

Pupil premium strategy statement (23/34 to 25/26)

Updated December 2023

Co-op Academy North Manchester

This statement details our academy's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1255
Proportion (%) of pupil premium eligible pupils	52.83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 - 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	S Hands, Principal
Pupil premium lead	F Welsh, AVP
Governor / Trustee lead	Keela Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 689,310
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£689,310

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> <ul style="list-style-type: none"> - Y7 (2023 entry), disadvantaged students have a reading age which is 6 months lower than non-disadvantaged students on average - fewer Y7 PPY students read at their chronological age or above than their PPN peers upon entry - the PPY/PPN numbers for those that read at or above their chronological age evens out throughout year 8 and 9 - for those students whose reading age is significantly below their chronological age, more of these are disadvantaged students (and more of these are boys)
2	<p>Attendance</p> <p>Our attendance data for the end of academic year 2022/23 indicates that attendance among disadvantaged pupils has been 6.7% lower than for non-disadvantaged pupils.</p> <p>38% of disadvantaged pupils have been 'persistently absent' compared to 13% of their non-disadvantaged peers during that period.</p> <p>On average, disadvantaged students in last year's Y11 cohort were in school for 12 days less than their non-disadvantaged peers. Our assessments, observations and analysis indicate a strong correlation between higher absence and lower achievement.</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 suspension / exclusion, and significant lost learning), and for whom on site alternative provision is appropriate. Across 2019, 2022 & 2023, our detailed assessment and observation of these students indicates that the cumulative impact of these challenges has historically led to poor outcomes at KS4 (between -2.37 & -3.15 A8Gd below all students, between -1.41 & -2.98 P8 below all students).</p>
4	<p>Emotional regulation and wellbeing</p> <p>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> <p>Teacher referrals for support remain high. 153 pupils (118 of whom are disadvantaged) currently require additional support with social and emotional needs, with 37 (23 of whom are disadvantaged) currently receiving small group interventions and 15 (all of whom are disadvantaged) are accessing bespoke 1:1 drama therapy. In-school therapeutic support is not appropriate for pupils who are accessing other forms of support from external agencies, such as CAMHS, 42nd Street or M-Thrive. There are also two in-school counselling offers - one running four days per week to support pupils who may not be on the SEND register with a longer-term SEMH need but do need short-term support around their mental wellbeing and another offer from Manchester Minds designed to coach pupils to solution-find and work through issues.</p>
5	<p>KS4 Outcomes for Disadvantaged Students</p> <p>Since 2019, the attainment of disadvantaged students has improved (by about half a grade on average) and the PP gap has narrowed very slightly. For progress, the P8 for PP students has improved from -0.89 in 2019 to -0.33 in 2023, but more rapid improvement for non disadvantaged students (-0.37 to +0.38) has meant that the PP gap has widened. Summer 2023 KS4 results show fewer disadvantaged students reaching Gd4 & Gd5 thresholds in Maths than in English. On average, disadvantaged students attain around half a grade lower than their peers in English and Maths (slightly worse in Maths). Overall, disadvantaged students' progress was lowest in the Ebacc and Open buckets.</p>

	<p>Aggregate across all qualifications, the pupil groups within the 2023 disadvantaged students where there was the biggest negative gap for PP students were PP High Attainers and PP SEND students.</p> <p>The main 4 challenge areas therefore are :</p> <ul style="list-style-type: none"> - further improving attainment in Maths with a focus on narrowing the gaps at the 4+ and 5+ thresholds - further improvement at all grades in Science for disadvantaged learners - further improving outcomes for PP students with SEND - further improving outcomes for HAPP students
--	---

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</p> <p>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</p> <p>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 provision (and the wrap around support) has prevented students from being permanently excluded - 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 (and recovery premium) funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £344,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	1,2,3,5
<p>Extra lessons in Y7 and Y8 on the Reading Curriculum to improve pupils fluency and develop a love of reading for pleasure.</p>	as above	1,2,3,5
<p>Plan and deliver CPD on Developing metacognitive and self-regulation skills in all pupils.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF</p> <p>https://researchschool.org.uk/durrington/news/why-is-metacognition-so-important-yet-ellusive</p>	3,5

<p>Create a revised Teaching & Learning Framework built upon some of the most powerful and proven strategies to secure learning, with particular focus on how to ensure that disadvantaged learners are not left behind.</p> <p>Deliver training to develop high quality teaching and learning approaches and build monitoring of this into QA processes.</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>3,5</p>
<p>Devise and deliver a targeted three year strategy for the cohort of 2024 who present significant challenge. 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>

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

Budgeted cost: £172,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver well-evidenced literacy interventions for students that require additional support with basic phonics / reading fluency & reading comprehension.</p>	<p>The Ruth Miskin Fresh Start programme shows clear evidence of improving reading ages.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p>	<p>1,2,3,5</p>
<p>Deliver well-evidenced cognitive and well-being interventions for students that require additional support to access the wider curriculum.</p> <p>Ensure that staff delivering intervention sessions are suitably</p>	<p>The EEF guidance on the use of teaching assistants for both in-class and out-of class interventions shows positive improvements for students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,3,4,5</p>

<p>trained and skilled, that the intervention itself is carefully planned with identified success criteria and that impact is evaluated.</p>		
<p>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.</p> <p>Both Key Stage provisions require careful curriculum planning, specialist staffing and additional support services.</p> <p>Further develop the scope of the KS3 Pathways provision to 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>EEF Toolkit EEF Social and Emotional Learning EEF: Special Educational Needs in mainstream schools</p>	<p>2,3,4,5</p>
<p>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>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>

<p>Provision of EAL HLTA (supplemented by MFL specialists) who specialises in foreign languages eg: Arabic and supports a number of pupils in their early stages of learning English. There is a greater need for this than ever given the high number of mid-term admissions who are international new arrivals.</p>	<p>EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit</p>	<p>1,5</p>
<p>Creation & provision of :</p> <ul style="list-style-type: none"> - resource packs for revision for all PP pupils. - Homework packs contain key materials to support learning at home. - Additional resource workbooks to be provided to HABL PP pupils. 	<p>EEF Toolkit EEF Remote Learning Guidance</p>	<p>3,5</p>
<p>Release time to enable CPD opportunities for TAs and HLTAs with Co-op Bebington to support them to deliver reading intervention schemes to PP pupils within a specified reading age range.</p>	<p>EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit</p>	<p>1</p>
<p>Multiple tuition groups for EAL pupils who are also PP. Progress of EAL pupils is tracked in line with the research methods learnt on the Bell Foundation course.</p> <p>EAL support & strategies offered to all staff.</p> <p>Small language acquisition groups set up and progress within these is tracked.</p>	<p>Bell Foundation resources / EAL banding EEF: English as an additional language guidance</p>	<p>1,5</p>
<p>Delivery of programmes linked to emerging local and national trends to support SEMH and pupil wellbeing e.g. sexual violence and sexual harrassment. All staff to receive relevant training.</p>	<p>EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance KCSIE</p>	<p>2,3,4</p>
<p>Additional assessments & support through EP / SALT / art therapist in order to provide a greater understanding of pupils' needs and relevant training for staff on these areas.</p>	<p>EEF: Special Educational Needs in mainstream schools EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit</p>	<p>2,3,4.</p>

Counselling services are also available across the academy (counsellors are employed by the academy) and an additional day of nursing is in place to provide for pupils' health & wellbeing needs. AAVP Lead role created to coordinate a vulnerable pupil strategy.		
Supplementing Teaching Assistant staffing, as high needs funding for SEND students does not cover all of the associated costs due to a number of pupils joining the academy who do not have identified SEND needs, but on assessment do require additional support.	EEF: Special Educational Needs in mainstream schools EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit	1,3,4,5
Yr 11 residential to Ghyll Head to target key pupils in the run up to the GCSE examinations and provide support for English, Maths and Science.		5

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

Budgeted cost: £172,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures. Attendance/support officers used to improve attendance.</p> <p>Introduction of strategies such as Race to 50 cards / Attendance Streaks / revised delegated attendance leadership model / closer links between attendance & SEND teams / development of predictive & preventative data modelling / focus on getting beneath non-attendance to drivers.</p>	<p>DfE : Working together to improve school attendance.</p> <p>'Listening to, and learning from, parents in the attendance crisis' September 2023 Dr Sally Burtonshaw & Ed Dorrell</p> <p>'Attendance Drivers' Marc Rowland & Unity Research School</p>	2,3,5

<p>Adoption of behavioural therapy interventions where appropriate to support students who require help with regulating their behaviour and emotions.</p> <p>Time to be set aside to ensure staff leading on these interventions are appropriately trained and teaching staff have an understanding of strategies that could help support students during lessons.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	4
<p>Deliver well-evidenced reading sessions to support students with reading comprehension and fluency.</p>	<p>The National Literacy Trust demonstrates research which shows that reading can improve wellbeing.</p> <p>https://literacytrust.org.uk/research-services/research-reports/reading-for-mental-wellbeing-in-2023/</p>	1,4,5
<p>Development and resourcing of the Academy Library, employment of Librarian and proactive approach to promoting and celebrating reading and enjoyment of reading.</p> <p>To improve the provision of books within the library in order to encourage PP pupils to read for pleasure. Audit of books to be completed and purchase of books to further enhance the provision. Initiatives to increase reading for pleasure to be rolled out within the library and as part of the extra-curricular timetable.</p> <p>Author visits / competitions to be organised. Reading buddying programme to be extended across year groups to encourage reading aloud. Family reading opportunities to be increased.</p>	as above	1,4
<p>Additional staffing and resources to support home learning clubs at different times during the school day. Homework hub will also be available to support pupil learning before school, after school and lunch.</p>	<p>EEF Toolkit</p> <p>EEF Remote Learning Guidance</p>	5

<p>A range of strategies are employed to increase arts participation for PPY pupils. Weekly music lessons are offered free to all PPY pupils in Y7 and heavily subsidised lessons continue in subsequent years.</p>	<p>EEF Toolkit EEF guidance on Arts Education</p>	<p>2,4,5</p>
<p>Organisation of trips/visits to enhance the learning experiences of pupils and to invite local musicians/theatre companies/dance companies into the academy with at least one experience on offer for pupils each term in order to increase cultural experiences for pupils E.g. Abram Wilson Project</p>	<p>as above</p>	<p>2,4,5</p>
<p>Additional pastoral capacity in place (HOY / AHOY / Pastoral Team structure) to support pupils with behaviour, attitudes, wellbeing, attendance and academic support.</p>	<p>DfE Supporting School Attendance EEF Toolkit EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance</p>	<p>2,3,4,5</p>
<p>Additional capacity added to the safeguarding team (additional DDSL and large team of staff trained at DSL level) in order to support the overlapping needs of students with complex circumstances.</p> <p>A programme of family learning and targeted support is also offered to PP families and pupils.</p>	<p>KCSIE DfE: Working together to safeguard children EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance</p>	<p>2,3,4,5</p>
<p>Remote Learning Manager Works proactively with pupils to address under-performance and poor behaviour through reflective conversations. Assists pupils in completing work from any lessons they have missed. One-to-one and small group work before re-integrating into lessons.</p>	<p>EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance</p>	<p>2,4,5</p>
<p>The implementation and monitoring of a new behaviour curriculum will ensure PP pupils are not over-represented in behaviour data and are no more likely to reach intervention stages compared to non disadvantaged pupils. Structures, routines, communication, deliberate practice, staff training, consistency and quality assurance will create the conditions where disadvantaged students feel they belong and can</p>	<p>as above</p>	<p>4</p>

thrive and succeed in line with their non-disadvantaged peers.		
MUFC Programme runs throughout the academic year and demonstrates engagement and impact with a large number of PP pupils including transition initiatives. Impact reports from the programme indicate that a range of opportunities have been provided for pupils and that these have a positive impact on Attendance / Achievement / Behaviour Data.		2,4,5
Transition projects to be run to bridge the gap between primary and secondary (see extensive primary transition programme which also includes holiday club programmes run by MUFC.)		4
A range of resources are available to pupils to support SEMH and promote positive mental health of pupils e.g. Boxall profiling. Specialist mentoring and counselling provision are brought in to support students. Additional days of support are also bought back from the school nurse. CPD for staff to support with securing positive mental health / Mental Health First Aiders in post. Key staff deliver mindfulness techniques to identified cohorts of pupils.	EEF: Special Educational Needs in mainstream schools KCSIE	2,4,5
The Community Engagement plan will ensure the availability of uniform and other sundries so that PP pupils feel an active part of academy life. PP funds to support in removing these barriers where they occur so that students can thrive and belong.		2,4
Raising Aspirations initiatives e.g. CEIAG events, enrichment activities, virtual speakers, panels, subscriptions, refreshments. See CEIAG Plan for Y7-11 STEM leadership position introduced.	Ref : Gatsby Benchmarks	2,4,5

<p>Greater awareness of post-16 courses and support with the application process.</p> <p>SLT structure to include specific responsibility for developing CEIAG provision / securing positive destinations etc with focus on ensuring that disadvantaged students are positively represented in all regards.</p>		
<p>Free Breakfast offered to all pupils in order to ensure that they have eaten prior to the start of the school day and to increase understanding of the importance of a healthy lifestyle.</p>		2,4
<p>PASS survey to be conducted with new intake (2023) in order to better identify potential challenges / barriers / attitudinal issues that might prevent disadvantaged students (and others) from belonging / thriving / achieving.</p>		2,4
<p>New resource to be developed to support vulnerable students and students at risk of non-attendance linked to high levels of anxiety.</p> <p>New leadership position to be created to oversee vulnerable students strategy (including use of this new provision). Focus on ensuring that disadvantaged students are targeted to benefit from this additional provision.</p>	<p>DfE Supporting School Attendance DfE : Working together to improve school attendance.</p>	2,4
<p>Partnership project with Barnardos to work directly with severely absent students through the appointment of trained mentors / family outreach / multi-agency working and extended Barnardos support.</p>	<p>DfE Supporting School Attendance DfE : Working together to improve school attendance.</p>	2,4

Total budgeted cost: £198,720

Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged pupils

The summer 2023 KS4 outcomes showed an improved trend (2019 to 2023) for the academy as a whole and for disadvantaged students. Contextually (compared to other schools' level of disadvantaged students nationally), the academy was in the most disadvantaged decile of all schools. Comparing the academy's overall P8 score against similar schools also shows a remarkable upward trend (-0.45 difference in 2019 to +0.28 difference in 2023). Students make significantly more progress at Co-op Academy North Manchester than in other schools with similar levels of disadvantage.

Although the overall Progress 8 score was still negative (-0.33) for PPY students, this has improved significantly from -0.87 in 2019 as a combined result of stronger pastoral leadership, culture, targeted intervention and the whole school approach to curriculum development and stronger implementation / classroom practice. Attainment has also steadily improved (by about half a grade) for disadvantaged students over this time, but the academy is ambitious that this needs to improve still further. From 2019, the attainment (A8) gap has narrowed slightly between PPY and PPN students but there is still further work to do to continue to close this gap.

Of all the secondary academies in the Trust, Co-op North Manchester has the highest proportion of PPY students that achieved a positive progress 8 score in the summer 2023 results.

Low ability on entry PPY students achieved a positive progress 8 score, but this was not true for middle or high ability PPY students. There remains a focus on securing better outcomes for higher ability PPY students - even though the number of these in current cohort profiles is relatively low.

There was a strong correlation between the highest attending PPY students and higher progress cores (+0.67) compared to those PPY students that were among the lowest attenders (-1.4), and whilst it is true that the latter group included some students educated off-site, securing improved attendance for disadvantaged students remains a priority in the PP Strategy for the next three years.

Despite concerted efforts to support PP students that also had additional SEND needs, the summer progress data indicates a persistent gap between these two groups. This remains a strategic priority in the PP plan and academy ADP.

The trend from 2019 shows remarkable improvement in progress for disadvantaged students in the English bucket along with a significant narrowing of the PP gap. The same is also true for the Maths bucket although the gap slightly widened from 2022. The same significant improvement in progress is also evident for the Ebacc and Open buckets although it is also true that non-disadvantaged students have improved at a faster rate and the gap has widened as a result.

Science outcomes have certainly improved although they still do not make as positive a contribution for PPY students to the Ebacc measures as other subjects.

The rate of mid-term admissions has begun to slow as a result of the academy becoming a school of choice, of year groups being full (and over) in every year group, and because the

academy has supported the LA admissions by taking an extra bulge class in 2023. The comprehensive student induction process (The CANM Way) continues to offer all new starters a strong start to their time at the academy. Mid term admissions are likely to remain a feature of the academy's profile moving forwards due to the nature and profile of influx/outflux to the city. Current tracking of mid term admissions show that they are not statistical outliers either in achievement or attendance terms.

In terms of the impact of CEIAG strategy and provision at the academy, all pupils leave with a known destination and have been given specialist support / opportunities in making their decision. All Gatsby benchmarks are met and the Quality in Careers Standard has been awarded to the academy in recognition of the strength in this area.

Introduction of the Unifrog platform (launched / delivered as part of the ICT KS3 curriculum and within personal development time for KS4) has supported the aspirations of disadvantaged pupils and allows them to access resources to enhance their knowledge and skills as part of their 'careers learning journey'. This helps ensure decisions are fully informed and in line with LMI.

Personal development time is now delivered throughout the academy as part of form time activities and incorporates CEIAG. This allows for all pupils to understand the range of different job roles and pathways available to them.

NEET strategy has been developed and those pupils at risk of NEET are routinely identified from year 7 and support is put into place including mentoring and one to one appointments with impartial careers advisors throughout their time in school. Disadvantaged students are prioritised to support in raising aspirations and providing experience of the workplace. This has ensured that support and guidance meets their needs explicitly.

Work experience is now much more tailored to the needs of the pupils and supports the behaviour and attitudes and safeguarding and attendance policies within the academy.

Parental engagement has improved through consistent communication and more Careers Information being delivered at all opportunities throughout years 7-11. The most common platforms of communication include parent mail and google classroom although the academy has also adopted other methods to engage parents/carers which has further enabled transition into sustained post-16 pathways.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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
Barnado's renamed Watchtower attendance / engagement project	Barnardos
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