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Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium 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
Number of pupils in academy	1267
Proportion (%) of pupil premium eligible pupils	52.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2025/26
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	S Hands / CAT
Pupil premium lead	Laura Parkinson
Governor / Trustee lead	Keela Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£742,350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£742,350
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, challenges or socio-economic circumstances, make good progress and achieve well during their time at Co-op Academy North Manchester. The core focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring progress for those with additional needs and for those who are already identified as high attainers.

Our aims are to :

- To raise the attainment and achievement of pupils in receipt of pupil premium across all year groups so that they achieve more closely in line with their non-disadvantaged peers.
- To ensure all pupils read with the fluency and confidence needed for them to fully engage with the curriculum
- To ensure that pupils who require additional social, emotional and behavioural support receive the necessary interventions within a timely manner.
- To ensure that mid term admissions who are in receipt of PP funding are supported in their induction into the academy, ensuring they have what they need to access our curriculum, catch up on what they have missed and experience the full range of opportunities we offer.
- To improve and secure good attendance for all students, with particular focus on ensuring that disadvantaged students attend at least as well as their non-disadvantaged peers.
- To enable high levels of participation in a wide range of extra-curricular and enrichment activities.
- To secure positive destinations (0% NEET) for all students, including those in receipt of pupil premium funding.

At the heart of our approach is a skillfully planned curriculum, with clearly identified 'know how' and 'know that's'. This is coupled with a commitment to ensuring that day to day classroom practice is high quality and is centred around our research-informed Teaching & Learning Framework which, in turn, is designed to support disadvantaged learners to succeed. We believe that the classroom is where we can make the biggest impact in ensuring that disadvantaged learners are not left behind.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- ensure high quality assessment design is an integral part of curriculum planning so that teachers have the granular diagnostic information they need to identify gaps and support students progress further
- ensure curriculum design and implementation is not predicated on presumption, but instead mitigates potential disadvantage by careful attention to resourcing and knowledge sequencing
- ensure that expectations are high for all students and that staff can effectively challenge and support students to excel
- enable teachers and leaders to identify and intervene at the earliest opportunity

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading</p> <p>Assessments of reading ages on entry (and when reviewed for some students annually) indicate that :</p> <p>Y7 on average over time on entry disadvantaged students have a reading age which is 6 months lower than non-disadvantaged students on average</p> <p>Fewer Y7 PPY students read at their chronological age or above than their PPN peers upon entry</p> <p>The PPY/PPN numbers for those that read at or above their chronological age evens out throughout year 8 and 9</p> <p>For those students whose reading age is significantly below their chronological age, more of these are disadvantaged students</p>
2	<p>Attendance:</p> <p>Our attendance data for the end of academic year 2023-24 shows a gap to the national for pupil premium pupils of 1.2% but compared with their peers nationally, 5%. Pupil premium pupils who are persistently absent is also a challenge, currently too high at 26% although in line with national averages</p> <p>There are 191 pupils who are both pupil premium and with additional needs and nationally the attendance for pupils with SEND is a challenge for all schools nationally.</p>
3	<p>Securing stability, safety and outcomes for students with multiple complex challenges:</p> <p>Disadvantaged students are significantly represented within the small number of students in each year group who present with multiple complex factors (poor attendance, SEND additional needs, being at risk of serious youth violence and criminality, being at risk of repeated</p>

	<p>suspension / exclusion, and significant lost learning), and for whom on site alternative provision is appropriate. 46/48 pupils whose provision is our IAP are pupil premium and benefit from increased personal development, an adapted curriculum, enhanced careers support, higher pupil:staff ratios and specialist teaching from the main building.</p>
4	<p>Emotional regulation and wellbeing Our internal assessment, observations, and discussions with pupils and families through our pastoral systems has identified social, emotional and mental health issues for many pupils which has led to an increase in identified SEMH needs. Difficulties such as anxiety, depression (diagnosed by medical professionals), low self-esteem, attentional difficulties and the impact of previous and sometimes ongoing trauma have all increased. Concern about catching up lost learning and exams/future prospects are significant factors. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>KS4 Outcomes for Disadvantaged Students The main 4 challenge areas are : improving attainment in Maths for PP students with a focus on narrowing the gaps at the 4+ and 5+ thresholds further improving outcomes for PP students with SEND (-0.59 2024 vs -0.93 2023) further improving outcomes for HAPP students (0.00 2024 vs -0.54 2023)</p>

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
<p>1. Reading Improved reading age / reading ability, fluency and comprehension among disadvantaged pupils.</p>	<p>As a result of both targeted reading intervention and a whole-school approach to reading development across the curriculum :</p> <ul style="list-style-type: none"> - the gap continues to be closed for the proportion of PPY/PPN students that can read in line with or above their chronological age - the number of students whose reading age is significantly below their chronological age is negligible by the end of their first year in school (for those students without other significant SEND barriers), and that PPY students are not over represented in this group - there is evidence of high impact in improving reading (for those students that are behind) in their first year at the academy, with continued impact for those that are not yet at age related standards in subsequent years - reading fluency and comprehension improves which, in turn, unlocks greater engagement & achievement across the curriculum.
<p>2. Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained and improved attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - The unauthorised absence rate for all students to reduce by 2% - The difference between disadvantaged and non-disadvantaged absence to school to be reduced by 4% (<i>by way of improved PP attendance rather than NPP decline</i>)
<p>3. Outcomes for students requiring on-site alternative provision</p>	<ul style="list-style-type: none"> - Attendance tracking will evidence a sustained improvement in attendance as a result of accessing the pathways provision (compared to previous) - behaviour and exclusions data will evidence a reduction in negative behaviour logs and a reduction in suspensions compared to before students accessed the provision - case studies will evidence how successful engagement with pathways

	<p>provision (and the wrap around support) has prevented students from being permanently excluded</p> <ul style="list-style-type: none"> - the deployment of subject-specialist teachers into the provision will result in students being entered for at least 5 qualifications in year 11, and will evidence improved outcomes - in the KS3 Pathways provision, students will either successfully reintegrate into mainstream lessons or will have been supported, through diagnosis, to more specialist provision to meet their needs
<p>4. SEND / Emotional regulation and wellbeing</p> <p>Improved emotional regulation and wellbeing for all students.</p>	<p>Improved and sustained emotional regulation and wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice and PASS survey results indicate improvements in wellbeing. - Qualitative data from parents' surveys and teacher observations indicate improvements in wellbeing. - Quantitative and qualitative data shows that provision is made for students that need additional support and that this impacts positively on how these students engage and thrive - Quantitative behaviour / attitudes and rewards data sets show positive impact of intervention and provision for identified students
<p>5. KS4 Outcomes for Disadvantaged Students</p> <p>Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4, with particular focus on :</p> <ul style="list-style-type: none"> - further improving Maths - securing better outcomes in Science - further improving outcomes for PP students with SEND - further improving outcomes for HAPP students 	<p>By 2025/26, KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> - an average Attainment 8 score of at least 4.5 - at least a +0.2 improvement on overall P8 score (was -0.4 in 2023) - a positive P8 score for PP students in maths - a +0.2 P8 improvement in the overall EBACC measure, driven by improved Science outcomes - the progress gap for SEND PP and SEND NPP students is closed (or negligible) - the progress gap for HA PP and NA NPP students is closed (or negligible)

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost

£ 371,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>T1 Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Implementation and development of a reading & fluency curriculum that runs through all subject areas.</p> <p>Professional development and planning time focussed on how this can be most powerfully implemented in each subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)</p> <p>The National Literacy Trust demonstrates research which shows the issues that can arise when there is a reading deficit. https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/</p>	<p>C1, 2 , 3 5</p>
<p>T5 Devise and deliver a targeted three year strategy for the cohort of 2024 who present significant challenge.</p> <p>To include : targeted workshops, careful timetabling decisions, recruitment, careers, residentials, tightly focused TLR responsibilities, curriculum development and monitoring, 'gridded out' lessons etc to combine to form a strong package of support.</p>	<p>DfE Supporting School Attendance EEF Toolkit EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance EEF: Special Educational Needs in mainstream schools Gatsby Benchmarks</p>	<p>1,2,3,5</p>
<p>Implement Embedding Formative Assessment</p>	<p>Dylan William, Embedded Formative Assessment'</p>	<p>C1</p>

	SSAT Embedding Formative Assessment 2 year Programme	
NPOs for middle leaders on leadership	EEF Effective Professional Development Guidance report	C2, C3, C4
CPD programme through Curriculum Development time for all staff	EEF Effective Professional Development Guidance report	
Recruitment of a Re-integration team over time including further emotional literacy and mental health support	EEF: Special Educational Needs in mainstream schools	C2, C4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost	£ 185,587.50
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic mentors in English and Maths</i>	DFE: Evaluation of the National Tutoring Programme	C5
Tutoring for KS4 in core subjects	DFE: Evaluation of the National Tutoring Programme	C5
TAS3 Facilitate, develop and monitor the KS4 and KS3 'Pathways' provisions which are used to intervene with pupils who are struggling to continue within a mainstream setting and may face multiple complex challenges including attendance, safeguarding, being at risk of repeat suspension or exclusion etc. Both Key Stage provisions require careful curriculum planning, specialist staffing and additional support services. Further develop the scope of the KS3 Pathways provision to	EEF Toolkit EEF Social and Emotional Learning EEF: Special Educational Needs in mainstream schools	2,3,4,5

<p>include wider range of inclusive and therapeutic approaches, including development of outdoor space and a 'forest school' element. This will better support students with SEMH / MLD needs either through supported reintegration or supported diagnosis & specialist provision.</p>		
<p>TAS4 HLTAs & TAs to provide a range of English, literacy and numeracy intervention work in addition to behavioural and SEMH interventions. These include catch up literacy programmes, reading interventions, guided reading and clubs and reading challenges. Training and CPD is organised for those who deliver these programmes.</p>	<p>EEF Guide: Making Best Use of Teaching Assistants EEF Reading Guidance Alex Quigley: Closing the Reading Gap DfE Reading Framework</p>	<p>1,2,3,4,5</p>
<p>TAS5 Academic mentors to provide a range of academic support to pupils in each year group, including</p> <ul style="list-style-type: none"> - individualised support - small group intervention sessions - support within lessons - high quality removal intervention sessions - after school interventions and learning support sessions 	<p>EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit</p>	<p>1,5</p>

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

Budgeted cost

£ 185,587.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Barnado's Steps to Success	Working together to improve school attendance	C1-5
Reintegration Lead, HTLA and ELSA/mental health practitioner	EEF Guide: Improving Behaviours in Schools EEF: Special Educational Needs in mainstream schools DfE Supporting School Attendance	C2
Educational Psychology	EEF Guide: Improving Behaviours in Schools EEF: Special Educational Needs in mainstream schools DfE Supporting School Attendance	C1 and C2
Speech & Language assessment and reports	EEF Guide: Improving Behaviours in Schools EEF: Special Educational Needs in mainstream schools DfE Supporting School Attendance	C2
Drama therapy	EEF Guide: Improving Behaviours in Schools EEF: Special Educational Needs in mainstream schools DfE Supporting School Attendance	C2
Safeguarding Officer to support low mood	EEF Guide: Improving Behaviours in Schools EEF: Special Educational Needs in mainstream schools DfE Supporting School Attendance	C4, C5
Extra Curricular & Rewards	EEF - Build a culture of community and belonging for pupils	C4, C5
Y9 Pathways Expansion	EEF - Build a culture of community and belonging for pupils EEF: Special Educational Needs in mainstream schools DfE Supporting School Attendance EEF Toolkit	C1-5
TAS9 Delivery of programmes linked to emerging local and	EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance	2,3,4

national trends to support SEMH and pupil wellbeing e.g. sexual violence and sexual harrassment. All staff to receive relevant training.	KCSIE	
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Total budgeted cost

Total budgeted cost	£ 742,350
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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 2020 to 2021 academic year.

Pupil premium strategy outcomes

Add your pupil premium strategy outcomes here.

C1. Reading

From year 7 into year 8 pupil premium pupils made on average 1yr 9 months improvement on their reading ages, whereas non pupil premium made on average 1yr and 8 months improvement.

From year 8 into year 9 pupil premium pupils made on average 1 year and 8 months improvement on their reading ages, whereas non pupil premium pupils made 1 year and 1 months improvement.

89% of pupil premium pupils sustained or improved their reading ages from year 7 into year 8.

C2. Attendance

Attendance whole school 2023-24 was 2.5% below the national average but for Pupil Premium pupils the gap was only 1.2%. There were 763 pupils in the 2023-24 PP cohort. The Steps 2 Success intervention has had significant impact with the at risk and persistently absent cohort with 16 of the 18 pupils improving their attendance, 5 by as much as 20% and with an average of 12.3% across the cohort.

C3. Securing stability, safety and outcomes for students with multiple complex challenges

Attendance tracking evidences sustained improvement in attendance as a result of accessing the pathways provision (compared to previous)

Behaviour and exclusions data evidence a reduction in negative behaviour logs and a reduction in suspensions compared to before students accessed the provision - all pupils accessing Pathways have reduced suspensions and no permanent exclusions from Pathways in 2024

Individual case studies evidence how successful engagement with pathways provision (and the wrap around support) has prevented students from being permanently excluded

The deployment of subject-specialist teachers into the provision has resulted in students being entered for at least 5 qualifications in year 11, and evidenced improved outcomes

In the KS3 Pathways provision, students either successfully reintegrated into mainstream lessons or were supported, through diagnosis, to more specialist provision or they had further investment to best meet their needs -

C4. Emotional regulation and wellbeing

Edurio surveys from 2023 and 2024 evidence strongly that pupils feel happy, safe and well supported.

Staff surveys evidence a pride in belonging to school and feeling supported with wellbeing

The vulnerable pupil strategy cohorts of pupils eg safer youth violence, Jamie's Farm impact reports show high levels of esteem, improved attendance and fewer sanctions.

C5. KS4 Outcomes for Disadvantaged Students

In 2024, Pupil Premium P8 was -0.48 and their A8 was within 10% of non pupil premium - predictions for 2025 are showing improvements in A8 and a narrowing of the gap.

Since 2019, the attainment of disadvantaged students has improved (by about half a grade on average). In 2024 the PP gap narrowed very slightly (-0.71) in comparison to 2023 (-0.78) although this was accompanied by a slight dip in progress for PP students from -0.40 (2023) to -0.48 (2024). When comparing 2024 outcomes with 2023, the overall lower progress figure affected NPP (-0.15) more than PP (-0.08).

The P8 for PP students of -0.48 remains higher than both 2019 (-0.89) and 2022 (-0.56) and is in line to remain above the national average for PP students from -0.55 (from 2023).

Summer 2024 KS4 results continue to show fewer disadvantaged students reaching Grade 4 & Grade 5 thresholds in Maths than in English although the gap at the Gd5 in English has reduced. On average, disadvantaged students attain around half a grade lower than their peers in English and a grade lower than their peers in Maths. Overall, disadvantaged students' progress was lowest in Maths and the Ebacc bucket.

Aggregate across all qualifications, the pupil groups within the 2024 disadvantaged students where there was the biggest negative gap for PP students remain PP High Attainers (6PP / 8NPP) -0.90 and PP SEND (36PP / 11NPP) -1.38) students.

Externally provided programmes

Programme	Provider
Manchester United Foundation	Manchester Utd
Counselling	Manchester Minds
Serious Youth Violence	Manchester LA
MUFC Foundation	MUFC
Jamie's Farm	Jamie's Farm
First Story	First Story
Big Sister Project - Local School Partnership	Cheadle Hulme School
Duke of Edinburgh Awards	Duke of Edinburgh
Universify	Universify
Intu	Intu
REACH project	Manchester LA
Envision Project	Envision
Abram Wilson project	Abram Wilson Foundation
Manchester Grammar Volunteer Reading programme	Manchester Grammar School
PASS survey	FL
GL Assessments	GL
Reading Plus	Reading Plus
Lexia Powerup	Lexia
Read, Write, Inc. / Fresh Start	Ruth Miskin Literacy