



Co-op Academy
Princeville

Pupil Premium Funding Plan

2022 - 2024

Policy details

Academy: Co-op Academy Princeville

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Introduction

This document is intended to fulfil the following aim:

- To outline plans for the Academy's 2022-24 Pupil Premium Allocation, including summarising the three-year aims for Pupil Premium impact.
- To summarise the impact of the Pupil Premium spend in the 2023-23 academic year.

This statement details our Academies use of pupil premium (and recovery premium for the 2022 to 2023 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.

We have used the Department for Education's Pupil Premium Strategy Statement Template.

School Overview

Detail	
School name	Co-op Academy Princeville
Number of pupils in school	475
Proportion (%) of pupil premium eligible pupils	PP Eligible - 17% PP Recipient - 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Lauren Chapman
Governor / Trustee lead	Shafiq Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,528
Recovery premium funding allocation this academic year	£22,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,650
Total budget for this academic year	£221,778

Part A: Pupil premium strategy plan

Statement of intent

At Co-op Academy Princeville we are passionate about nurturing children's aspiration, independence, determination, creativity and collaboration – we encourage children to take risks in their learning. Our children immerse themselves in learning opportunities that inspire them and are equipped for success; we empower them to make a difference in their future. We pride ourselves on our knowledge of our children: children come first in all that we do. We work hard to know every child, to know their strengths, interests and talents, so that learning is always challenging and exciting. Our children are our biggest strength, and make us proud of their achievements – every child, every day.

At Co-op Academy Princeville, our pupils sometimes face challenges which have the potential to hinder equitable access to education, when compared to their peers nationally.

- The proportion of pupils who speak English as an additional language (59%); speaking 29 different languages other than English. The proportion of pupils from minority ethnic backgrounds is much higher than the national average at 95%.
- The proportion of pupils who have SEN and/or disabilities is below average, with 14% requiring SEND support, and a high proportion of New to English Learners.
- Child poverty is an acute problem within the community – 31.8% of the schools population is disadvantaged (Pupil Premium); however, a greater proportion experience disadvantage, but have no recourse to public funds.
- Bradford has the second highest rate of unemployment in the country (6.7%), with rates of unemployment within the areas around the Academy as high as 28.6%.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is above average; However, many of our families are new to the country, are refugees or asylum seekers and consequently are not eligible for free school meals immediately. The proportion of pupils who join and leave the school other than at the usual times is slightly higher than nationally and many children who arrive at school have little or no English many of which have not been to a school in their country of origin.
- The majority of our children arrive at school with low standards of English and communication, which are below their peers Nationally. For many this barrier is linked to acquisition of English and a lack of modelled English language beyond school, 60% speak English as an additional language.
- For many of our migrant families who are New to, or recently arrived in the UK, education is not the norm, and this can lead to challenges with engagement, academic achievement, and language acquisition.
- The early years includes provision for two-year-old children, a Nursery where children attend part time, and two Reception classes where children attend full time.

- A high proportion of our children also have communication barriers linked to Speech, Language and communication needs on arrival in Early Years; for many of our children school is their first engagement with an educational setting, many have not experienced any pre-school groups or activities. None of the schools pupils were at the expected standard on arrival (RBA 2022)
- Due to high levels of economic deprivation, many of our children have limited resources outside of school to provide out of hours learning support, or high-quality life experience.
- Our children enter Nursery and Reception well below age related expectations in many areas, and are generally below in all areas of the EYFS curriculum. We have identified limited experience of life outside that of their immediate locality as having an impact on their ability to learn from the world around them. Many are unable to play, talk or investigate at a level comparable to their peers nationally.
- Poor attendance has historically been a challenge, and this remains the case for some pupils and groups of pupils, despite significant investment (91.2%). Attendance amongst disadvantaged pupils is very much in line with their peers throughout school. Persistent absence is high within the Academy, with many pupils not

Our rationale for Spending

At Co-op Academy Princeville, we direct resources into overcoming the key barriers faced by our pupils eligible for Pupil Premium. The identification of these barriers have involved collaborative input from pupils, teachers, parents and Governors in order to ensure we have a rich insight into where to focus our strategy. Our subsequent strategy focuses on improving attendance, academic and pastoral support, the curriculum, raising standards of spoken and written English, continuing improvements seen in the wider curriculum, and empowering practitioners with the skills and resources required to break down barriers.

Our approach is driven by Quality First Teaching (QFT). Our Curriculum is broad, balanced, cohesive and well-sequenced, and builds on the life experiences of our pupils, whilst supporting them to grow in confidence, ambition and experience. Our provision incorporates adaptation to ensure that those who need it catch up quickly and keep up with their peers, and our Catch-up funding facilitates intensive catch-up where necessary.

To ensure that teaching is of the highest quality, and all children experience stretch and challenge in their learning, the academy invests in continuing professional development for practitioners, including a programme of coaching and support to ensure that high quality pedagogy leads to strong progress for all.

As part of this programme of support, we will be striving to achieve the Primary Science Quality Mark <http://www.psqm.org.uk/what-is-psqm> this year.

We believe that Careers Related Learning (CRL) is critical in delivering aspiration and ambition for our pupils and our community, and this is an intrinsic part of our curriculum. We are also part of the Skills Builder Partnership <https://www.skillsbuilder.org/> where our children are explicitly taught eight different skills to boost academic outcomes, perseverance and self-belief.

Wider strategies are employed to support our families to access the help that they need, and to provide the holistic support that leads to positive engagement and good attendance, such as a funded breakfast club provision, school uniform support programme, food vouchers and workshops for parents.

We believe that responsibility leads to success, and our children have a range of opportunities for pupils to engage with our Co-op Values of self-help, self-responsibility, democracy, equality, equity and solidarity. These opportunities include access to our Edible Playground, School Council representation (for all ages), Buddies (to support positive play and interaction), and a bespoke programme of mentoring for pupils who need it.

Challenges

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

Challenge number	Detail of challenge
1	Lack of high quality language, particularly in Early Years and children who are new to country and school.
2	Our attendance data for disadvantaged pupils from the beginning of the year (Autumn 1) for 2022-23 was 81%. However this year it is currently 94% which is higher compared to previous years. The school suffers from significant levels of mobility which results in attendance being challenging.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and families.
4	Raise aspirations and standards in writing and language acquisition, narrowing the gap between disadvantaged pupils and their peers.
5	The cost of living crisis has had an impact on families and their income. This has a negative impact on pupils' engagement and the progress they make.

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. These objectives were reviewed and revised in September 2022, to ensure continued ambition within the current cycle.

Intended outcome	Success criteria
To improve oral language skills and vocabulary amongst disadvantaged pupils and to reduce the word gap (Jean Gross).	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is triangulated with other sources of evidence including:</p> <ul style="list-style-type: none"> - WellComm assessments - Reports completed by the SALT - book scrutinies (Use of subject specific vocabulary) - Reception Baseline Assessment - formative assessments - word gap activities
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>The average attendance for disadvantaged and non-disadvantaged cohorts will be the same</p> <p>There will be no difference between the cohorts for rates of persistent absences.</p> <p>Data will be analysed and broken down per half term to identify any trends and allow early identification of attendance decreasing.</p>
To support the emotional wellbeing and mental health of all pupils, particularly disadvantaged pupils.	<p>Pupils who need support will be offered this either through in-house provision or will be helped to engage with effective external agencies.</p> <ul style="list-style-type: none"> -Effect size calculator to track the effectiveness of any interventions or workshops -Pupil voice -External agency reports.
To ensure that the school delivers an aspirational curriculum, which improves standards in writing and language acquisition, narrowing the gap between disadvantaged pupils and their peers.	<p>Pupils will be able to use and explain the subject specific vocabulary they have learnt across the year. This will be evident through:</p> <ul style="list-style-type: none"> -Book scrutiny -Pupil Voice -WellComm assessments -Formative assessment - Pupil progress and data analysis - Reception pupil progress (communication & language and Literacy data). - PP data vs Non PP data - Improved Scaled scores (Y2 & 6)
Disadvantaged pupils' engagement and progress improves from baseline when	By Summer 2024, disadvantaged pupils

<p>compared to summer 2024. The gap narrows between disadvantaged pupils and their peers.</p>	<p>attainment will have improved when compared to their baseline.</p> <p>This will be measured using a range of formative and summative assessment:</p> <ul style="list-style-type: none">- Pupil interviews- Scrutiny of teaching and learning- Standardised scores from NTS papers- Scaled scores from SATs papers- Phonics trackers- % of Early pupils achieving EXS will improve when compared to baseline.
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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

Budgeted cost: £47,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct professional coaching and support	EEF Putting Evidence to Work	4, 5
Skills builder training for all colleagues	Skills Builder Research Study	4
Programme of CPD to develop Stretch and Challenge across the curriculum - including NLE support and training	EEF Putting Evidence to Work	4, 5
Additional, robust Pupil Progress meetings, focussed on the needs of disadvantaged Learners		3, 5
Additional Speech and Language training for LAs, including Welcom for some	EEF Putting Evidence to Work	1
EAL resources and training for staff	Bell Foundation Bulletin	1, 5
Mental Health First Aid Training for colleagues, including enhanced coaching and supervision	Evidence of success in Secondary Education - applicable to Primary Phase	3

Targeted academic support

Budgeted cost: £110,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group and 1:1 tutoring for disadvantaged learners (focus on closing gaps in Maths and English), including Early Reading	EEF 1:1 Tuition	1, 4, 5
Booster sessions for Year 6 and Year 5 Pupils	EEF 1:1 Tuition	4, 5
HLTA to deliver Phonics and English interventions to disadvantaged and/or vulnerable learners	EEF Teaching Toolkit	1, 4, 5
Additional teacher led Phonics groups to target closing gaps even further	RWI Evidence Summary	4, 5
LA delivered Small group and 1:1 tutoring for disadvantaged learners (Focus on Speech and Language, and Early Reading)	EEF Teaching Toolkit	1, 4, 5

Wider strategies

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance management monitoring, prizes and rewards for disadvantaged learners	DfE - Supporting the Attainment of Disadvantaged Pupils	2
Nurture groups to tackle Social, Emotional and Mental Health Challenges (Introduction of Boxall)	Now You See Us - Nurture UK	3
Parent Workshops in every year group to foster good home school relations and involve parents in their children's learning	EEF Research	3

Cooking groups to foster good social skills and build self- confidence		4
Targeted Breakfast club	<u>Despite reduced impact on academic outcomes directly, evidence supports improved attendance, and this increased welfare, wellbeing, and increases potential for achievement</u>	3, 4

Total budgeted cost: £210,750

Reserve to address emerging needs: £11,028

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

To improve oral language skills and vocabulary amongst disadvantaged pupils

Through learning walks and pupil voice the academy identified at the beginning of the year that disadvantaged pupils had limited vocabulary and language skills, particularly in Early Years.

We invested in a speech and language therapist to work within Early Years to support early identification of specific needs. When comparing the baseline assessment to the summative assessment it was clear to see that children’s vocabulary, understanding and language acquisition had improved. This was evident on the 12 children’s WellComm assessment, phonology screening and blank levels assessment.

At the beginning of the year the academy completed pupil voice with a selection of disadvantaged children. It was noticeable how they struggled to articulate their learning and understanding. The academy has reviewed the English curriculum to ensure there was a bigger focus on vocabulary. At the end of the year these pupils could talk confidently and coherently using new vocabulary linked to their curriculum focuses.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

	<u>Non - disadvantaged - Autumn</u>	<u>Disadvantaged - Autumn</u>	<u>Non disadvantaged - Summer</u>	<u>Disadvantaged - Summer</u>
<u>Year 1</u>	89.6%	90.5%	91.4%	91.4%
<u>Year 2</u>	90.1%	91.4%	91.5%	91.6%
<u>Year 3</u>	90.1%	91.1%	91.6%	91.7%
<u>Year 4</u>	90.1%	92.1%	91.5%	92.2%
<u>Year 5</u>	90.04%	91.6%	91.6%	91.7%
<u>Year 6</u>	89.9%	91.5%	91.5%	91.2%

Autumn

- All disadvantaged students' attendance was higher in Autumn when compared to non disadvantaged students.
- All disadvantaged students' attendance improved when comparing Autumn attendance and end of year attendance, apart from in Y6. This was due to 5 children on extended leave.

Summer

- Disadvantaged students' end of year attendance in Y2, Y3, Y4 and Y5 was higher when compared to non disadvantaged students.
- Disadvantaged students in Y1 were in line with non disadvantaged students when comparing end of year attendance.
- Y6 was the only year group where non disadvantaged students attendance was higher than disadvantaged students. This was due to extended leave and 1 case of severely absent.

To support the emotional wellbeing and mental health of all pupils

The above outcomes in relation to phonics and the wider curriculum contributed substantially to impact within this objective. Further impact was achieved through targeted pastoral and family support initiatives:

Behaviour and Inclusion Manager worked alongside families supporting them in accessing outside agencies and services. Welfare visits carried out to support families and encourage positive engagement with school. Parental surveys and feedback show this had a positive impact on the well-being of pupils and their families.

We recognise the importance of enabling pupils to be resilient and supporting good mental health and wellbeing. We support and promote positive mental health and wellbeing by training 8 mental health and well-being leads. This has enabled us to identify and recognise emerging issues as early and accurately as possible. This resulted in targeting specific children, including disadvantaged pupils, to access early support through workshop interventions.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are reduced or alleviated. This is done through deploying the pastoral team to support our disadvantaged including Looked After children with behavioural and emotional difficulties, working with them to overcome barriers to learning.

Speech, Communication and Language therapists had a significant impact on pupils' language development. This aided early identification of language development delays and ensured early intervention took place.

Pupil premium children are all offered a subsidised breakfast club place, which ensures children regularly eat breakfast and have a positive start to the day. They are also given free uniforms throughout the year in order to ensure pupils are warm and have a sense of belonging.

The academy had 2 children who were displaying behaviours that were escalating towards permanent exclusion. Through a programme of 1:1 sessions in school,

working alongside external agencies and working with parents both children remained in school and avoided permanent exclusion. The academy had 42 children who struggled emotionally at various points in the year. They received a weekly session in a nurture group which ran for 7 weeks. As a result of this we observed increases in confidence, positive interactions between peers, reduced feeling of anxiety and better engagement in lessons. This evidence was gathered through feedback from pupil voice and parent workshops.

To ensure that the school delivers an aspirational curriculum, which meets the needs of all Learners

We offer a free breakfast club for pupil premium children. This ensures that these children come to school on time and receive a healthy breakfast. The Academy's curriculum is developed and personalised towards the community we work in. It is designed to ensure children are provided with a broad range of opportunities to enhance their life experiences. It celebrates the diversity of the children and the community they are from. Observations, book scrutinies and pupil voice demonstrate that children show a love for learning and can talk articulately about what they have learnt.

The school invested heavily in professional development for teachers and associate colleagues, including working alongside consultations to develop the curriculum. This has been the highest impact work undertaken by the school to date, and the impact of this work is visible within the classroom and the improvement of curriculum delivery.

The Accelerated Reader package, along with its integrated STAR assessment features demonstrated promise, and an investment has been made to see the benefit of this work in the last year. This has resulted in Keystage 1 Pupil Premium learners achieving broadly in-line with National Average and Keystage 2 Pupil Premium significantly narrowing the gap towards the National Average.

A high proportion of our disadvantaged pupils attended additional activities at zero cost. This resulted in raising aspirations for disadvantaged groups, inspiring them by our curriculum, giving them the necessary experiences to enhance their cultural capital through curriculum linked visits, residential and visitors to school including providing a wide range of extra-curricular Activities. The school offers lunchtime clubs and after school clubs 4 nights per week. These clubs are always fully attended. Most disadvantaged children attend at least 1 club per half term. This ensures they get a chance to access 6 different clubs across the year.

The academy organised sporting competitions for children from Year 2 - 6. This gave the children the chance to visit other schools and compete competitively. This helps to build resilience and gives children opportunities to try a range of different sports that are different to what we offer as part of our PE curriculum. Pupil voice feedback highlights that children enjoy being to compete with other schools and enhance their team building skills. They enjoy representing their school and they said they feel a sense of pride and achievement when they win medals.

A variety of small group nurture groups were run across the year for specific children who were identified based on need. Pupil voice feedback showed that children

benefited from attending the nurture groups because they understood how to deal with scenarios and situations better. The feedback also said children feel like they learnt strategies to help them manage their emotions in different scenarios.

Further improve the progress made by disadvantaged and mobile pupils, so they achieve similarly to their peers, both in school and nationally.

The academy increased expenditure on Covid Catch-up, and this was expanded further due to the continuing impact of the Covid-19 pandemic. Provision included Easter School for Year 1 and Year 6 learners, a designated Covid catch-up teacher for Years 2 and 6, delivering 32.5 hrs of catch up tuition per week; this programme. This clearly led to improvements in attainment for pupil premium learners; however, the deficit for these pupils was not eradicated within this period of expenditure.

The combination of these strategies, with further intensive Early Reading Interventions, led to a narrowing of the gap in many areas of learning, despite the disproportionate impact of the lockdown on disadvantaged learners nationally.

In Keystage 1, Pupil Premium learners attained broadly in-line with National Average attainment in all subjects; which was a substantial improvement on the entry point for the cohort, and represented a narrowing of gap

Small group phonic sessions and targeted phonic interventions in Year 1 ensured that a high proportion (85%) of the cohort passed their phonic screening and achieved above the National Average. Disadvantaged pupils were given targeted support to accelerate their progress.

Continue to tackle deprivation of all kinds, including but not limited to: Language, Finance and Cultural Capital

The above outcomes in relation to phonics and the wider curriculum contributed substantially to impact within this objective. Further impact was achieved through targeted pastoral and family support initiatives:

Behaviour and Inclusion Manager worked alongside families supporting them in accessing outside agencies and services. Welfare visits carried out to support families and encourage positive engagement with school. Parental surveys and feedback show this had a positive impact on the well-being of pupils and their families.

We recognise the importance of enabling pupils to be resilient and supporting good mental health and wellbeing. We support and promote positive mental health and wellbeing by training 8 mental health and well-being leads. This has enabled us to identify and recognise emerging issues as early and accurately as possible. This resulted in targeting specific children, including disadvantaged pupils, to access early support through workshop interventions.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are reduced or alleviated. This is done through deploying the pastoral team to support our disadvantaged including Looked After children with behavioural and emotional difficulties, working with them to overcome

barriers to learning.

Speech, Communication and Language therapists had a significant impact on pupils' language development. This aided early identification of language development delays and ensured early intervention took place.

Pupil premium children are all offered a subsidised breakfast club place, which ensures children regularly eat breakfast and have a positive start to the day. They are also given free uniforms throughout the year in order to ensure pupils are warm and have a sense of belonging.

To improve the attainment made by disadvantaged pupils, so they achieve similarly to their peers.

Year 1 pupil premium children were given 1:1 tutoring for phonics. They received at least 3 sessions per week. 14% of pupil premium learners were predicted to pass the PSC in Autumn. After receiving 1:1 tutoring 85% passed the PSC. 100% of the disadvantaged children in Year Two passed the phonics resit check.

All disadvantaged learners in Year 6 received additional tutoring from the National Tutoring Programme to narrow the gap between their peers. The baseline SATs paper outlined that disadvantaged students were 17+% behind their peers in Reading, Writing and Maths. After receiving small group tutoring and accessing a broad and balanced curriculum the gap between disadvantaged learners and their peers narrowed to 7% or less in Reading, Writing and Maths.

	All pupils	Disadvantaged pupils
Combined	58%	52%
Reading	78%	72%
Writing	62%	56%
Maths	75%	68%

All disadvantaged learners in Year 2 received additional tutoring from the National Tutoring Programme to narrow the gap between their peers. The baseline SATs paper outlined that disadvantaged students were 34+% behind their peers in Reading, Writing and Maths. After receiving small group tutoring and accessing a broad and balanced curriculum the gap between disadvantaged learners and their peers narrowed to 20% or less in Reading, Writing and Maths. Despite this gap narrowing there were 10 disadvantaged children who joined the cohort after Spring 1, which meant they made less progress when compared to the disadvantaged children who were present for the full academic year. Therefore this increased the gap slightly in Spring 2.

	All pupils	Disadvantaged pupils
Combined	65%	54%

Reading	69%	54%
Writing	65%	54%
Maths	74%	54%

In Autumn pupil progress none of the disadvantaged students were outperforming their peers. However by the end of the academic year 7 classes across the school had disadvantaged pupils outperforming their peers.

[Summer pupil progress](#)

- Y6 tutor - Reading intervention [effect size calculator](#)
- Y6 tutor - Maths intervention [effect size calculator](#)
- Y6 tutor [tracker](#)
- Y2 tutor - Reading intervention [effect size calculator](#)
- Y2 tutor - Maths intervention [effect size calculator](#)
- Y2 tutor [tracker](#)
- Y1 phonics [effect size calculator](#)

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Maths
Skills Builder	Skills Builder
WellComm	WellComm

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A