



Co-op Academy
Princeville

Pupil Premium and Covid-19 Recovery Funding Plans

2021 - 2022

Policy details

Academy: Co-op Academy Princeville

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Introduction

This document is intended to fulfil three key aims:

- To Evaluate the impact of the Academy's 2020-21 Pupil Premium Allocation
- To outline plans for the Academy's 2020-21 Pupil Premium Allocation, including summarising the three-year aims for Pupil Premium impact.
- To outline plans for the Academy's plans for the Covid-19 Recovery Funding

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

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

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	469
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Governing Body
Pupil premium lead	Ryan Lewis
Governor / Trustee lead	Shafiq Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,855
Recovery premium funding allocation this academic year	£23,055
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£40,420
Total budget for this academic year	£277,330

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

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 and the proportion of pupils from minority ethnic backgrounds are much higher than the national average.
- The proportion of pupils who have SEN and/or disabilities is below average, with 12% requiring SEND support, and a high proportion of New to English Learners.
- One in five adults in Bradford are unemployed. Our area has the highest proportion of households with children where no adults are in employment. Child poverty is therefore an acute problem within the community – 33.9% of the schools population is disadvantaged (Pupil Premium); however, a greater proportion experience disadvantage, but have no recourse to public funds.
- 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 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.
- 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 majority of our children arrive at school with 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.
- 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.

- 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. Attendance amongst disadvantaged pupils is very much in line with their peers throughout school.

Our rationale for Spending

At Co-op Academy Princeville, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. The identification of these barriers have involved collaborative input from students, 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. Additional to this, a relentless focus on quality first teaching so that all of our disadvantaged students, in particular our most disadvantaged students, receive equitable learning experiences across the Academy. Our strategy is informed by up to date and relevant educational research, published by a number of sources, including the Education Endowment Foundation.

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 and socialisation lead to a language deficit on entry to the school that must be overcome, to enable broad curriculum access.
2	Challenges for Pupil Premium learners tend to be multifaceted and complex, with pupils experiencing high mobility, low attendance, social and economic deprivation and a low value of education at home. This requires a broad and comprehensive response, and this can lead to conflicting priorities and demands which, in turn, erodes impact.
3	Multi-agency working is critical to ensure that families receive the breadth of support they need
4	In some families, education is given a low priority, and this can lead to lower levels of attendance and engagement

5	The Covid-19 pandemic has impacted those on low incomes disproportionately, and this will require focussed and determined work to remediate
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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
To improve the progress made by disadvantaged and mobile pupils, so they achieve similarly to their peers, both in school and nationally.	By Summer 2021, Pupil Premium and mobile learners will exceed their FFT progress prediction, demonstrating an improvement in the schools performance, when compared to the historic performance of pupils in this group at this school.
Revise the curriculum, to ensure depth and breadth which is accessible to all Pupil Premium learners; particularly in non-core subjects.	By Spring 2021, the curriculum will be meeting the needs of all learners; this will have been independently verified. Outcomes in non-core subjects will demonstrate increased engagement and achievement for disadvantaged learners.
Continue to tackle deprivation of all kinds, including but not limited to: <ul style="list-style-type: none"> i. Language ii. Finance iii. Cultural Capital 	By Summer 2021, pupils will talk confidently about the opportunities provided to them through enrichment. Skills Builder will be embedded within every day teaching and learning. The school will achieve accredited recognition.

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: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct professional coaching and support	EEF Putting Evidence to Work	469

Skills builder training for all colleagues	Skills Builder Research Study	469
Programme of CPD to develop differentiation and challenge across the curriculum	EEF Putting Evidence to Work	469
Additional, robust Pupil Progress meetings, focussed on the needs of disadvantaged Learners		159
Speech and Language training for LAs	EEF Putting Evidence to Work	60
EAL resources and training for staff	Bell Foundation Bulletin	25
Mental Health First Aid Training for colleagues	Evidence of success in Secondary Education - applicable to Primary Phase	469

Targeted academic support

Budgeted cost: £152,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 tutoring for disadvantaged learners (focus on closing gaps in Maths and English), including Early Reading	EEF 1:1 Tuition	158
Booster sessions for Year 6 and Year 5 Pupils	EEF 1:1 Tuition	150
HLTA to deliver Phonics and English interventions to disadvantaged and/or vulnerable learners	EEF Teaching Toolkit	200
Additional teacher led Phonics groups to target closing gaps even further	RWI Evidence Summary	90
LA delivered Small group and 1:1 tutoring for disadvantaged learners (Focus on	EEF Teaching Toolkit	

Speech and Language, and Early Reading)		
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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	469
Nurture groups to tackle Social, Emotional and Mental Health Challenges (Introduction of Boxall)	Now You See Us - Nurture UK	50
Parent Workshops in every year group to foster good home school relations and involve parents in their children's learning	EEF Research	469
Cooking groups to foster good social skills and build self- confidence		50
Targeted Breakfast club	Despite reduced impact on academic outcomes directly, evidence supports improved attendance, and this increased welfare, wellbeing, and increases potential for achievement	40

Total budgeted cost: £251,700

Reserve to address emerging needs: £25,630

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The Academy's 2020/21 Pupil Premium Plan can be found [here](#).

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 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 Home Study, and this was expanded further due to the Covid-19 pandemic. Provision included software packages such as mathematics, home study software such as Google Classroom, and an expanded hardware offer, including provision of over 200 Chromebooks to tackle digital poverty. We also provided broadband access where families were unable to secure access, and we supplied 60 tablets to Foundation Stage Learners. This clearly led to an increase in engagement and aspiration. Monitoring of access showed that significant proportions of vulnerable pupils accessed home learning regularly.

In January 2021, we appointed a Covid Catch-up Teacher, and engaged with Pixl. 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.

Expenditure on staff CPD rose, so that all colleagues were equipped to fulfil a comprehensive virtual curriculum via Google classroom.

Expand the opportunity for Pupil Premium learners to engage in high quality home study, by addressing digital poverty.

All pupil premium pupils were offered a device to use at home, with over 90% requiring one. The Academy provided training and support, and delivered the full curriculum offer throughout lockdown. This had a positive impact on learning and engagement of disadvantaged learners.

We provided broadband, including real time safeguarding monitoring, to ensure that internet access was available to all, whilst keeping children safe.

As a consequence of increase IT provision, we operated a virtual summer school for pupils in Year 1 and Year 5, as they approached the beginning of the Year in September.

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 a bespoke programme of professional coaching. This has been the highest impact work undertaken by the school to date, and the impact of this work is visible within the classroom; it has also been evident in the approach of teachers to remote learning and regular pupil contact during the Covid-19 pandemic: teachers developed strategies to triage pupils by vulnerability and need, and utilised this information to tailor and differentiate the curriculum.

We have improve the link between Iris connect and professional coaching in the this year, appointing an Iris connect lead, and using real-time technology to monitor the classroom engagement and offer for disadvantaged learners.

The Accelerated Reader package, along with its integrated STAR assessment features demonstrated promise, but the school underestimated the necessary work to embed this programme within the curriculum, and an investment will be required to see the benefit of this work in the coming year.

The school benefitted from a large Opportunity Area funded initiative focussed on Curriculum innovation and development, which including Read Write Inc. and the White Rose Maths programme, this has led to a positive improvement on the breadth and quality of the curriculum, and this has also contributed to impact on the most disadvantaged pupils within the school.

These activities were externally reviewed and moderated.

Externally provided programmes

Programme	Provider
Pixl Keystage 2	Pixl
Pixl Keystage 1	Pixl
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Maths

Skills Builder	Skills Builder
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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