

Pupil Premium Strategy Statement: The Blue Coat School Oldham

Summary information					
School	The Blue Coat School				
Academic Year	2021-22	Total PP budget	£211,005	Date of most recent PP Review	30/09/21
Total number of pupils	1689	Number of pupils eligible for PP	221	Date for next internal review of this strategy	30/09/22

Current attainment *			
	Pupil eligible for PP (Blue Coat School 2021)	Pupil eligible for PP (Blue Coat School 2020)	Pupils eligible for PP (Blue Coat School 2019)
% achieving Grade 4 in English / Maths	73.8	56.4	71.9%
% achieving Ebacc	33.3	17.8	28%
Progress 8 score average	+0.24	-0.36	-0.16
Attainment 8 score average	50.14	41.54	45.41
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: Still no valid and reliable KS2 data for current y7 cohort from feeder schools.		
C	Reading: The reading age of PP students is significantly below the average reading age of their NPP peers and the current year 7 cohort has the lowest reading age in recent years.		
D	Engagement and Aspirations: PP students historically have lower engagement in extra-curricular activities and trips than their NPP peers		
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

The Universal Offer – All Students

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 Universal Offer	Desired Impact/Link to EEF Research						
<p>Curriculum</p> <ul style="list-style-type: none"> ○ 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. ○ A whole school curriculum underpinned by consistent language and strategies for developing literacy and metacognition 	<p>Metacognition and Self-Regulation</p> <table style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;"> <div style="background-color: #ff4500; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+7</div> months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			<div style="background-color: #ff4500; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+7</div> months
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<p>Oral Language Interventions</p> <table style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;"> <div style="background-color: #ff4500; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+6</div> months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			<div style="background-color: #ff4500; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+6</div> months	
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<p>Learning and Progress</p> <ul style="list-style-type: none"> ○ 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. 							

<p>Pastoral Care and Provision</p> <ul style="list-style-type: none"> ○ 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. 	<p style="text-align: center;">Social and Emotional Learning</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  +4 months </td> </tr> </tbody> </table> <p style="text-align: center;">Parental Engagement</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  +4 months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			 +4 months	Implementation cost	Evidence strength	Impact (months)			 +4 months
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<p>Behaviour and Rewards</p> <ul style="list-style-type: none"> ○ 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 	<p style="text-align: center;">Behaviour Interventions</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  +4 months </td> </tr> </tbody> </table> <p style="text-align: center;">Social and Emotional Learning</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  +4 months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			 +4 months	Implementation cost	Evidence strength	Impact (months)			 +4 months
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<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> ○ 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. 	<p style="text-align: center;">Parental Engagement</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  +4 months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			 +4 months						
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<p>Engagement and Extra Curricular</p> <ul style="list-style-type: none"> ○ A wide range of extra-curricular and enrichment activities which extend students' learning develop their passions and interests beyond the classroom. 	<p style="text-align: center;">Arts Participation</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  +3 months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			 +3 months						
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The Selected Offer – All Disadvantaged Students

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.

The Selected Offer with Key Characteristics	Desired Impact/Additional Links to EEF Research						
<p>Curriculum</p> <p>Careers information and guidance:</p> <ul style="list-style-type: none"> ○ Additional support and guidance prior to options. ○ Positive discrimination for options choices. ○ Post-16 application and support. <p>Priority for literacy and numeracy support for students not meeting age-related expectations:</p> <ul style="list-style-type: none"> ○ ATS ○ Accelerated Reader/Literacy ○ Heggarty Maths ○ SENECA Learning 	<p>Reading Comprehension</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> </table>	Implementation cost	Evidence strength	Impact (months)			
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<p>Learning and Progress</p> <ul style="list-style-type: none"> ○ 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. ○ Enhanced monitoring and tracking for disadvantaged cohort by Director of Learning (PP) and AHT. ○ Homework support provision in ILC. 	<p>Homework</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> </table>	Implementation cost	Evidence strength	Impact (months)			
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Teaching and Learning

Every subject area has its own graduated disadvantaged strategy which is underpinned by these whole school approaches to teaching and learning:

Teaching and Learning:

- Ensure that disadvantaged students engage with Q+A every lesson.
- Ensuring disadvantaged students actively engage group tasks by allocating specific roles.
- Ensuring that disadvantages 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 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

Directors of Learning:

- Each DOL has their own enhanced/selected and targeted offer for disadvantaged students
- The Mental Toughness programme in Years 10 – 11.

Metacognition and Self-Regulation



Feedback



Behaviour Interventions



Physical Activity



<ul style="list-style-type: none"> ○ 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 																			
<p>Behaviour and Rewards</p> <ul style="list-style-type: none"> ○ 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. ○ Priority for praise in lessons 	<p style="text-align: center;">Behaviour Interventions</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;"> <div style="background-color: #ff4500; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+4</div> months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			<div style="background-color: #ff4500; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+4</div> months												
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<p>Attendance and Punctuality</p> <p style="text-align: center;">Enhanced monitoring, tracking and intervention for disadvantaged students:</p> <ul style="list-style-type: none"> ○ Disadvantaged students prioritised for phone call home during/following absence. ○ Disadvantages students prioritised for home visits. 	<p style="text-align: center;">Parental Engagement</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;"> <div style="background-color: #ff4500; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+4</div> months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			<div style="background-color: #ff4500; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+4</div> months												
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<p>Engagement and Extra-curricular</p> <ul style="list-style-type: none"> ○ 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. 	<table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th colspan="3" style="text-align: center;">Arts Participation</th> </tr> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;"> <div style="background-color: #ff4500; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+3</div> months </td> </tr> </tbody> </table> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th colspan="3" style="text-align: center;">Physical Activity</th> </tr> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;"> <div style="background-color: #ff4500; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+1</div> months </td> </tr> </tbody> </table>	Arts Participation			Implementation cost	Evidence strength	Impact (months)			<div style="background-color: #ff4500; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+3</div> months	Physical Activity			Implementation cost	Evidence strength	Impact (months)			<div style="background-color: #ff4500; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+1</div> months
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Our Targeted Offer

If the needs of our disadvantaged students cannot be entirely met within our Universal or Selected offers – then they will receive more bespoke, **targeted** interventions. The intervention depends very much on the needs of individual students, so this is by no means an exhaustive overview, but more of a reflection of some of the targeted interventions we have implemented historically.

The Targeted Offer with historical examples	Desired Impact/Links to EEF Research																		
<p>Curriculum</p> <p>Individualized timetables:</p> <ul style="list-style-type: none"> ○ College courses. ○ Additional Maths and English Lessons ○ Collaborative placements. ○ Small group/1:1 tuition. ○ Fresh Start phonics ○ Rapid Reader Interventions ○ Horticulture 	<p style="text-align: center;">Reading Comprehension</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +6 months </td> </tr> </tbody> </table> <p style="text-align: center;">Phonics</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +5 months </td> </tr> </tbody> </table> <p style="text-align: center;">One to one tuition</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +5 months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			+6 months	Implementation cost	Evidence strength	Impact (months)			+5 months	Implementation cost	Evidence strength	Impact (months)			+5 months
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<p>Learning and Progress</p> <ul style="list-style-type: none"> ○ 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 	<p style="text-align: center;">Mentoring</p> <table border="1" style="width: 100%; background-color: #800000; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +2 months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			+2 months												
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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
- 1:1 support from learning mentors, pastoral support, tutors and Directors of Learning to support management of homework and personal organisation

Peer Mentoring



Mentoring



Social and Emotional Learning



Behaviour and Rewards

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

Peer Mentoring



Mentoring



<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> ○ 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. 	<p style="text-align: center;">Peer Mentoring</p> <table border="1" style="width: 100%; background-color: #8B4513; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +5 months </td> </tr> </tbody> </table> <p style="text-align: center;">Mentoring</p> <table border="1" style="width: 100%; background-color: #8B4513; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +2 months </td> </tr> </tbody> </table> <p style="text-align: center;">Social and Emotional Learning</p> <table border="1" style="width: 100%; background-color: #8B4513; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +4 months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			+5 months	Implementation cost	Evidence strength	Impact (months)			+2 months	Implementation cost	Evidence strength	Impact (months)			+4 months
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<p>Engagement and Extra-Curricular</p> <ul style="list-style-type: none"> ○ 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. 	<p style="text-align: center;">Arts Participation</p> <table border="1" style="width: 100%; background-color: #8B4513; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +3 months </td> </tr> </tbody> </table> <p style="text-align: center;">Physical Activity</p> <table border="1" style="width: 100%; background-color: #8B4513; color: white;"> <thead> <tr> <th style="width: 33%;">Implementation cost</th> <th style="width: 33%;">Evidence strength</th> <th style="width: 33%;">Impact (months)</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> <td style="text-align: center;"> +1 months </td> </tr> </tbody> </table>	Implementation cost	Evidence strength	Impact (months)			+3 months	Implementation cost	Evidence strength	Impact (months)			+1 months						
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*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:

- Guided Learning English and Maths

- Maths Catch Up (year 7)
- Fresh Start Phonics Programme
- 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

	2020– 21 (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	£211005	(Including £6631 for the Catch Up Premium)

Objective 1: PP students will make comparable progress and attainment in relation to NPP

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

	2018-19	2019/20	2020/21
All pupils	81%	89.6%	88%
Disadvantaged pupils	74%	62.2%	73.8%
Other pupils	81.4%	94.4%	90.7

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

	2018-19	2019/20	2020/21
All pupils	53.9	58.9	57.49
Disadvantaged pupils	46.9	41.5	50.14
Other pupils	54.7	61.9	58.87

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

	2018-19	2019/20	2020/21
All pupils	0.39	0.41	+0.5
Disadvantaged pupils	-0.16	-0.36	+0.24
Other pupils	+0.4	+0.53	+0.55

Summary: *Our disadvantaged students did not make as much progress as other pupils, but the attainment of our pupil premium cohort was higher than their estimated attainment based on KS2 outcomes. Though the gap in attainment between our disadvantaged children and other children remains a priority as a result of these outcomes, pupil attainment for our disadvantaged students improved by +8.64pts on 2019/20. This was achieved in the context of school closing intermittently throughout the year due to COVID, which also had a detrimental impact on our capacity to implement selected and targeted interventions for our disadvantaged pupils.*

Objective 2: The attendance and punctuality of PP students will be comparable to NPP students

	2018-19	2019/20	2020/21
All pupils	95.9%	95.99%	95.09%
Disadvantaged pupils	93.3%	94.62%	91.67%
Other pupils	96.1%	96.22%	95.69%

Summary: Attendance figures for 2019/20 were taken up to March 2020 when schools were closed nationally. The attendance figures for 2020/21 are based on a combination of children attending live lessons throughout the year and our statutory requirement to report attendance for vulnerable children, which explains the dip in attendance figures. Students also lost days due to having to self-isolate which limited our capacity to improve the attendance of those students.

Catch-up Impact Report: The Blue Coat School

Year 7 Catch-up Premium

The literacy and numeracy catch-up premium was superseded by the COVID catch-up funding, but many of our year 7 cohort arrived teacher assessments in reading and maths below age-related expectations and reading ages below that of their chronological age.

In light of the above, we continued interventions which took place in previous years for students who had not met age-related expectations in English and maths.

Maths Interventions:

- ✓ Provide of additional support through our 'Maths Success' group in year 7.
- ✓ Deployment 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 'Heggarty 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:

- ✓ Bespoke reading and literacy interventions led by specialist teaching assistants.
- ✓ Investment in the Lexia online programme, accessible both at home and at school.
- ✓ Accelerated Reader and Rapid Reader Interventions
- ✓ Investment in staff CPD to promote literacy and extended writing – focusing on students with lower levels of literacy.
- ✓ Development of 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.
- ✓ Year 7 Parent event for students to discuss how they can support their child's reading at home.

Impact in 2020-21

Catch-up English	English Catch-up Premium Pupils	All other students
% of students making expected progress	89%	94%
% of students exceeding expected progress	11%	6.4%

Catch-up Maths	Maths Catch-up Premium Pupils	All other students
% of students making expected progress	100%	83%
% of students exceeding expected progress	12.5%	20.5%

Catch-up Reading and Maths	Reading and Maths Catch-up Premium Pupils	All other students
% of students making expected progress in Reading and Maths	86%	91.4%
% of students exceeding expected progress in Reading and Maths	0%	2%

