

Pupil Premium Strategy Statement: The Blue Coat School Oldham

Summary information					
School	The Blue Coat School				
Academic Year	2020-21	Total PP budget	£207,235	Date of most recent PP Review	28/09/20
Total number of pupils	1721	Number of pupils eligible for PP	217	Date for next internal review of this strategy	30/09/21

Current attainment *			
	Pupil eligible for PP (Blue Coat School 2020)	Pupils eligible for PP (Blue Coat School 2019)	Pupils not eligible for PP (national average)
% achieving Grade 4 in English / Maths	56.4%	71.9%	71
% achieving Ebacc	17.8	28%	28
Progress 8 score average	-0.36	-0.16	+0.1
Attainment 8 score average	41.54	45.41	50.
Barriers to future attainment (for pupils eligible for PP)			
A	COVID-19: The EEF's rapid evidence assessment examined the potential impact of school closures and found that they are likely to reverse the progress made to close the gap in the last decade since 2011.		
B	Prior Attainment: No valid and reliable KS2 data for current y7 cohort. 23% of our PP cohort from years 8-10 did not meet the NS in Reading compared to 3% of the NPP cohort. 23% of our PP cohort in Y8-10 did not meet the NS in maths whereas less than 1% of our NPP cohort failed to meet this standard.		
C	Reading: The reading age of PP students is significantly below the average reading age of their NPP peers.		
D	Engagement and Aspirations: PP students historically have lower engagement in extra-curricular activities and trips than their NPP peers		

Planned Expenditure 2020-21

	2020-21 (Projections)	Explanation
Leadership	£87,123	Use of SLT time to strategically lead and coordinate intervention for disadvantaged pupils.
Teaching Assistants	£93,346	Deployment of TA's to support interventions in relation to disadvantaged pupils
Learning Mentors	£36,095	Mentors run programmes targeted on organization, homework completion, and coursework support
Pastoral support	£47,788	Appointment of Director of Learning for PP students and CPD for form tutors + provision of Super Tutors
Direct costs	£61,813	Work Related Learning and bespoke external provision provided for disadvantaged pupils + Project Based Learning in Year 7.
Teaching time	£47,624	Use of teacher's time to deliver bespoke intervention sessions & 1:1 mentoring for underperforming disadvantaged pupils.
Hardship funding	£2947	Supporting parents in financial hardship for extracurricular activities and uniform
Total	£376,736	
Income	£311,155	(Including the £103920 catch-up premium)

Measuring Impact: The impact of these strategies will be measured using the following key performance indicators:

- ✓ Student attainment in English and Maths
- ✓ Student average attainment (Attainment 8)
- ✓ Student progress (Progress 8)
- ✓ Levels of student attendance.
- ✓ Tracking the engagement of students in activities/taking advantage of the opportunities available as part of the 'Blue Coat Offer'.
- ✓ Pupil Voice activities.

E. Aims	1. PP students will make comparable progress and attainment in relation to NPP	2. The attendance and punctuality of PP students will be comparable to NPP students	3. PP students' engagement in extra-curricular activities and trips will be comparable to NPP
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No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve. Our aim is to enable students from less advantaged backgrounds to achieve as well as all students. To do this we use a graduated approach so that support is tailored to individual students.

The Blue Coat School's Universal Offer

All students benefit from our **Universal** offer:

Curriculum

- A whole school curriculum which enables students to fully realise their potential and be happy well-rounded members of society.
- A curriculum designed to have breadth, depth, rigour, progression, enjoyment, fellowship, relevance and spirituality.

Learning and Progress

- High quality teaching and learning which engages and inspires students and makes certain they make strong progress.
- Robust tracking and monitoring systems to ensure that all students make strong progress and that effective interventions are in place where necessary.

Pastoral Care and Provision

- Pastoral care and support which ensures that students are happy, healthy and enjoy school.
- A pastoral curriculum which supports students both within and beyond school to become everything they can be and everything that they are meant to be.

Behaviour and Rewards

- A whole school behaviour with high standards and expectations of all students.
- Staged approach to support pupils who are not meeting standards and expectations at ST/DOL/AHT/DHT level.
- Recognition and rewards policy which through a staged approach which acknowledges the hard work and excellent conduct of all students.

Attendance and Punctuality

- Whole school attendance/punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students.
- Attendance support/intervention which takes a staged approach who meet identified thresholds.

Engagement and Extra Curricular

- A wide range of extra-curricular and enrichment activities which extend students' learning develop their passions and interests beyond the classroom.

The Blue Coat School's Enhanced/Selective Offer

Though all of our disadvantaged students benefit from the school's Universal offer, we have an enhanced, selected offer for all of our disadvantaged students to help improve their progress, attendance, punctuality and engagement.

All of our disadvantaged students benefit from our **Enhanced/Selective** offer:

Curriculum

Careers information and guidance:

- Additional support and guidance prior to options.
- Positive discrimination for options choices.
- Post-16 application and support.

Priority for literacy and numeracy support for students not meeting ARE:

- Year 7 parents' support event.
- 7/12 project.
- ATS/PBL.
- Accelerated Reader
- Conquer Maths.

Learning and Progress

- Enhanced monitoring and tracking for disadvantaged cohort by Director of Learning (PP) and AHT.
- Homework support provision in ILC.

Within Subject Areas:

General

- Aspirational setting for disadvantaged students.
- Disadvantaged students seated towards the front of the class and clearly identified on class seating plans.
- Prioritise disadvantaged students for marketing of and attendance at extra-curricular/Enrichment activities.

Teaching and Learning:

- Ensure that all teachers regularly review PSP/Pupil stories.
- Ensure that disadvantaged students engage with Q+A every lesson.
- Ensuring disadvantaged students actively engage group tasks by allocating specific roles.
- Ensuring that disadvantaged students are prioritised for leadership opportunities in class.
- Revision support for students, including revision guides/materials/ packs.

Marking and Feedback:

- Disadvantaged students prioritised for verbal feedback in lesson.
- Disadvantaged students' books to be marked first. Class teachers to ensure that:
 - Feedback is clear and specific.
 - MIB tasks set are clear and specific and checks are made to ensure students know what they need to do.
 - Completion/quality of MIB work is checked first.

Behaviour/Rewards:

- Prioritise for positive praise/rewards.
- Prioritise for for parental phone calls for positive behaviour and for follow up where there are concerns about meeting expectations.

Intervention/additional support:

- Provision of free revision guides/study materials where appropriate.
- Provisional additional work/study materials to address any gaps in knowledge where appropriate.
- Priority for disadvantaged students in department intervention.

Pastoral Care and Support

DOL:

- Each DOL has their own enhanced/selected and targeted offer for disadvantaged students which can be found on the website
- The Mental Toughness programme in Years 10 – 11.
- Duke of Edinburgh Bronze Award Scheme for all pupils in Year 9; Silver Award for students who wish to take this in Years 10-11, with financial support for disadvantaged students.
- Junior Leadership Team in Years 7-13
- The School Council in Years 7-13
- Leadership Award in Year 7
- The Change for Life programme in KS3.

Behaviour and Rewards

- Priority given to students when making recommendations for students of the week, Headteacher's prize etc.
- Preventative monitoring through FT for equipment, uniform, organisation.
- Priority given for AfA support.
- Reduced 'thresholds' for identified students for:
 - Behaviour support/monitoring e.g. FT report.
 - PSP/Pupil story.

Attendance and Punctuality

Enhanced monitoring, tracking and intervention for disadvantaged students:

- Disadvantaged students prioritised for phone call home during/following absence.
- Disadvantages students prioritised for home visits.

Engagement and Extra Curricular

- Inclusivity of all trips/events assessed prior to authorisation through new trips procedure.
- Trips visits aimed at raising aspirations and engaging students with further/higher education.
- Pro-active work with disadvantaged students to encourage engagement with enrichment and extra-curricular activity.
- Students supported and encouraged to get involved in clubs' activities and leadership opportunities.
- All school events reviewed during the planning stages to ensure that disadvantaged students can engage, and they take the opportunity to do so.
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The Blue Coat School's Targeted Offer*

If the needs of our disadvantaged students cannot be entirely met within our Universal or Enhanced/Selective offer – then they will receive more bespoke, **targeted** intervention:

Curriculum

Individualised timetables:

- College courses.
- Collaborative placements.
- Small group/1:1 tuition.

Learning and Progress

- Bespoke support packages co-ordinated by AHT.
- PSP/Pupil Story.
- Return to school support
- Super Tutor support.
- Learning Mentor support.
- Year 13 Senior Student Mentor.

Pastoral Care

- Breakfast Club Provision: Meet and greet; equipment checks and tea/toast.
- Super Tutor Support.
- Learning Mentor Support.
- Referral(s) to external agencies.
- Access to Hardship funding.
- Year 12 Mentor Programme (Blues).
- Year 13 Senior Student Support.
- 'Back to school' interviews and support for identified pupils.
- Senior Student mentoring/academic support.
- Nurture Group for pupils who need support with attendance or social and communication issues (Years 7 and 8).
- Super Tutors for pupil premium pupils in Year 7 – 11
- Teams 7s: Project for Year 7 students who need support with transition and social interaction.
- 1:1 support from learning mentors, pastoral support, tutors and Directors of Learning to support management of homework and personal organisation.

Behaviour and Rewards

- Referral(s) to external agencies.
- Super Tutor support.
- Learning mentor support.
- Year 13 Senior Student Support.

Attendance and Punctuality

- Fast track attendance process for identified students.
- Referral(s) to external agencies.
- Breakfast Club Provision: Meet and greet; equipment check and tea/toast.
- Super Tutor support.
- Learning Mentor support.
- Year 13 Senior Student support.
- Back to school' interviews and support for identified pupils.

Engagement and Extra Curricular

- Access to hardship funding which has historically allowed our students to take part in: The Battlefields residential in Year 8; Duke of Edinburgh Award scheme; All curriculum-related school trips – e.g., to the theatre and art. galleries, field trips etc.
- Tracking and monitoring of identified students and their engagement with extra-curricular and enrichment activities.

*Each department and year group has its own bespoke, targeted offer for disadvantaged students.

COVID-19 Catch-up Premium Strategy: The Blue Coat School Oldham

Our students have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. In response to the pandemic, all schools in England will receive £80 per pupil to help alleviate the impact of lost teaching time and the EEF (Education Endowment Foundation) has made recommendations, based on evidence-based research, on how this money should be spent. These recommendations include:

- Small group one-to-one tuition
- Summer programmes to help re-engage pupils or extra teaching capacity from September 2020
- Supporting effective remote learning through digital learning technologies

However, schools have the flexibility to spend their funding in the best way for their cohort and circumstances. At Blue Coat we believe that every child's needs can be met through our **Universal**, **Selective** and **Targeted** offers, and we intend to apply the funding to strengthen this provision to ensure that no vulnerable child remains vulnerable for life.

The scale of our response matches the scale of the challenge that lies ahead:

Universal – all students will benefit from:

- Quality first teaching underpinned by effective CPD at relevant stages of career. NQTs supported through ECF and Blue Coat Basics
- Planned, resourced, progressive and challenging curriculum at KS3 – 5 underpinned by consistent pedagogy informed by principles of metacognition, closing the vocabulary gap, interleaving (all staff through CPD and induction and curriculum resources supported in this pedagogy)
- CPD (2020-21): Reading - Disciplinary Literacy through subject networks (National Literacy Trust) – planned CPD to ensure staff across all subjects can support reading for all pupils.
- Pastoral CPD – Supporting the Wellbeing Curriculum and form Worship
- Academic Transition Skills – Year 7
- Transition Support (information from primary schools – transition events, zoom, - reading test)
- Pupil assessment and feedback – aligned to curriculum and new assessment framework – what do pupils know/ what don't they know.
- Marking and Feedback policy – with more time dedicated to making improvements to work (MIB time).
- Investment in digital learning technologies such as SENECA.
- Staff CPD on the whole school VLE – Bloodle to ensure students can learn effectively from home if they have to self-isolate.
- Staff have reviewed work covered over lockdown and know pupils who did /did not engage – pupils also submitted assessment. Adapted general curriculums to revisit/ consolidate where needed knowledge.
- Accelerated reader
- Pastoral provision and pastoral curriculum

Targeted – identified disadvantaged students will benefit from:

- Project based learning (PBL) in year 7 and 8
- Maths Catch Up (year 7)
- Guided learning English and maths (Year 9, 10, 11)
- Rapid Reading
- One to one/small group tuition using specialist TAs, HLTAs and Learning Mentors
- Bespoke departmental and year group graduated disadvantaged strategies
- Designated mentors for looked after children
- Targeted work packs in Literacy and Numeracy for students with an EHCP which support their EHCP outcomes
- Allocation of key workers to all SEND students who make regular contact with home

Pupil Premium Impact Report: The Blue Coat School

	2019– 20 (Actuals)	Explanation
Leadership	£59535	Use of SLT time to strategically lead and coordinate intervention for disadvantaged pupils.
Teaching Assistants	£65211	Deployment of TA's to support interventions in relation to disadvantaged pupils
Learning Mentors	£24579	Mentors run programmes targeted on organisation, homework completion, and coursework support
Pastoral support	£32537	Training of form tutors and use of tutors to mentor and coach disadvantaged pupils.
Direct costs	£41940	Work Related Learning and bespoke external provision provided for disadvantaged pupils.
Teaching time	£32425	Use of teacher's time to deliver bespoke intervention sessions & 1:1 mentoring for underperforming disadvantaged pupils.
Hardship funding	£2000	Supporting parents in financial hardship for extracurricular activities and uniform
Total	£260427	
Income	£211851	(Including £6631 for the Catch Up Premium)

Impact of strategies to support students eligible for pupil premium funding 2019-20 *

Attendance figures over the last 3 years:

	2017-18	2018-19	2019/20
All pupils	96.4%	95.9%	95.99%
Disadvantaged pupils	93.9%	93.3%	94.62%
Other pupils	96.8%	96.1%	96.22%

Summary: Attendance figures were taken from the start of the academic year until the national school closure in March 2020 due to COVID-19. The attendance of our disadvantaged pupils hit a 3-year high and improved by 1.32% on last academic year. The rate of improvement in attendance of our disadvantaged cohort was also better than other pupils. Although there is a 1.6% gap between disadvantaged and other pupils, this was closed by 1.2% last year

Pupil Attainment over the last 3 years (Achieving grade 4+ in English and Maths):

	2017-18	2018-19	2019/20
All pupils	85.7%	81%	89.2%
Disadvantaged pupils	57.1%	74%	62.1%
Other pupils	89.9%	81.4%	94.1%

Pupil Attainment over the last 3 years (Attainment 8):

	2017-18	2018-19	2019/20
All pupils	56.5	53.9	58.9
Disadvantaged pupils	39.3	46.9	41.5
Other pupils	59.1	54.7	61.9

Pupil Progress over the last 3 years (Progress 8):

	2017-18	2018-19	2019/20
All pupils	+0.54	0.39	0.41
Disadvantaged pupils	-0.33	-0.16	-
Other pupils	+0.67	+0.4	+0.5

Summary: Our disadvantaged students did not make as much progress as other pupils and performed below their estimated attainment score. The gap in attainment between our disadvantaged students and other students increased and the percentage of our disadvantaged students achieving a 4+ in English and maths decreased on 2018/19. However, these outcomes are based on the centre-assessed grades which were submitted in May – well after the school closure. Many of the interventions outlined in our pupil premium strategy were not given the chance to come to fruition and have the desired impact on these headline figures. As a result, this had a detrimental impact on our disadvantaged students' progress and attainment.

Catch up Premium Impact Report: The Blue Coat School

Year 7 Catch up Premium

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading and/or maths at the end of key stage 2. Schools decide how to use the additional funding to boost learning and progress.

Total Allocation = £6631

How we spent our allocation:

Maths:

- ✓ Provide of additional support through our 'Maths Success' group in year 7.
- ✓ Deploy of a teaching assistant to provide 1:1 and small group support.
- ✓ Hold a Year 7 Parents evening for students who are eligible for the 'Maths Success' groups to discuss how they can support their child at home.
- ✓ Invest in 'Conquer Maths' an online software package for Year 7. It will enable maths teachers to identify students' areas of weakness. Tasks will then be set to target their areas of improvement.
- ✓ Organise drop in sessions targeted at these pupils once per week to give additional guidance and support.

English:

- ✓ Put in place bespoke reading and literacy interventions led by specialist teaching assistants.
- ✓ Invest in the Lexia online programme, accessible both at home and at school.

English continued

- ✓ Organise a paired reading project/Accelerated reader project.
- ✓ Invest in staff CPD to promote literacy and extended writing – focusing on students with lower levels of literacy.
- ✓ Develop Bloodle, our VLE, used for online support tutorials and self-marking activities. Weekly book club reading and reviewing a draft on a new teenage fiction book as part of the Barrington Stoke publishing project.
- ✓ Hold a Year 7 Parent event for students to discuss how they can support their child's reading at home

Impact in 2019-20

Catch-up English	English Catch-up Premium Pupils	All other students
% of students making expected progress	85%	85%
% of students exceeding expected progress	5%	12%

Catch-up Maths	Maths Catch-up Premium Pupils	All other students
% of students making expected progress	100%	80%
% of students exceeding expected progress	0%	3%

Catch-up Reading and Maths	Reading and Maths Catch-up Premium Pupils	All other students
% of students making expected progress in Reading and Maths	39%	82%
% of students exceeding expected progress in Reading and Maths	0%	0%

