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Pupil Premium Strategy Statement

Pupil Premium Strategy statement

This statement details our academy's 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.

Academy overview

Detail	Data
Academy name	Co-op Academy Parkland
Number of pupils in academy	211 198 excluding Nursery
Proportion (%) of pupil premium eligible pupils	101 (48%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 / 2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	Termly AGC meetings
Statement authorised by	Academy Governing Council
Pupil premium lead	Charlotte Wierzbianski
Governor / Trustee lead	Ian Featherstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,125
Recovery premium funding allocation this academic year	£18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£191,250
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

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Co-op Academy Parkland opened in November 2018. Co-op Academy Parkland is located within the Thorpe Edge estate and serves a mix of council and privately owned housing. The area within which Co-op Academy Parkland sits was ranked 3,292 out of 32,844 in England where 1 is the most deprived area in the country. Statistically, this puts the location of our school and surrounding area amongst the top 20% most deprived areas of the country. (Ministry of Housing, communities and local government, The English Indices of deprivation 2019).

With this context in mind, half of our Pupil Premium funding is targeted at ensuring the best possible quality of education for pupils. This focus includes professional development to make sure that teaching is highly effective. Curriculum development work is also a key part of our strategy to ensure that our curriculum is coherently designed and that essential knowledge is prioritised. Learning about careers and employability is also a key focus running through every subject. We are also passionate about providing pupils with opportunities outside of their usual experiences and environment to build their capital.

Within our locality, rates of criminal activity are above average for the country. Our area is ranked 247 out of 32,844 in England which is amongst the 10% most deprived neighbourhoods in the country. Instances of anti-social behaviour and violent/sexual assault (including domestic abuse) are particularly

high. We acknowledge that our pupils (including our disadvantaged pupils) may have increased safeguarding vulnerabilities because of this. Through our curriculum, we prioritise keeping pupils safe and their moral development. We are passionate about our children having the courage to make the right moral choices, regardless of who is watching. This academic year, we will be further developing our personal, social, health and economic curriculum to ensure our staff are confident, trained and supported to provide the targeted teaching that our school community needs. We will target further spending on additional support, for identified pupils, including: therapeutic sessions, social groups, attendance support, speech and language sessions, SEMH coaching and intervention.

Challenges

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

Challenge number	Detail of challenge
1	Pupil outcomes are below those of their peers
2	Low starting points on entry in Early Years but also for children joining us at points other than typical transition times
3	Risk of attendance lower than national average
4	Risk of high percentage of Persistent Absence rates
5	Reduced levels of home learning and opportunities for extra-curricular activities
6	Rising numbers of SEN needs

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
Raised achievement for disadvantaged pupils by the end of KS2.	Disadvantaged pupils at the end of KS2 (who have been at the school consistently since KS1 - stable cohort) achieve attainment and progress measures in line with other pupils nationally
Raised attainment for disadvantaged pupils by the end of KS1.	Disadvantaged pupils at the end of KS1 (who have been at the school consistently since Pupil Premium Strategy Statement 6 Reception)

	achieve attainment measures in line with other pupils nationally.
Increased proportion of disadvantaged pupils in Year 1, 2 and 3 pass the phonics screening check.	Y1: In-line with national average for disadvantaged pupils Y2: In-line with national average for disadvantaged pupils Y3: 100%
Children at the end of the Early Years attain well and are ready for the Year 1 curriculum	Disadvantaged children attain in-line with other children nationally: GLD, ELG reading ELG writing, ELG number, ELG PSED
Good attendance for disadvantaged pupils (and reduced rates of persistent absence)	Disadvantaged pupils' attendance rates and rates of persistent absence are at least in-line with disadvantaged pupils nationally.
Disadvantaged pupils access a wide range of carefully chosen experiences that build their cultural capital, raise their aspirations and help them to discover their talents and interests, including educational visits and extra-curricular clubs outside of normal school hours	All disadvantaged pupils attend extra-curricular clubs; participate in enhancement activities (inc. educational visits, workshops etc); are invited and encouraged to attend the residential in Year 6.

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	£ 173, 125
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Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff establishing a whole school approach to supporting pupils with additional needs e.g. neurodiversity; S&L, SEMH	EEF Effective Professional Development	1, 2, 3, 6
Phonics training for CTs, TAs and reading leaders, partnership work with Co-op Academy Nightingale and the English Hub	Read Write Inc case studies and research	1, 2, 5
Continued implementation of Accelerated Reader to enhance a love of reading for all pupils	EEF Accelerated Reader research	1, 2, 5

CPD for EYFS staff to support their understanding of how children learn	EEF Improving language in Early Years research	1, 2, 5
Metacognition CPD for all staff, focusing around Rosenshine's principles	EEF Metacognition and self-regulated learning Rosenshine research	1, 2
Skills Builder curriculum training and establishing careers curriculum throughout all year groups	EEF Collaborative learning approaches	1, 2, 5, 6
Use of IRiS to develop and improve the quality of teaching and learning across all year groups	EEF Iris connect research	1, 2, 5
Non-teaching SENDCo to improve inclusive practice and outcomes for pupils	EEF Importance of a whole school SEND approach	1, 2
Release time for senior and subject/middle leaders to quality assure all curriculum areas, with a particular focus on development of middle leaders and their understanding of critical thinking	EEF Implementation and professional development	1, 2, 5

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

Budgeted cost	<p>£26,068 Academic Mentor</p> <p>Tutoring - school to be invoiced for £3000 but pay £1200 (40%) and the rest paid via DfE subsidy</p> <p>Shine £1,152</p> <p>Total = £28,420</p>
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of resources and staff CPD to enhance the teaching and learning of mathematics throughout the school, focusing on tracked and targeted interventions	EEF improving mathematics	1, 2, 5, 6
Shine (QLA) intervention to be purchased and used to interrogate data		1, 2, 5, 6
Reading intervention including 1:1 tutoring,	EEF Teaching assistant interventions	1, 2, 5, 6

lowest 20%, RWi TA training and support		
Small group teaching for lower attainers (in NtE)	EEF Reducing class size	1, 2, 5, 6
Subscriptions: Ruth Miskin phonics (including virtual classroom) TT Rockstars Oxford Owl Jigsaw FFT Aspire National College	EEF Read Write Inc and Fresh Start EEF diagnostic assessment and recovery EEF One-to-one support for SEND pupils	1, 2, 5, 6,

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

Budgeted cost	£ 61,743
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops on curriculum specific areas	EEF Parents to support children's learning	1, 2, 3, 4, 5, 6
Attendance support/Parental Involvement Worker	EEF Attendance intervention and rapid assessment	1, 2, 3, 4
Pastoral support workers (including SEMH interventions)	EEF Parents to support children's learning	3, 4, 6
Extra-curricular activities, enhancements, including educational visits, clubs and workshops	EEF life skills and enrichment	3, 4, 5, 6
Cluster services (including CAMHS, SCIL Team, Positive Regard)	EEF Attendance intervention and rapid assessment	1, 3, 4, 6

Total budgeted cost

Total budgeted cost	£ 263,288
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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 2022 to 2023 academic year.

Pupil premium strategy outcomes

Evaluation of intended outcomes:

Improve attendance and punctuality for pupils -

BCL Consultancy were employed to add capacity to our Attendance Team. Unfortunately, their service didn't provide the level of monitoring or support. With the appointment of our Senior Learning Mentor in April, we were able to add capacity to the attendance team. First day contact, collection of pupils in the minibus, home visits and referrals to Early Help. The school day changed to ensure pupils were receiving 32.5 hours per week and our doors opened five minutes before learning began to ensure pupils were in and on time. Our Senior Learning Mentor established rigorous tracking of attendance and punctuality in line with Trust expectations and our attendance team followed fining processes as set by the Local Authority. Figures: Overall attendance for 22/23 - 90.6%; Overall Pupil Premium attendance 88.8%; Overall Persistent Absence 27.4%; Pupil Premium Persistent Absence 33.9%.

Improve parental involvement in school life and pupils' education - Parental engagement increased with the majority of PP families attending our Book Breakfasts and One Stop Shop style Coffee Mornings where the DWP attended to support families with benefits and training opportunities. Parents of pupils who accessed nurture support were invited for stay and play sessions with their children. Pupil voice sessions for pupils who were SEND and PP were completed and areas for improvement such as where anxious pupils eat at lunchtimes, has been actioned. Significantly more parents from disadvantaged families are in regular contact with the academy. Frequent phone calls home, home visits and support from external agencies (if needed) have been used with a positive impact this academic year and will continue into next year.

Attainment in English and Maths at or above that of peers nationally in KS1 and KS2 - The academy had capacity issues with the long term absence of a high number of teachers which reduced the capacity of SLT. Despite repeated efforts to have quality long term supply teachers in front of the class, this did not happen and recruitment processes were unsuccessful. This had an impact on pupil outcomes at the end of KS2. There have been green shoots with KS1 data overall but there is still a difference between PP and Non-PP children. 93% of Year 2 pupils passed the PSC and 43% of PP were on track or above. 76% (previous year was 53%) of Year 1 pupils passed the PSC and 29% of PP were on track/above. GLD was 72% of which 73% of PP children achieved GLD. Reception Phonics 79% working at ARE and 78% of PP pupils on track/above. Educational outcomes will be a key focus of our PP Strategy in 2023-24.

KS1 SATS	All	PP	Difference
RWM	46%	36%	-10%

Reading	64%	57%	-7%
Writing	50%	43%	-7%
Maths	57%	50%	-7%

Pupil Premium funding was used to develop staff understanding of effective provision for all SEND pupils. Staff understanding of effective SEND provision has increased (evidenced through internal staff meetings) and progress of all SEND pupils through bespoke targets and support plans being put in place and monitored by the SENDCo. The whole school approach to inclusive SEND provision for all pupils will continue into the next academic year.

Pupil Premium children have access to a free Breakfast Club, uniform and our nurture team or Space2Talk counsellor each day.

Attendance and persistent absenteeism will continue to be a priority for our academy as we strive to close the gap to the national average.

Pupil Premium children have access to extra-curricular clubs and activities. These have been led by staff internally or by external services such as N D Dance and YACAD. Educational visits, including the Year 6 residential, were funded so that no child was unable to attend due to their disadvantaged circumstances. Further activities and visits will continue throughout the next academic year, ensuring every child has equal opportunities.