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Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Co-op Academy Leeds
Number of pupils in academy	877
Proportion (%) of pupil premium eligible pupils	57.47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	Termly
Statement authorised by	Brian Kelly
Pupil premium lead	Rebecca Fox
Governor / Trustee lead	Gary Dewin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 514,745
Recovery premium funding allocation this academic year	£73,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£578,625

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

The Academy mission states: that we are ambitious for ourselves and our diverse communities and we will endeavour to make the world a better place through our actions. We will be determined to succeed and show respect, kindness and integrity to everyone, every day.

We want our students to have every opportunity open to them to be happy, healthy and successful in their life. For this to happen, we need these students in school regularly and attending lessons. From those lessons, they need to acquire powerful knowledge, so they can develop into confident, resilient and independent learners. This will help them to be happy, healthy and successful but also help them to contribute well to society. We want our disadvantaged students to experience a curriculum that has the potential to elevate them, so they feel empowered to engage in the world around them and beyond but to also question and challenge this world and the negative impression it can create.

We know that the diversity within our school is part of its strength but we also know that developing English language and vocabulary is a high priority. For this reason, we have put language, literature and vocabulary at the heart of our curriculum, taking every opportunity to broaden our pupils' language skills, so that it is functional and academic. We want all our students to be equipped with a vocabulary and powers of expression that will remove barriers to success.

To achieve this, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. The identification of these barriers has involved collaborative input from students, teachers, parents and Governors to ensure we have a rich insight into where to focus our strategy, with particular consideration given to reading. Our subsequent strategy focuses on improving attendance, supporting literacy, improving reading, improving cultural capital including extra-curricular participation, enhancing self-regulation and resilience, and, ultimately, reducing the progress gap.

Alongside this there is a relentless focus on quality first teaching and curriculum design, so that all of our Disadvantaged students, in particular our Most Disadvantaged students, receive equitable learning experiences focussed on the acquisition of powerful knowledge across the Academy.

Our strategy is informed by up to date and relevant educational research, published by a number of sources, including The Endowment Foundation (EEF). The following strategy follows the tiered approach as recommended in the latest [Pupil Premium Guidance published by the EEF](#) and [The Department for Education's guidance for Leaders](#). Considering a tiered approach to Pupil Premium spending has allowed the academy to balance approaches to improving teaching, targeted academic support and wider strategies. Sat within each of the 3 tiers, lie actions that not only aim to provide 'catch-up' for our Disadvantaged students, but drive to instil a sense of 'getting ahead'.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance rates (including Persistent Absentees) for students eligible for Pupil Premium funding over Half Term 1 to 6 in 2021-22 were lower than the attendance rates for students not eligible for Pupil Premium funding, impacting negatively on the progress of our Disadvantaged cohort
2	Entry data, assessments and observations show that many of our Disadvantaged students' reading comprehension and knowledge of Tier 2 and 3 vocabulary make accessing complex written texts more challenging.
3	Raising the level of numeracy and literacy of students as they join the academy. The starting points in terms of literacy and numeracy for some year 7 students at KS3 are low and this leads to lower attainment outcomes in English, Maths and Science.
4	The impact of the coronavirus pandemic on our Disadvantaged students was more profound than our Non-Disadvantaged students, from both academic and non-academic perspectives. As a result, the gap in progress has widened, particularly during periods of school closure.
5	Disadvantaged students have a lower attendance to school enrichments than students not eligible for Pupil Premium funding

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged students are attending school and lessons more regularly	<ul style="list-style-type: none"> ▪ Attendance for disadvantaged students improves in every year group ▪ PA falls and is in line with national average ▪ PA figures will be below the national average of 13.7% and students who historically fall into PA will be mentored and this will see students come out of PA. ▪ The attendance of disadvantaged students will begin to rise above 95%. There will be a gap of zero between disadvantaged students and non-disadvantaged students. ▪ High quality support and challenge for students in tutor times will see strong practice rise across tutor groups and attendance will rise to 95%+. ▪ Students aspire to achieve 96%+ attendance.
Improve the reading ages of PP students across the Academy	<ul style="list-style-type: none"> ▪ All students have access to consistently first class learning experiences that are informed by the latest educational research and theory (2022/23), with particular reference to developing reading across the curriculum. ▪ Improved outcome data ▪ Students read widely and often, with fluency and comprehension appropriate to their age ▪ The attainment gap between our disadvantaged and non-disadvantaged cohort will narrow ▪ Effective tracking and monitoring is in place to measure student progress and the impact of the intervention. ▪ SEN referrals are timely and build a holistic picture of need ▪ Literacy across the curriculum embedded in departmental schemes of learning and evidenced through QA (book studies)
Disadvantaged students take the opportunity to explore wider curricular experience. Through enhanced careers guidance and enrichment opportunities	<ul style="list-style-type: none"> ▪ The percentage of Disadvantaged students taking part in extracurricular activities is at least as high as Non-Disadvantaged students ▪ High quality careers advice provided for all Disadvantaged students. ▪ Potential NEETS in KS4 are below national average; the destinations of our Disadvantaged cohort to be as aspirational as their Non-Disadvantaged peers.
Securing outcomes that will provide opportunities for the next phase of education / training / employment	<ul style="list-style-type: none"> ▪ Maintain Ebacc uptake ▪ Improved KPI (Basics 5+) ▪ Improved Attainment 8 figures ▪ Improving Progress scores ▪ Reduction in NEET figures
Improve the resilience and emotional/self-regulation skills	<ul style="list-style-type: none"> ▪ Reducing in DFR lesson removals ▪ Increase in attendance to Enrichments

of our Disadvantaged students	<ul style="list-style-type: none"> ▪ Significant reduction in internal truancy ▪ The attainment gap between our disadvantaged and non-disadvantaged cohort will narrow ▪ Student Voice improvements
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, PDL, recruitment and retention)

Budgeted cost	£196,000
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching - 1 lesson per fortnight PAS Platform	<p>Rationale There is a huge amount of evidence to support the use of instructional coaching to improve teaching and learning. references can be found here: https://samsims.education/2019/02/19/247/ PAS is used by many schools as well as by Ambition Institute as its coaching provider for the ECF. Meaning it has credibility as a tool for implementing instructional coaching and the set up means low lead in time needed and we are starting with a bedrock of expertise to build upon.</p> <p>Impact Coaching utilised by all staff and QA of this demonstrates consistency and fidelity to principles and procedures. QA demonstrates an improvement in the quality of teaching.</p>	2, 3 and 4
75 mins PDL every week	<p>Rationale PDL structure is evidence based (references can be found here: PDL Facilitator Guidance).</p> <p>Department time is used to develop subject specific implementation of whole school strategies. Time is also dedicated to subject teams collaboratively planning based on the whole school strategies to ensure opportunities for learning from one another and to produce resources that the team can all use.</p> <p>Impact PDL will be evaluated using Guskey's 5 levels: participants' reactions, participants' learning, organisation and support, participants' use of new knowledge and skills and student outcomes. Ref - Evaluating Professional Development (Guskey TR, 2000, Thousand Oaks, CA: Corwin Press)</p>	2, 3 and 4

	<p>Research shows that ‘high quality teaching is the most important lever that will help to improve Disadvantaged outcomes’ as identified as a key principle in the EEF Guide to the Pupil Premium.</p> <p>The Research for Education Inspection highlights that achievement is maximised when teachers actively present material and structure taking into consideration cognitive science research, and the use of models and instruction.</p> <p>Reinforcement of knowledge that deepens understanding and promotes the transition from novice to expert learners, with fluent comprehension and application of specialist vocabulary. The transition is supported by research-based strategies of rehearsal, including retrieval practice and elaboration. EEF Cognitive Science in the classroom: Evidence and Practice Review 2021</p> <p>Developing metacognition within the curriculum to support students in becoming effective learners.</p> <p>EEF research reference: Mastery Learning + 5 months</p> <p>EEF research reference: Metacognition and self-regulated learning +7 months</p>	
<p>Director support - Maths, Science, English, DT</p>	<p>The director of Maths attends the academy two days during the week supporting the department with teaching KS4 classes. Joint learning walks are carried out and this is assessed against the previous Ofsted AFIs and the academy climate for learning. This forms the basis for bi-weekly Maths staff CPD training, the Year 11 strategy and provision for SEND within the department. The director, having previous knowledge of the department, also helps to provide mentor support for the department lead and through this, helps to develop the leadership in the Maths department bespoke for the academy.</p>	<p>2,3 and 4</p>
<p>Professional Development - NPQ, Masters in Education</p>	<p>We have the following numbers of staff taking part in external leadership PDL to increase leadership capacity across the academy:</p> <ul style="list-style-type: none"> ▪ NPQLT - 2 ▪ NPQSL- 2 ▪ NPQLBC - 1 ▪ NPQEL- 1 ▪ NPQLL- 2 ▪ Masters in Leadership and Learning- 1 ▪ Masters in Linguistics- 1 	<p>All</p>

Ruth Miskin Fresh Start training	English, EAL and SEN staff will be trained to deliver the Fresh Start programme this will allow for greater flexibility with Phonics delivery and smaller groups to increase impact for key stage3 & 4 who are below expected reading ages EEF research reference: Phonics +5 months	2and 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost	£238, 000
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Activity	Evidence that supports this approach	Challen ge number(s) address ed
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Year 11 Revision Residential for 42 targeted students X3 events. Delivery for Maths, Science and English.

EEF research reference - Small group intervention: +4 months

EEF research reference - One to One Tuition: + 5 months

This is a national strategy to improve students' attainment, progress and confidence. The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. [Evidence](#) shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. .

PP students selected who are underachieving or are on the borderline of grades that they need to achieve. Academic mentor x2, in English and Maths. English AM will work alongside the English department to improve basic literacy levels, this work will be predominantly in KS3. This will be evidenced by reading ages and progress from their baseline.

2, 3 and 4

Research commissioned by the government titled '[Pupils' progress in the 2020 to 2021](#) academic year' has suggested that much of the work in reducing the attainment gap between Disadvantaged and Non-Disadvantaged has been eroded away in terms of literacy levels and attainment. The findings of this study alongside recommendation 5 in [Improving Literacy in Secondary Schools](#) is incorporated in the whole school reading to learn strategy taking into account the impact of the pandemic, with a sharp focus on those from disadvantaged background

Recommendation 2 in [Improving Literacy in Secondary Schools](#) highlights the significant challenge that secondary schools face to develop secure knowledge using specialised and technical vocabulary to access the curriculum.

<p>NTP tutors Planned for half term 2: 20 PP students in Year 10 for each subject- science, humanities and MFL- 15 sessions x 3 subjects x 20 students</p>	<p>'The word rich will get richer, while the word poor will get poorer.' Rigney, The Matthew Effect p.76</p> <p>EEF research reference: Oral language intervention + 6 months</p>	<p>3 and 4</p>
<p>PET XI 31st October Maths focus PET XI</p>	<p>EEF research reference: Reading comprehension strategies + 6 months</p>	<p>3 and 4</p>
<p>Tutor Trust Tutor Trust: One-to-three tutoring - (start date TBC) This program is aiming to improve grade 5s in Year 11 and will be aimed at 30 students (60% PP) over 15 weeks</p>	<p>EEF research reference: Reading comprehension strategies + 6 months</p>	<p>3 and 4</p>
<p>Maths and science revision guides provided to all year 11 students Science - £900 Maths - £900</p>		<p>2, 3 and 4</p>
<p>Reading books purchased for Year 7,8,9,10 to allow for modelled reading and peer reading in tutor time.</p>		<p>2 and 3</p>
<p>Funding of 'Exam breakfast club' during examination periods to encourage attendance and readiness for all PP students.</p>		<p>4 and 5</p>
<p>3-Strand Literacy Strategy: <u>Expert vocabulary</u></p> <ul style="list-style-type: none"> Teachers embed and explicitly teach tier 2 and tier 3 vocabulary throughout the curriculum delivery. Comprehension of expert vocabulary is explored through morphology and etymology, to ensure skilful delivery. <p><u>Oracy</u></p> <ul style="list-style-type: none"> All staff have high expectations of oracy across the academy. Accountable talk and A,B,C talk stems are used, to ensure talk is high quality and promotes deeper understanding. Staff support students in selecting the correct register for communication through reference to the formality scale. <p><u>Reading</u></p> <ul style="list-style-type: none"> Fresh Start programme will help promote, encourage and nurture reading for early readers. For students below expected reading age in KS3 and KS4, diagnostic testing is used to identify their specific weaknesses. These are 		<p>2 and 3</p>

addressed through targeted intervention.

- Reading is prioritised across the academy to create a reading culture where pupils read widely, often, with fluency and understanding. Increased time allocated to reading within the Academy day

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost

£144,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase profile and scrutiny of behaviour at ALT - incidents, exclusions, hotspots. This will enable better communication and swifter intervention.</p> <p>Embedded system of rewards - ratio of at least 5:1 for praise: sanction promoting a positive culture within the academy.</p> <p>Staff will constantly use Climate for Learning including meet and greet and dismissing of classes. All students will line up after break and lunch time to consolidate climate for learning routines.</p> <p>Students will have a clear understanding of the high standards and expectations of behaviour - this is being supported with work with the government funded Behaviour Hub</p>	<p>EEF research reference - Behaviour intervention: +4 months</p> <p>EEF research reference - Parental Engagement: +4 months</p>	<p>1, 2</p>
<p>Goth & Kelly staff to patrol corridors to ensure students attend all lessons. Students will be taken to lessons to reduce internal truancy. This will allow students to engage with lesson content.</p>	<p>EEF research reference - Behaviour Intervention: +4 months</p>	<p>1, 2</p>
<p>Appointment of one additional Inclusion support worker</p>	<p>EEF research reference - Behaviour Intervention: +4 months</p>	<p>1, 2</p>

<p>Staffing structure has moved from 3 ISWs in 2020-2021 to 4 ISWs-2022 (£29,000)</p> <p>This will enable targeted behaviour support for year 7,8,9,10 pupils. Interventions will improve the behaviour culture</p>	<p>EEF research reference - Parental Engagement: +4 months</p> <p>EEF research reference - Social and Emotional Health Intervention: +4 months</p>	
<p>Mentoring will be offered to PP students who are at risk of becoming PA and slipping below 90% attendance. Staff will build purposeful relationships with the students and their families. Mentoring will also be offered to those students with the highest number of withdrawals from lessons. The impact will see the number of withdrawals decrease and attendance rise.</p>		1, 2
<p>Students will be rewarded for their attendance and improved behaviour through half termly initiatives with the aim of improving the attendance of those below 95% (which is the minimum target).</p>		
<p>Extra attendance officer (£29,000)</p> <p>Voucher draws for those students on 100% attendance will take place during each half term. There will also be prize draws for those students who have the most improved attendance and behaviour. Prize draws for PP students with 100%, 96% and the most improved attendance.</p> <p>Attendance is also included in the whole academy rewards policy and students will be rewarded with merit points for reaching certain attendance milestones.</p> <p>For the students below 90% and PA or at risk of becoming PA, we will work more closely with these families (phone calls home, parent meetings and home visits) and aim to improve attendance and reward this with family rewards such as cinema vouchers, family dining vouchers etc if they can help us to achieve 90%+ attendance. As they approach 95%, individual rewards will</p>	<p>EEF research reference - Parental Engagement: +4 months</p>	1
<p>Reparation conversations for students with 3 or more lates in a week</p>		1
<p>BCL employed to complete 20 door knocks each day to students with the poorest attendance including Saturdays. This is an opportunity to build parental engagement and embed the schools attendance expectations</p>	<p>EEF research reference - Parental Engagement: +4 months</p>	1

<p>Funding of outside agencies to ensure disadvantaged students will have annual access to independent careers advice throughout their time at the Academy.</p> <p>Links made with local businesses to facilitate mock interviews for PP students in the first instance (and then offered to all students)</p> <p>Monitoring of extracurricular engagement of PP students across departments</p>	<p>Recent research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope (Kaufman and Gabler, 2004) and moreover that cultural participation may lead to a genuine increase in analytical and academic competence (Kisida et al, 2004)</p> <p>A parliamentary education committee report focussed on left behind groups highlights the role of high quality careers guidance in tackling the underachievement of the Most Disadvantaged, particularly those from white working class backgrounds.</p>	<p>4 and 5</p>
<p>Safer Schools Officer- PC Riddington - £35,000</p>		<p>1 and 4</p>
<p>Leeds Cluster to support families, support with attendance, supporting behavioural, emotional and development needs.</p>		<p>1 and 4</p>
<p>Full time School counsellor to support students and to act as an interim whilst CAMS referrals take place.</p>		
<p>Develop the school Enrichment offer</p>	<p>EEF research reference: Social and emotional learning + 4 months</p>	<p>5</p>
<p>Whole year group workshops</p> <p>Year 7</p> <p>Session 1 – Kindness</p> <p>Session 2 – Gratitude</p> <p>Session 3 – Resilience</p> <p>Session 4 – Positive Communication</p> <p>Year 8/9</p> <p>Social Action sprint day</p> <ul style="list-style-type: none"> - Resilience - Team Work - Communication Skills - Digital Skills - Budgeting - Time Management <p>Year 9- Female Positivity PIE programme</p>	<p>EEF research reference: Social and emotional learning + 4 months</p>	<p>5</p>

<ul style="list-style-type: none"> -Empowering young people - Embedding a positive mindset. - Thinking about supporting and helping others. - Broadening understanding of their community. Promoting positive idea of self. - Develop a vision for the future - Resilience - Team Work - Budgeting - Project management <p>Year 10-Next Steps session</p> <ul style="list-style-type: none"> -Exploring post 16 options - Considering own next steps - Exploring career opportunities. -Meeting local role models 	
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Total budgeted cost

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A full analysis of internal data for progress, attainment and behaviour has been provided to governors and has been removed prior to publishing.