



Co-op Academy  
Grange

# **Co-op Academy Grange**

## **Pupil Premium Strategy Statement**

Approved : November 2016  
Review Due: June 2019



National College for  
Teaching & Leadership



## Co-op Academy Grange Pupil Premium Strategy Statement

1. Summary information					
School	Co-op Academy Grange				
Academic Year	2018/ 2019	Total PP budget	£645,150	Date of most recent PP Review	Nov 2016
Total number of pupils	1506	Number of pupils eligible for PP	690	Date for next internal review of this strategy	June 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
Progress 8 score average	-0.7	-0.2
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
A.	Low literacy levels, limited use by students of metacognition to enhance learning.	
B.	Ensuring a dynamically delivered, exciting relevant curriculum offer which allows all students to excel.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
C.	Low attendance. Home experience which is in contradiction to the Co-op Academy Granger way being ones 'best self,' reflecting an ability to self-regulate. Large proportion of Fair access/disadvantaged students enter in year, with missing periods of education.	

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Students achieve literacy levels that enable them to access a well taught, full secondary curriculum and achieve their potential.	Progress of PP students matches national average for non PP students
<b>B.</b>	The Co-op Academy Granger way of conducting oneself and approaching educational opportunities is embedded in student actions.	Progress of PP students matches national average for non PP students
<b>C.</b>	Attendance and punctuality of students improves. Persistent absenteeism is reduced.	Attendance, punctuality and PA rates of PP students matches national averages for non PP students

5. Planned expenditure					
Academic year		2018/2019			
i. TEACHING					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve teaching so that it is consistently good and accelerates the rate of students' progress in all subjects.</p>	<p>Make effective use of assessment information to match tasks to the needs of different groups of students, including the most able, those who have special educational needs or disability and those who speak English as an additional language.</p> <p>Ask questions that challenge students and deepen their thinking.</p> <p>Provide regular opportunities for students to develop literacy and speaking skills in lessons, and particularly to write at greater length.</p> <p>Corporate Co-op Academy Grange exercise book.</p>	<p>Current educational research</p>	<ul style="list-style-type: none"> <li>• Leaders at all levels more rigorously and systematically check the quality of teaching and provide teachers with helpful feedback.</li> <li>• Matching professional development activities more precisely to identify weaknesses in teachers' practice and checking that this results in improvements to teaching.</li> <li>• Curriculum is fit for purpose by delivering challenge and progress through students knowing and remembering more.</li> <li>• All schemes of work match new specifications and have clear assessment objectives and assessment points indicated. Schemes of work and assessments are followed rigorously and systematically within all curriculum areas.</li> <li>• All schemes of work are regularly quality assured and has clearly identified whole class feedback and deep marking, showing positive impact on progress.</li> <li>• Application of the 'Co-op Academy Grange Focus 5' demonstrated in all lessons. Mint sheets reflect differentiated planning for progress of groups and individuals.</li> <li>• Marking and feedback supports and evidences student progress.</li> <li>• The majority of students can articulate how they know and remember more and can demonstrate this in their work. Exercise books explicitly evidence cognition, metacognition and motivation.</li> </ul>	<p>Lead- Martha Featherstone</p> <p>Jane l'Anson</p> <p>Israr Shah</p>	<p>Through the quality assurance cycle which includes lesson observations, work scrutiny and student voice. This follows a weekly cycle of events.</p> <p>Report data to all AIB meetings.</p>
<b>Total budgeted cost</b>					£555,623.71

## ii. Targeted support LITERACY/PHONICS

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Limited literacy is not a barrier to learning.</p> <p>Reading ages are improved for all students that engage in the Fresh Start programme.</p> <p>All teachers regularly build in opportunities to broaden vocabulary and develop literacy.</p>	<p>Ruth Miskin Fresh Start programme.</p> <p>Schemes of work.</p> <p>Reading weeks.</p> <p>Book in a bag.</p> <p>First Story project</p>	<p>Educational research which evidences impact of phonics approach to the teaching of reading. School data to support this.</p>	<ul style="list-style-type: none"> <li>• Support from Ruth Miskin consultant trainer to coach staff in delivery of programme.</li> <li>• Ruth Miskin team support the testing of students before, during and after completion of programme.</li> <li>• Schemes of work exploit opportunities for developing literacy and broadening vocabulary. These are quality assured regularly.</li> <li>• Book scrutiny as part of quality assurance cycle.</li> <li>• Support for First Story initiative.</li> </ul>	<p>Lead - Israh Shah</p> <p>Isobel Arnett</p>	<p>Review data every half term.</p> <p>Report data to AIB meetings.</p>
<b>Total budgeted cost</b>					£47,571.38

<b>iii. Other approaches ATTENDANCE</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>No student being disadvantaged by low attendance through</p> <p>a) all student groups (including disadvantaged and Roma) attending regularly and showing sustained improvement over time</p> <p>b) Persistent absenteeism reducing and sustained over time.</p>	<p>Student Pupil Premium and Roma Attendance Officers intervene with 'stuck' students to improve attendance and PA.</p> <p>School to use the full range of rewards and sanctions available to it to improve and maintain.</p>	<p>Educational research which evidences the link between good attendance to good attainment and progress. School data to support this.</p>	<ul style="list-style-type: none"> <li>• Case studies/data analysis evidence best practice for engaging the hard to reach.</li> <li>• Targeted support from LA New Communities worker.</li> <li>• Rewards for improved and good attendance tailored to year groups.</li> <li>• All unauthorised requests for holidays fined.</li> <li>• Supervision of pupil premium dedicated staff against clear KPIs.</li> <li>• Engagement in LA funded research opportunity into Roma attitudes to school.</li> </ul>	<p>Lead- Alex Jeffrey</p> <p>Jo Price</p>	<p>Review at a senior level every two weeks.</p> <p>Report to all AIB meetings.</p>
<b>Total budgeted cost</b>					<b>£41,954.92</b>

**6. Review of expenditure**

**Previous Academic Year 2017-18**

**i. Teaching**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																								
Quality of teaching is consistently Good or better	AFI 1.1: Make effective use of assessment information to match tasks to the needs of different groups of students who speak English as an additional language	Year 11 data <table border="1" data-bbox="680 448 1274 738"> <thead> <tr> <th></th> <th>Non ppg</th> <th>pp</th> </tr> </thead> <tbody> <tr> <td>Attainment 8</td> <td>36.38</td> <td>27.41</td> </tr> <tr> <td>Progress 8</td> <td>-0.228</td> <td>-0.736</td> </tr> <tr> <td>9-4 Eng/maths</td> <td>36.6</td> <td>23.3</td> </tr> <tr> <td>English p8</td> <td>0.027</td> <td>-0.496</td> </tr> <tr> <td>Maths p8</td> <td>-0.58</td> <td>-0.973</td> </tr> <tr> <td>Ebacc p8</td> <td>-0.473</td> <td>-1.001</td> </tr> <tr> <td>Open p8</td> <td>0.081</td> <td>-0.475</td> </tr> </tbody> </table>		Non ppg	pp	Attainment 8	36.38	27.41	Progress 8	-0.228	-0.736	9-4 Eng/maths	36.6	23.3	English p8	0.027	-0.496	Maths p8	-0.58	-0.973	Ebacc p8	-0.473	-1.001	Open p8	0.081	-0.475	Strong schemes of work need to be the basis for all future teaching and this forms a key part of this year's action plan. Annotated seating plans continue to be triangulated with exercise books and data captures as part of the quality assurance cycle to evidence progress. Continue rigorous support for those teachers whose data indicates student progress not in line.	£410,000
	Non ppg	pp																										
Attainment 8	36.38	27.41																										
Progress 8	-0.228	-0.736																										
9-4 Eng/maths	36.6	23.3																										
English p8	0.027	-0.496																										
Maths p8	-0.58	-0.973																										
Ebacc p8	-0.473	-1.001																										
Open p8	0.081	-0.475																										

**i. Targeted support**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All students can read and write at a level that allows them to access secondary curriculum.	Ruth Miskin Fresh Start Phonics programme  NGRA reading age testing.	Detailed tracking of individuals and cohorts exists which clearly evidence the success of the programme. Disadvantaged students make progress in line with their non-disadvantaged peers.	Students completing Fresh Start in year 7 to receive programme of study to consider and reinforce learning developed by Ruth Miskin.	£48,248

## ii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C: Attendance and punctuality of students improves. Persistent absenteeism is reduced	Appoint a dedicated Pupil Premium team to support students and families in raising attendance and attainment	Attendance for the year remained stuck.  Staffing issues resulted in full role of pupil premium attendance position not being rolled out.	One role has needed to be reconfigured to a sole attendance focus, because of parent support worker not showing impact on student attendance.	£95,423