

# **Co-op Academy Failsworth**

## **Review of the impact of the 2019/20 pupil premium strategy**

*Approved by the Local Governing Body: 24/09/20*

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

[Link to the academy's 2019/20 plan, including spend allocation, to be inserted here](#)

Summary of objectives	Impact	Lessons learned																								
<p>To improve outcomes for all students by providing a challenging curriculum which will accelerate the progress of PP students</p>	<p>Year 11 - PP has improved by 0.39 from 2019</p> <table border="1" data-bbox="544 587 1543 1066"> <thead> <tr> <th data-bbox="544 587 1003 842" rowspan="2">Co2020 Y11 HEADLINES</th> <th colspan="4" data-bbox="1003 587 1543 715">Y11 exam grades Aug 20</th> </tr> <tr> <th data-bbox="1003 715 1144 842">ALL</th> <th data-bbox="1144 715 1285 842">PP</th> <th data-bbox="1285 715 1426 842">NPP</th> <th data-bbox="1426 715 1543 842">HA</th> </tr> </thead> <tbody> <tr> <td data-bbox="544 842 1003 919">L4+ in English &amp; Maths %</td> <td data-bbox="1003 842 1144 919">57.8</td> <td data-bbox="1144 842 1285 919">37.6</td> <td data-bbox="1285 842 1426 919">67.5</td> <td data-bbox="1426 842 1543 919">82.3</td> </tr> <tr> <td data-bbox="544 919 1003 995">L5+ in English &amp; Maths %</td> <td data-bbox="1003 919 1144 995">28.9</td> <td data-bbox="1144 919 1285 995">17.2</td> <td data-bbox="1285 919 1426 995">34.5</td> <td data-bbox="1426 919 1543 995">54.0</td> </tr> <tr> <td data-bbox="544 995 1003 1066">Progress 8 Score *[2019 Validated]</td> <td data-bbox="1003 995 1144 1066">-0.320</td> <td data-bbox="1144 995 1285 1066">-0.600</td> <td data-bbox="1285 995 1426 1066">-0.180</td> <td data-bbox="1426 995 1543 1066">-0.650</td> </tr> </tbody> </table>	Co2020 Y11 HEADLINES	Y11 exam grades Aug 20				ALL	PP	NPP	HA	L4+ in English & Maths %	57.8	37.6	67.5	82.3	L5+ in English & Maths %	28.9	17.2	34.5	54.0	Progress 8 Score *[2019 Validated]	-0.320	-0.600	-0.180	-0.650	<ul style="list-style-type: none"> <li>Continue with the current intervention plans as these have helped us to make progress throughout the academic year</li> <li>PP has improved by 0.39 between 2019 and 2020</li> <li>Evaluate the year 7 and 8 new curriculum and continue with this as the evidence is very strong and students are making good progress. See year 7+8 data.</li> <li>Year 9 curriculum has been re-written and this will continue to drive forward progress</li> </ul>
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	<p>Year 10 – This data capture was taken place a few weeks before lockdown and we believe it to be accurate at this point in time. Data will be recalibrated this academic term</p> <p>Year 9 – Year 9 had a very early progress capture. Another one was planned that would have provided a more accurate picture but unfortunately we went into lockdown.</p> <p>Year 8 – PR1</p> <p>We are disappointed that we could not capture the next data point within this academic year as we strongly believe the progress gains would have positive. At date point 1, 70.3% of students were on track or above and making good progress.</p> <p>Year 7 – PR1</p> <p>We are disappointed that we could not capture the next data point within this academic year as we strongly believe the progress gains would have positive. At date point 1, 71.5% of students were on track or above and making good progress</p>	<p>CO2021</p> <ul style="list-style-type: none"> <li>Interventions and stronger teaching is showing (subject to a 5 month covid interruption) that PP P8 will improve 0.426 from 2020 to 2021. This is also a 0.825 improvement on PP between 2019 and 2020</li> </ul> <p>CO2022</p> <ul style="list-style-type: none"> <li>This data needs a health warning as it was taken in Term 1 year 9 as students started their option subjects. Although the data does show an improvement on CO2019 and CO2020 we will provide you a more accurate view after data drop 1.</li> </ul>
<p>To improve Literacy and Numeracy skills for all students at KS3. This will ensure that the PP and NPP</p>	<p>Literacy Intervention Impact</p> <p><b>October Review</b></p>	<p>Extended intervention programme to be continued.</p> <p>The in-depth assessments</p>

<p>gap is significantly diminished.</p>	<p>79% (34/43) of pupils have improved their reading age. 30 of these year 7 pupils have continued into the second round of intervention.</p> <p>62% (27/43) of pupils have improved their reading age by more than 9 months.</p> <p>PP students have made progress in line with NPP students (No gap between those students who have had intervention)</p> <p><b>March Review</b></p> <p>A higher proportion of students in this group have SEN and additional reading difficulties impacting on the amount of progress made and this round of intervention also included pupils from years 8 and 9.</p> <p>66.7% (56/84) of pupils have improved their reading age. Those students who have not made significant progress have had a full diagnostic review to identify further potential reading difficulties. AHT working alongside SENCo to support intervention.</p> <p>52% (44/84) of pupils have improved their reading age by more than 9 months.</p>	<p>looking at reading fluency and phonics as well as inference and comprehension allowed more targeted intervention so that a variety of strategies could be developed that were bespoke to the pupils or groups. This will continue this academic year.</p> <p>Assessment methods now always cross-checked with other evidence.</p>
<p>To incorporate High Ability PP students within the High Ability plan at KS4 to ensure student aspirations and parent expectations are high</p>	<p>Please see HA strategy for further detail. An improvement in High ability has been recorded and plan are in place to further improve this data.</p>	<p>Continue with the current strategy and embed further strands from evaluation. Parental engagement and ILCs worked very well and raised</p>

		student self esteem
<p>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</p>	<p>Head of year spreadsheet - This has worked really well and has reduced the need to produce multiple documents. It is essentially a working document that is used for meetings and regular updates on key pupils within a year group. They have proven useful when talking about key students in SLG meetings, permanent exclusion cases and pastoral/AP discussions. They offer Intel and 360 of students who have been identified as having exposure to adverse childhood trauma. Identify pupils with vulnerability and academic need.</p> <p>Additional 30 minutes has been added to the time pupils spend in reflections. This only ran for a period of 4 weeks prior to COVID 19 however, there was a clear reduction of 38% in the number of 'reds' given by staff.</p> <p>'The Hub' has been introduced as a bespoke Alternative Provision specifically for KS3. Historically the academy has had quality provision provided for our most vulnerable and disengaged students in KS4, however, this has not been available at KS3. It is hoped that earlier intervention in the Hub will reduce the need for Alternative Provision in KS4. Indeed for the first time in four or five years, 6 year 9 students have successfully transitioned from Alternative Provision back into mainstream education. Early indications are that these moves continue to be successful.</p> <p>The Studyzone has had some success and impact on the attendance of pupils derived as school refusers. The team are skilled in breaking down barriers to attending school by using bespoke methods for each individual. The environment is purposely warm and welcoming to allow for small steps to be made by the students. Part time timetables have been implemented effectively resulting in successful transition to</p>	<ul style="list-style-type: none"> <li>● Structured conversations for returning to school to prioritise PP students.</li> <li>● Students in need of additional pastoral support identified through structured conversations, attendance, behaviour, progress 360 review</li> <li>● PP students that need additional support to be allocated a mentor from the TA/behaviour mentor team.</li> <li>● Mentor to meet/check in regularly with targeted pupils to establish barriers</li> <li>● Fluid movement out of KS3 AP for those students who have made progress and are now ready to access mainstream.</li> <li>● SZ - closer link between attendance and now provides a pathway to attendance for those that have had poor attendance previously.</li> </ul>

	<p>full time timetables and ultimately improved attendance for those previously not attending school.</p> <p>2 successful Managed Moves completed in the 2019/20 Academic Year providing stability and support for PP Pupils who were at serious risk of Permanent Exclusion. As a result they have a fresh start in a new setting and a chance to leave school with a good set of GCSE qualifications</p>	
<p>To improve PP attendance which deteriorates throughout the academic resulting in curriculum gaps increasing</p>	<p>PP attendance for 2019-20 academic year to the point of Lockdown in march 2020 was 90.4%</p> <p>PP girls attendance - 91.3%</p> <p>PP boys attendance - 90.4%</p>	<p>To continue to utilise the strategies used this year and focus upon PP attendance</p>

