



Co-op Academy  
Princeville

# Pupil Premium Funding Plan

2022 - 2023

# Policy details

Academy: Co-op Academy Princeville

Document owner: Ryan Lewis

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# Introduction

This document is intended to fulfil the following aim:

- To outline plans for the Academy's 2022-23 Pupil Premium Allocation, including summarising the three-year aims for Pupil Premium impact.
- To summarise the impact of the Pupil Premium spend in the 2021-22 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	458
Proportion (%) of pupil premium eligible pupils	31.8%
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	<p>On entry to Reception 0% of our disadvantaged pupils were at age related expectations in speaking. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from TalkingTwos through to KS2; and this is more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.</p>
2	<p>Our attendance data for disadvantaged pupils from the beginning of the year (Autumn 1) for 2022-23 was 81%. This is lower than previous years and we believe this has been impacted by partial closures due to COVID. This continues to be a barrier that we are working to improve. Current data (End of Autumn) suggests that the attendance for these pupils is improving at 87%.</p> <p>Monitoring of attendance shows there is a disproportionate number of disadvantaged pupils who are persistent absentees (below 90%). Our attendance data shows disadvantaged pupils' attendance in September 2022 is 11% lower than non-disadvantaged pupils.</p> <p>Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.</p>

3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils.</p> <p>Our ongoing work with disadvantaged families and pupils shows that a significant number of families require additional pastoral intervention including social, emotional and mental health support. 20 (61%) of our disadvantaged pupils' are currently working with multi-agencies.</p>
4	<p>The pandemic has impacted disadvantaged pupils disproportionately; our assessments and observations indicate that their education and well-being have been impacted to a greater extent than other pupils.</p> <p>This has resulted in significant knowledge gaps, leading to pupils falling behind age related expectations in the curriculum.</p>
5	<p>Internal and external data (where relevant) shows disadvantaged pupils achieving ARE in RWM is lower than non-disadvantaged pupils.</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. 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	<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"> <li>- oral language assessments</li> <li>- engagement in lessons</li> <li>- book scrutiny</li> <li>- pupil discussions/interviews</li> <li>- formative assessments</li> </ul>
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>
To support the emotional wellbeing and mental health of all 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>
To ensure that the school delivers an aspirational curriculum, which meets the needs of all Learners	<p>Pupils will be provided with opportunities that broaden cultural capital and provide life experiences. Pupils will talk</p>

	<p>confidently about the opportunities provided to them through enrichment; including curricular enhancements and 1:1 tutoring.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>- Breakfast Club</li> <li>- Clubs that enrich experiences</li> <li>- Nurture groups</li> <li>- Specialist sports clubs/competitions</li> <li>- Visits and Residentials (subsidised)</li> <li>- Skills builder embedded through fortnightly assemblies</li> <li>- 1:1 tutoring</li> </ul>
<p>To improve the attainment made by disadvantaged pupils, so they achieve similarly to their peers.</p>	<p>By Summer 2023, disadvantaged pupils 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"> <li>- Pupil interviews</li> <li>- Scrutiny of teaching and learning</li> <li>- Standardised scores from NTS papers</li> <li>- Scaled scores from SATs papers</li> <li>- Phonics trackers</li> <li>- Early Years profile</li> </ul>



# 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	<a href="#">EEF Putting Evidence to Work</a>	4, 5
Skills builder training for all colleagues	<a href="#">Skills Builder Research Study</a>	4
Programme of CPD to develop Stretch and Challenge across the curriculum - including NLE support and training	<a href="#">EEF Putting Evidence to Work</a>	4, 5
Additional, robust Pupil Progress meetings, focussed on the needs of disadvantaged Learners		3, 5
Additional Speech and Language training for LAs, including ELKLAN for some	<a href="#">EEF Putting Evidence to Work</a>	1
EAL resources and training for staff	<a href="#">Bell Foundation Bulletin</a>	1, 5
Mental Health First Aid Training for colleagues, including enhanced coaching and supervision	<a href="#">Evidence of success in Secondary Education - applicable to Primary Phase</a>	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	<a href="#">EEF 1:1 Tuition</a>	1, 4, 5
Booster sessions for Year 6 and Year 5 Pupils	<a href="#">EEF 1:1 Tuition</a>	4, 5
HLTA to deliver Phonics and English interventions to disadvantaged and/or vulnerable learners	<a href="#">EEF Teaching Toolkit</a>	1, 4, 5
Additional teacher led Phonics groups to target closing gaps even further	<a href="#">RWI Evidence Summary</a>	4, 5
LA delivered Small group and 1:1 tutoring for disadvantaged learners (Focus on Speech and Language, and Early Reading)	<a href="#">EEF Teaching Toolkit</a>	1, 4, 5

## Wider strategies

Budgeted cost: £52,000

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

Cooking groups to foster good social skills and build self- confidence		4
Targeted Breakfast club	<a href="#"><u>Despite reduced impact on academic outcomes directly, evidence supports improved attendance, and this increased welfare, wellbeing, and increases potential for achievement</u></a>	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 2021 to 2022 academic year.

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 transitioned to Years 1 and 5 in the summer term. 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. This resulted in them out performing the cohort and also achieving (92%) above the National Average.

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

In line with EEF Guidance on Pupil Premium, the school recognises the critical role teachers play in ensuring equality of opportunity in curriculum access:

*" Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"*

(The EEF Guide to Pupil Premium)

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, residentials and visitors to school including providing a wide range of extra-curricular Activities.

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.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Pixl Keystage 2	Pixl
Pixl Keystage 1	Pixl
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Maths
Skills Builder	Skills Builder

## Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
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