research demonstrates teachers with the best outcomes are those that build strong relationships with students quickly.</p> <p>Every conversation is an investment. PP students who experience daily poverty have limited vocabulary and limited conversations with adults. Meet and greet is an opportunity for us to demonstrate that we are interested and have time to invest. Communication with students is key and a major building block in securing good relationships.</p> <p>A good calm start to each lesson with clear routines and high expectations.</p>	<p>SLG and HoDs to monitor the start of each lesson and provide feedback and support</p> <p>Heads of Year to monitor the start of each lesson and provide feedback and support</p>	SLG HoD HoY	Weekly
To improve the behavioural climate for all students including PP	<p>HoY to monitor PP students' behaviour climate and put intervention into place.</p> <p>To work with AHT KS3 and KS4 and produce an action</p>	Poor behaviour is a form of communication. We wish to understand why our students are creating a behaviour climate and will work with them to eliminate barriers and raise personal expectations.	HoY to meet and feedback fortnightly to AHT KS3 and KS4 Action plans to be dated and updated with impact. Review after 6 weeks.	ZAL NCA JSM DCL HoY	<p>Fortnightly</p> <p>Fortnightly</p>

<p>students</p>	<p>plan for key PP students</p> <p>New Co2023 (8pupils) started in gateway in Sept 2019. Key students who are close to joining this provision will be monitored.</p> <p>Year group PP students to be profiled</p> <p>Alternative Provision review meetings to take place to allow a bespoke timetable to be created that allows a student AP and mainstream.</p> <p>PP focus group assemblies</p>	<p>To work with parents to eliminate the external barriers and have them positively working with the school.</p> <p>Half-termly assemblies to refocus the students on key areas such as progress, attendance etc.</p>	<p>Analysis of reflections room data to lead to HoY meets, AHT parental meets, managed move proposals</p> <p>To record all data collected and audit the impact of the review meets</p> <p>To monitor the effectiveness of these bespoke Timetables</p>		<p>September 2019, reviewed weekly</p> <p>September 2019 and reviewed at each PR window</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Attendance to stay above 95% for all students in particular PP students</p>	<p>HoY to analyse the previous academic year and identify the students and parents they will work with.</p> <p>HoY to weekly monitor their year group and be proactive in keeping attendance above 95%</p> <p>HoY to help reintegrate these students back into lessons and to eliminate any external barriers to learning</p> <p>JFA – attendance officer will</p>	<p>Once a student’s attendance falls below 95%, their attainment and progress falls significantly. By October half term, these students have missed a large volume of learning thus catch up becomes very difficult. This results in disengagement and a lack of self-esteem. Parental engagement also becomes difficult and at times nonexistent.</p> <p>Our aim is to catch these students before they fall into this downwards spiral and ensure they are making progress in line with their peers.</p>	<p>Students and parental meets to take place regarding attendance for those at risk.</p> <p>Parental meetings with the HoY and AHT.</p> <p>Home visits for poor attendance as an effort to get them into school.</p> <p>Assemblies to drive the importance of attendance</p>	<p>NCA HoY</p>	<p>Weekly</p>

CO-OP ACADEMY FAILSWORTH

	have a key focus of PP attendance				
To poverty proof the school	<p>To profile every PP student and identify their barriers to success. ACEs, Attendance, pastoral care etc</p> <p>Year group PP review meetings to take place by leaders within the school</p> <p>Year group PP inclusion panel meetings to take place half termly</p> <p>To maintain positive parental contact with PP student families/carers</p> <p>To produce an action plan that empowers the student and guarantees GCSE success and overall wellbeing</p> <p>Participating in the Jamies Farm Project</p> <p>Participating in the Oldham Opportunity Area, two year project known as 'Parent Power'.</p>	<p>To open positive and safe lines of communication with all students and parents/carers. This will allow us to understand the barriers that influence these students in everyday life.</p> <p>To address hidden poverty. (Eg, PP student dressed well for school but has no equipment at home to complete any homework or revise)</p> <p>To build cultural capital, increase social mobility and self-belief.</p> <p>Structured review panels to ensure we understand the needs and daily barriers a PP student faces. To meet the student, invest in them and allow them to explain what they need to allow them to move forward.</p> <p>To use the school hardship fund to ensure all students are fully equipped to have a successful day.</p> <p>Helping young people flourish in the community, at home and at school.</p> <p>Pupil premium students selected. Oldham Power will work with students and parents to eliminate cultural barriers and myths that hinders them from applying for university. To aid social mobility, build parental confidence and educate parents. This project is personalized to the needs of the parents allowing them to support their children into further education.</p>	<p>PP profiling to be shared with staff to enhance understanding</p> <p>Action plans to be completed for key PP students</p> <p>Parental contact to begin as positive and to be maintained as a positive dialogue.</p> <p>Audit trail to be created.</p> <p>Selected students to attend Jamie's Farm according to pupil premium profile.</p> <p>Selecting PP HA students for this project</p>	<p>ZAL</p> <p>NCA</p> <p>JSM</p> <p>DCL</p> <p>HoY</p> <p>NCA</p> <p>ZAL/NCO</p>	<p>Ongoing and reviews at each PR window</p> <p>Monthly</p> <p>Ongoing</p> <p>Half termly</p> <p>6 weekly review with Jamie's Farm and monitoring of these students ongoing</p> <p>Termly review</p>

