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Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Walkden
Number of pupils in academy	1502
Proportion (%) of pupil premium eligible pupils	29.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Matt Hacker
Pupil premium lead	Catherine Earley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£451,396
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	£451,396
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

At Co-op Academy Walkden, we believe that every child should have the opportunity to achieve their potential irrespective of their background, starting points or individual challenges. We are committed to securing a collective responsibility and commitment to addressing the advantage gap.

Co-op Academy Walkden is located in Salford, the third highest borough in terms of the disadvantaged GCSE grade gap (English and Maths) . We serve a diverse catchment area where extreme deprivation is juxtaposed with extreme wealth. This creates unique challenges but we are pleased that a recent Pupil Premium review stated *"it is testimony to the approach of leaders and the impact of systems and structures, that this is not discernible and does not seem to manifest negatively inside the academy itself."*

We are committed to ensuring that every member of our school is supported, feels like a valued member of the school community and is able to make progress in line with that of their non disadvantaged peers.

We aim to provide all of our Pupil Premium students with the opportunities to help them succeed in life, from academic competencies to cultural capital and life experiences. We understand that, for many of our students, there are challenges facing them and we will work to remove those challenges by providing equality of opportunity. We will work tirelessly to ensure that our disadvantaged students have the same opportunities as their non-disadvantaged peers so that a lack of experience and opportunity does not limit their perception of what is possible.

"...disadvantaged pupils do not lack talent or ability to make significant contributions to our society. But they sometimes lack opportunity" (Addressing educational disadvantage in schools and college, Marc Rowland.)

We will forge strong relationships built on care to support our pupils and their families. We will help pupils to be in lessons and ready to learn and ensure their learning is not inhibited by issues outside of their control. We will direct additional support to behaviour management strategies where appropriate and support for families where attendance is a concern.

All stakeholders at Coop Academy Walkden are determined that leaders secure the best possible provision and outcomes for disadvantaged pupils and that the achievement gap narrows over time.

Summer GCSE Results 2024 saw a 0.52 reduction in the P8 gap between PP and NPP students. Progress for PP students increased by 0.51. Whilst the progress of PP students is not yet in line with their NPP peers there is a clear positive trajectory that reflects a whole school change in culture around Pupil Premium students.

Challenges

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

Challenge number	Detail of challenge
1	<u>Ensure high quality teaching and learning for all, all of the time:</u> The quality of teaching and learning is our key driver in ensuring positive outcomes for Pupil Premium students. We will ensure that all pupils are included in and expected to achieve success in challenging classrooms. Whilst data indicates that there is clear progress in this area there is still work to do to eliminate the advantage gap.
2	<u>Develop pupil efficacy:</u> We recognise that not all of our students have the metacognitive and cognitive strategies needed to support challenging learning. We will support pupils to manage their own approach to learning and offer support to help them develop their self efficacy in terms of cognitive, social and interpersonal and emotional competencies.
3	<u>Develop pupil ability to manage and self regulate behaviour:</u> Pupil premium students remain over represented in the sanction figures <div> <div></div> <div>Behaviour data</div> </div> <p>We recognise that the emotional regulation and resilience of many of our PP students needs to be strengthened. We will support all pupils by offering additional interventions to help pupils understand and regulate behaviour patterns.</p>
4	<u>Ensure high attendance for all:</u> Attendance for PP students post pandemic remains a key challenge. Attendance data 2023 - 2024 <ul style="list-style-type: none"> ● Whole School 90.5% ● PP 84.37% ● NPP 92.92% ● PP / NPP Gap 8.56% <p>We will work with pupils and their families to remove any challenges that may prevent them from attending school and will work to develop positive home school relationships. We will tackle this challenge at both a whole school and individual family level bespoke to the familial needs.</p>
5	<u>Develop parental engagement:</u> Greater parental aspirations impact significantly on pupil engagement and attainment. parental engagement for PP families remains lower than their non PP peers exemplified via Parents' evening attendance figures. <p>We will work closely with our families to build strong relationships based on trust, to work collaboratively in the best interest of the child and to enhance our parental engagement.</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
There is a collective drive to ensure high expectations via high quality teaching and learning for all. We will ensure a high challenge and a culture of positive pressure to ensure engagement as opposed to compliance.	<p>PP students achieve a P8 score of at least 0. The gap between PP and non PP is reduced and does not accelerate over the course of secondary education.</p> <p>There is a school wide understanding that disadvantaged pupils can achieve as well as their advantaged peers and a collective drive to ensure this outcome.</p> <p>In the classroom, compliance is challenged, maximum engagement and active learning is the norm.</p> <p>The above will be evidenced via:</p> <ul style="list-style-type: none"> ● PP focused learning walks ● Diagnostic lesson observations ● Book scrutinies ● Pupil voice ● Data analysis ● Bespoke pupil support
Pupils develop self efficacy and self regulation.	<p>PP students develop self efficacy and their personal locus of control contributing to increased levels of attainment.</p> <p>This will take place via:</p> <ul style="list-style-type: none"> ● year group assemblies ● teacher modelling ● individual / small group support ● academic mentoring ● behaviour data
<p>PP students are not overly represented in the behaviour figures.</p> <p>We aim to address the root cause of behaviour concerns as opposed to just the symptoms it presents in school.</p>	<p>The percentage of PP students in the sanctions and exclusions data is representative of the cohort.</p> <p>PP students are supported to develop the skills needed to regulate their behaviour, support is tracked and impact evaluated.</p> <p>Pupils feel a part of the school community</p> <p>This will be evidenced via:</p> <ul style="list-style-type: none"> ● behaviour data ● suspensions data ● pupil voice ● interventions tracking evidence
PP attendance and PA is in line with that of their non PP peers	<p>The gap in attendance figures is, at least, in line with national figures.</p> <p>Where individual attendance is lower than national figures, we are able to see progress against a pupil's starting points and work to</p>

	<p>address the root cause of the attendance concerns.</p> <p>A team of Family Help Practitioners work to support families and help pupils attend school regularly</p> <p>Pupil Premium students are prioritised for home visits in order to develop positive relationships with our families</p>
<p>Parental engagement is enhanced for the PP cohort and our families are able to build positive relationships with staff.</p>	<p>Parents of PP students are more willing to engage in school and this is reflected in the Progress Review Evening attendance data where the existing gap is eliminated.</p> <p>This will be evidenced via:</p> <ul style="list-style-type: none"> ● Parental review evening attendance data ● Follow up calls and identification of barriers ● Coffee morning engagement data ● Wider school events attendance

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		£ £225,000															
Activity	Evidence that supports this approach	Challenge number(s) addressed															
P8 of Pupil Premium students is at least 0.	"The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils" Moving Forward, Making a Difference	1															
Staff are challenged to ensure that PP students are seated appropriately, challenged and supported with appropriate scaffolding in their classrooms. They are challenged to look beyond compliance as a proxy for learning and aim to achieve inescapable engagement in their classrooms. (ECO)	"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending." The EEF Guide to the Pupil Premium Moving Forward, Making a Difference	1															
Staff support pupils to ensure that the PP gap on entry does not grow over the course of secondary education																	
<table border="1"> <thead> <tr> <th></th><th>NPP</th><th>PP</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>105.26</td><td>102.36</td></tr> <tr> <td>Maths</td><td>104.90</td><td>101.24</td></tr> <tr> <td>GPS</td><td>107.30</td><td>103.04</td></tr> <tr> <td>Average</td><td>105.07</td><td>101.80</td></tr> </tbody> </table>		NPP	PP	Reading	105.26	102.36	Maths	104.90	101.24	GPS	107.30	103.04	Average	105.07	101.80		
	NPP	PP															
Reading	105.26	102.36															
Maths	104.90	101.24															
GPS	107.30	103.04															
Average	105.07	101.80															
There is an average gap of 3.27 points between NPP and PP pupils on entry																	
📊 Whole School KS2 Data [24/25]																	

Diagnostic drops are frequent and allow a clear understanding of PP progress across the curriculum.

PP focused learning walks take place termly in order to gain a clear understanding of the barriers facing PP students and their daily experience in lessons. Any emerging concerns are addressed promptly to ensure swift interventions

Observations of PP learning and behaviour will inform next steps and will ensure that, in the case of unconscious bias, it is immediately addressed.

"Use classroom observations of learning behaviours to inform teaching and intervention" (*Addressing educational disadvantage in schools and colleges, Marc Rowland.*)

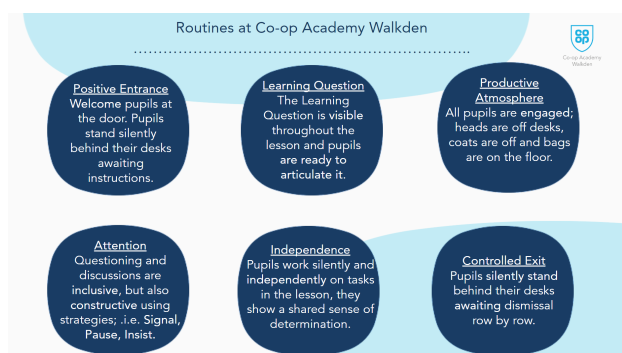
1


QA systems ensure high quality teaching is consistent across all subjects and all year groups (SLT)

- Consistent quality assurance at middle and senior leader level via regular visits to lessons
- Fortnightly line management meetings focused on Academy priorities.
- Great Teaching at Coop Academy Walkden and Routines at Coop Academy Walkden support consistency and clarity of expectations for all

... they found that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers compared with 0.5 years with poorly performing teachers " (*Reaching the unseen children, Jean Gross*)

1



<ul style="list-style-type: none"> The Show You Care bulletin shared with staff weekly via staff briefing to shine a light on pupils who need additional support due to personal circumstances (CEA) 	<p>"..if children and young people have consistent experiences of being safe, healthy and active, nurtured, achieving, respected, responsible and included then they will develop the skills and brain systems that provide resilience to stressors" (<i>Addressing educational disadvantage in schools and colleges, Marc Rowland.</i>)</p>	
<p>Diagnostic assessment is used at class, subject and year group level.</p> <p>Triangulation of the data allows for a holistic view of the year group and specifically PP progress</p> <p>All teachers are accountable for how their disadvantaged students progress over time. All teachers track the progress of their pupils and intervene where gaps emerge</p> <p>The KS3 assessment system is under evaluation with a view to ensuring quality and meaningful data which facilitates swift intervention should gaps begin to emerge (TSL)</p>	<p>"When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups" (<i>Moving forwards, making a difference: A planning guide for schools 2022 - 2023</i>)</p>	1
<p>Quality feedback in all curriculum ensures that pupils know how to progress.</p> <p>The expectation is that there will be some element of feedback in every lesson.</p> <p>Ensure that disadvantaged students know how to improve (ECO)</p>		1
<p>Quality, bespoke CPD</p> <p>CPD will include:</p> <ul style="list-style-type: none"> Breakfast bites Weekly staff T&L briefings Twilight sessions focused on developmental areas for PP Whole school CPD focused on PP Academy priorities <ul style="list-style-type: none"> Thriving & Belonging Focused CPD to develop consistency around quality first teaching Development of oracy in the classroom (SLT) 	<p>"Effective professional development is vital to support, develop and sustain high quality teaching" (<i>Moving forwards, making a difference: A planning guide for schools 2022 - 2023</i>)</p>	1


<p>Focused curriculum with clear schema evident to all stakeholders.</p> <p>The curriculum is carefully designed to meet the needs of pupils including SEND and PP.</p> <p>Power Concepts</p> <p>Curriculum Overviews</p> <p>Learning Journeys</p> <p>Principles and Practices</p> <p>(TSL)</p> <p>.</p>		
<p>There is a high level of challenge supported by carefully scaffolded support materials.</p> <p>Staff use the concept of "positive pressure" to facilitate pupil learning. (ECO)</p>	<p>"Students are not going to develop and improve resilience unless we expose them to high level thinking"</p> <p><i>Addressing educational disadvantage in Surrey Secondary Schools: From mitigation to success, Marc Rowland)</i></p>	<p>1/2</p>

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

Budgeted cost

£ £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>There are additional opportunities to work with the subjects specialists</p> <ul style="list-style-type: none"> after school <p>i Leavers 2025 - Revision</p> <ul style="list-style-type: none"> premocks & GCSE masterclasses PD Maths & English interventions Small group support 	<p>One to one tuition High impact for moderate cost based on moderate evidence</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>"Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact" (<i>Moving forwards, making a difference: A planning guide for schools 2022 - 2023</i>)</p>	1
<p>To develop levels of literacy facilitating full engagement with the subject curriculum</p> <ul style="list-style-type: none"> Promote the enjoyment of reading across the school and create a positive reading culture To embed strategies for supporting and scaffolding reading and writing across the curriculum To demonstrate 'disciplinary literacy' across the curriculum and to provide targeted vocabulary instruction in every subject To embed and monitor the teaching of tier 2 and tier 3 vocabulary. W Literacy Policy 2024-2... 	<p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Peer tutoring High impact for very low cost based on extensive evidence</p> <p>"In secondary school, every teacher can improve children's reading and writing skills by teaching the core vocabulary for their subject. This is a key element of disciplinary literacy." (<i>Reaching the Unseen Children, Jean Gross</i>)</p>	1
<p>Literacy and Numeracy Catch up Programme</p> <ul style="list-style-type: none"> To extend high quality Catch-Up Literacy Intervention for struggling readers identified through reading age tests 	<p>Peer tutoring High impact for very low cost based on extensive evidence</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>"In secondary school, vocabulary at age 13 strongly predicts both English and maths at GCSE - in English Literature and maths, vocabulary is a better predictor of success</p>	1

<ul style="list-style-type: none"> Catch-up numeracy support delivered to those with a SATS score of less than 100. Departmental support to embed numeracy across the curriculum using common strategies and terminology (AWH) 	<p>than pupils' socio economic background. " (Spencer et al., 2017)</p>	
<p>Revision, retention and metacognition (TSL)</p> <p>Pupils are supported to</p> <ul style="list-style-type: none"> regulate their own learning via metacognition focus in assemblies and personalised support programmes develop their revision "toolkit" following revision focus in assemblies. access additional learning opportunities via additional revision and intervention sessions access additional Core revision during Personal Development time access holiday revision sessions attend pre mock / GCSE masterclasses 	<p>School Planning Guide</p>  <p>1 / 2 / 3</p>	

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

Budgeted cost	£101, 396
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop pupil efficacy:</p> <ul style="list-style-type: none"> Metacognition and revision strategy (as above) Provide clear rules and boundaries to develop a no excuses culture Support the no excuses culture with personalised support based on individual pupil need. 	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>"Disadvantaged children are more at risk of low self efficacy than their more advantaged peers...if you grow up in a family where adults did not do well at school, that will affect your</p>	<p>2</p>

- own view of education and your belief in your ability to make progress through your own efforts" (*Reaching the Unseen Children*, Jean Gross)

"Some teenagers, often boys, will deliberately not try hard so that they can attribute any lack of failure to lack of effort rather than lack of ability"
(*Reaching the Unseen Children*, Jean Gross)

“..disadvantaged learners are more susceptible to the detrimental effects of reduced expectations than their more affluent peers”
(Hinnant et al., 2009)

Social and emotional learning

Moderate impact for very low cost based on very limited evidence

£ £ £ £ £ £ £ £ £ £ £ £ £ £ £ £

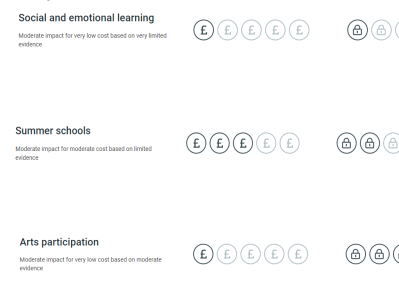
"Wider strategies support positive learning behaviours that enable schools to remove non academic barriers to attainment and get pupils' learning back on track" (*Moving forwards, making a difference: A planning guide for schools 2022 - 2023*)

- "The disadvantage gap in conduct problems is evident as early as age three" (*Reaching the Unseen Children*, Jean Gross)

“..children from the lowest income families ..now four times more likely to have mental health problems than those from the highest earning backgrounds”
(*Reaching the Unseen Children*, Jean Gross)

"Increasing the amount of praise given for positive behaviour, on the other hand, has been consistently found to be effective" (*Reaching the Unseen Children*, Jean Gross)

	<p>"Students from poorer backgrounds, or who receive less attention in the home, are more likely to come to school hungry. Hunger is a major barrier to engaging effectively in a lesson." (<i>Narrowing the attainment gap, Daniel Sobel</i>)</p>	
<p>Attendance focus to improve rates of attendance and reduce PA figures for PP students. (CEA)</p> <ul style="list-style-type: none"> • Attendance team expanded to develop capacity • Breakfast club: all pupils can have a bagel every morning free of charge • No PP student will be excluded for more than 2 days. Any remaining time will be severed in our internal provision • Year group Progress Leader will ensure that reintegration to lessons following absence is smooth and addresses any lost learning • Simplified language in parental communications • PD tutors to make a wellbeing call for any pupils absent for two days encouraging them back into the academy and removing any potential barriers • A team of four Family Help practitioners support families to help increase their child's attendance working with on average 12 families each • Preventative attendance strategies are developed to make school a place that pupils want to be. These include Feel Good Friday - aimed to combat the dip in attendance that occurs on Fridays. Term 1:1 has seen a 0.7 reduction in the average gap from 2023-2024 <p>Charity Events - pupils have chosen the school charity and take part in half termly charity events to develop a sense of belonging and shared purpose.</p> <ul style="list-style-type: none"> • Cycle proficiency course offered to low attenders in Y7 with a view to them being able to cycle to school 	<p><i>PASS Interventions:</i> Good attendance results in better academic achievement (<i>Strickland, 1998 ; Lukkarinen et al., 2016; Oghuvbu, 2017; Dey, 2018</i>)</p> <p>"..the strongest association with Progress 8 outcomes was absence from school " (<i>Reaching the Unseen Children, Jean Gross</i>)</p> <p>https://drive.google.com/file/d/1TnoHAYEzyV_22kvuaCAevLk3l78CALC/view</p> <p><i>Persistent absence and support for disadvantaged pupils</i></p> <p><i>Seventh Report of Session 2022-23</i></p>	<p>4 / 5</p>
<p>Drive to improve attendance and attainment via increase parental engagement (CEA)</p>	<p>Parental engagement</p> <p><small>Moderate impact for very low cost based on extensive evidence</small></p> <p>£ £ £ £ £</p> <p>© © ©</p>	<p>4 / 5</p>

<ul style="list-style-type: none"> • Support offered to the local food bank to support families with uniform and food vouchers, once per half term • Year group coffee mornings at KS3, displaying work and offering refreshments, invitations focused on behaviour and attendance needs. • Support families to ensure their basic needs are met, uniform support, trips and visits support, food vouchers • The local community and school unite behind a school charity chosen by the pupils. Fundraising events take place on the penultimate Friday of each half term to combat the Friday dip in attendance 	<p>"John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years of learning over a pupil's school career" (<i>Reaching the Unseen Children, Jean Gross</i>)</p> <p>"When parents did not do well at school themselves, their children's school can be a scary place (<i>Campbell, 2011</i>)"</p>	
<p>Develop cultural capital opportunities to enrich the lives and experiences of PP students and develop a positive academic self concept. (CEA / MHE)</p> <ul style="list-style-type: none"> • Jamie's Farm: SEL focus • Universify: Academic support and wider enrichment opportunities • Funded music lessons • Equal access to clubs and trips • The Brilliant Club: The Scholars Programme <p>All trips offer equal, subsidised opportunity to disadvantaged pupils. Ensure that disadvantaged students and their families understand the financial support available to them</p>	<p>"Low income children do not get the outside enrichment opportunities their peers have, such as music, dance, art or sports lessons and trips to museums, historical sites and other places." (Narrowing the Attainment Gap, Daniel Sobel.)</p>  <p>The image shows a summary of evidence for three interventions. For 'Social and emotional learning', it states 'Moderate impact for very low cost based on very limited evidence' with 5 evidence icons (4 blue, 1 grey) and 3 quality icons (2 blue, 1 grey). For 'Summer schools', it states 'Moderate impact for moderate cost based on limited evidence' with 5 evidence icons (4 blue, 1 grey) and 3 quality icons (2 blue, 1 grey). For 'Arts participation', it states 'Moderate impact for very low cost based on moderate evidence' with 5 evidence icons (4 blue, 1 grey) and 3 quality icons (2 blue, 1 grey).</p>	
<p>The Coop Academy Cadet Force is very successful and supports 31 PP pupils. 27% of the pupils accessing the Combined Cadet force are PP.</p>		
<p>Maintain a hardship fund that will enable full access to all areas for school life for PP students. This will include but will not be limited to uniform, academic resources, access to trips and visits (CEA)</p>		
<p>Undertake the Poverty Proofing Audit in order to further develop ways of supporting our most disadvantaged pupils</p>	<p>Scheduled December 2024</p>	

Total budgeted cost

Total budgeted cost	
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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 2023 to 2024 academic year.

A Pupil Premium review took place in February 2024. The report is linked here:

[Copy of PP Report Walkden](#)

"Co-op Academy Walkden serves cohorts of students that contain some of the most advantaged and some of the most disadvantaged students in the local community. Despite this, it is testimony to the approach of leaders and the impact of systems and structures, that this is not discernible and does not seem to manifest negatively inside the academy itself. Instead, students interact well, present similarly, demonstrate common levels of respect and regulation and show respect to each other and to adults. There is a strong sense of community and a calm and purposeful climate with some clear structures in place that will certainly support even the most disadvantaged students feel that they belong to the school and can succeed. "

Pupil premium strategy outcomes

Outcomes 2024 P8

	2019	2022	2023	2024
All pupils	-0.73	-0.29	-0.57	-0.46
PP	-1.28	-0.78	-1.34	-0.83
NPP	-0.56	-0.08	-0.27	-0.31

[Achievement Meeting 23-24 \(Sept 2023\) - Walkden](#)

[2024 Outcomes/ Analysis - Walkden - TSR SLT ML Version](#)

Summer 2023 GCSE results saw a decline in progress. This was impacted significantly by a cohort of PP students who were either on AP, school refusers or accessed an alternate curriculum via our onsite AP provision The Link.

2024 outcomes are much improved.

- 0.51 increase in P8 between 2023 and 2024
- 0.52 reduction in the PP / NPP gap between 2023 and 2024
- A8 has increased by over 4 points
- Basics 9-4 has increased by 8.3%.
- Basics 9-5 was less pronounced with a 0.8% increase.

This will be a focus over the forthcoming academic year.

Overall, there has been a positive trajectory which is reflecting the change in culture towards PP students and their progress.

KS3 Summer Data

There is inconsistency in the data available at KS3. Not all subjects are benchmarking Bronze Silver / Gold in the same way which results in a flawed data set. This currently makes it challenging to identify and address emerging gaps. A focus for the next academic year 2024 - 2025 will be an overhaul of the current KS3 assessment system which will allow the collation of more robust data and focused actions to address the PP / NPP gap before it becomes entrenched.

Data Analysis - All year groups

Forensic analysis of data to inform next steps takes place at all levels

All Middle leaders are provided with comprehensive Data Packs which allow them to interrogate the data and assess their progress against key Academy priorities. Analysis is then discussed in line management meetings and key actions identified. Actions are revisited at the next data capture to ascertain impact. There is a consistent focus on PP and actions to address gaps.

Data Pack 23/24

There is some work to do to extend this to classroom and teacher level analysis which will be the 24-25 focus.

Subject line management is focused and determined by Academy priorities. All meetings are minuted with clear actions points to ensure a consistent drive and focus on priorities. PP is a key discussion point particularly when focused on data analysis and next steps

Subject Line Management 2023 - 2024

National Tuition Program

Academic Tutoring and Tuition partners have run throughout 2023 - 2024. Throughout the first term Academic Tutoring was allocated to PP students exclusively allowing them to address gaps in knowledge with a trusted adult.

	Total Hours Utilised	
	General Revision	NTP
Total Hours	2926	2575
Male	1120	1030
Female	1806	1545
Year 7	0	0
Year 8	0	63
Year 9	0	304
Year 10	0	642
Year 11	2921	1548
SEND- K	131	331
SEND- E	10	114
PP	368	1333
NPP	2558	1242

It is clear to see that this has had a positive impact on engagement whereas, conversely, general revision sessions, open to all pupils have been less well attended by PP students

Extra Curricular Revision Engagement

Literacy

Literacy Development plan 2022-2024

Over this academic year we have provided Lexonik to 345 students and Catch up Literacy to 22 students. This is 23% of our whole school cohort and our struggling readers. On average, 47% of the pupils accessing support are Pupil premium.

	2+ Years Below Expected Reading age	0-2 Years Below expected reading age	At / Above expected Reading age	% of year group offered Lexonic / PP	% of year group offered Lexonic / SEND
Y7	16%	10%	74%	54%	44%
Y8	28%	18%	54%	52%	29%
Y9	23%	12%	65%	42%	44%
Y10	28%	14%	58%	38%	36%

The overall average improvement is 37 months using the word reading WRAT tests.

Enrichment Opportunities

All pupils have had a wide range of over 40 additional opportunities both in school time and after school. These include:

- PETXi
- Period 6 Revision Programme
- Form Time revision programme in Y10 and Y11
- Provision of a quiet revision space post school
- Masterclass provision prior to GCSE examinations

Exam, Revision & Masterclass Overview

- Combined Cadet Force- Accessed by students in years 8 and above
- Dance Club- Accessed by students in years 7-9
- KS3 PE Lunch- Sports change cyclically
- KS4 PE Lunch- Sports change cyclically
- Drum lessons- available on a Wednesday
- Guitar Lesson-available on a Monday
- KS3 Art Club
- KS3 Choir
- KS3 Homework support
- KS3 Pride Club
- KS3 lunchtime fitness club- Accessed by students years 7-9
- MAPAS Theatre workshops
- Young Enterprise (Year 10 students)
- Six- Theatre production and rehearsals
- Piano/Singing/String lessons.
- School Band
- STEM club
- Steel Pans
- Woodwind lessons.

- Mindfulness colouring club
- Library - numerous workshops are available and growing.
- Ethics Film Club
- Maths Homework club
- Sociology club
- Rock School
- Self Defence
- Bike Repair Club
- Ukulele Group
- Skills Club- Primarily SEND students with ZLE
- Peer Mentor Football
- Basketball
- Fitness sessions.
- Boys football
- Girls football
- Netball
- Nutrition & Training (KS4)
- Rugby (KS3 & KS4)
- Frisbee
- Athletics
- Boxing
- Girls Boxing
- Gardening Club

Representation of PP students exceeds the school percentage at KS3. We would like to develop this further at KS4.

There is increased awareness amongst staff in terms of ensuring PP students have access to wider opportunities and funding is offered to all as standard.

Universify Education

3 pupils took part in the Universify Education course. They received monthly mentoring, a week long summer residential and a 3 day Easter revision weekend. This was a positive experience for all pupils enabling them to widen their horizons and raise aspirations. Outcomes for these three pupils were disappointing with an average SPI of -0.8. it is hoped that the more targeted mentoring program will impact this academic year

Parental Engagement

Progress review evening data highlighted that the attendance of PP families was lower than that of our non PP families. We have focused on developing links with our families and the local community and offer a range of support to them.

- Uniform Support
- Attendance at the local food bank supporting with food vouchers and uniform
- Prom Shop - a range of dresses and suits available at no cost to allow all of our pupils to attend Prom
- Christmas presents distributed to those who may not receive a gift
- Positive calls / postcards home: PP students are fairly represented within these calls / postcards

 Positive Calls Tracker (23/24)

Year group coffee mornings have continued at KS3. An identified group of pupils with progress and/or attendance concerns wrote to their parents inviting them in for a coffee morning. They served their parents / guardians coffee and cake and showed them subject work they were proud of. This was a very positive and successful strategy with high levels of PP parental engagement with on average 70% of families attending. Despite the positive figures this has not translated into increased engagement with Progress Review evenings. To increase parental engagement with Progress Review evenings we will be offering a hybrid remote & In person option to encourage attendance.

Externally provided programmes

Programme	Provider
My Tutor	https://www.mytutor.co.uk/schools/login/
PETxl	https://www.pet-xi.co.uk/
Steplab	https://app.steplab.co/home
Tassomai	https://www.tassomai.com/
Language Nut	https://www.languagenut.com/en-gb/

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Further information