

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic, layered effect. The shapes are primarily located in the upper and middle portions of the page, leaving the bottom portion clear for text.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	1420
Proportion (%) of pupil premium eligible pupils	29% (eligible 31.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matt Hacker
Pupil premium lead	Catherine Earley
Governor / Trustee lead	Paul Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£465,295
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	£465,295
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 2025 saw a 2.49 increase in the Average Attainment 8 figure, an 8% increase in PP students achieving 9-4 in English and Maths and a 6% increase in PP students achieving 9-5 in English and Maths. Despite this rising trend there remain significant gaps and we continue to strive to narrow the attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	<p>Teaching and Learning, whilst significantly improved, does not secure the best possible outcomes for disadvantaged pupils. Whilst outcomes for PP pupils are improving there remains a stubborn attainment and progress gap</p> <p>The quality of teaching and learning is our most important driver in ensuring positive outcomes for all students, especially those facing disadvantage. We will use the principles of Teach Like a Champion (Doug Lemov) to develop classrooms that “foster academic achievement and that prepare every student to achieve their dreams”.</p>
2	<p>Disadvantaged pupils are over represented in behaviour metrics</p> <p>+ Behaviour data</p> <p>We will underpin our behaviour strategy with empathy and understanding whilst not lowering our expectations of what our pupils can achieve. There will be a graduated system of support for pupils to support them to fully engage.</p> <p>+ Graduated Response Tracker 2025/26</p>
3	<p>Attendance for PP students remains a key challenge with an 8% gap between PP and NPP students (2024 - 2025), significantly higher than the 3% target gap.</p> <p>Attendance data 2024 - 2025 (including Y11 Summer term)</p> <ul style="list-style-type: none"> • Whole School 88% • PP 82% • NPP 90% • PP / NPP Gap 8% <p>We will work with pupils and their families to remove challenges that may prevent disadvantaged pupils 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>
4	<p>Disadvantaged pupils can lack the tools to manage and regulate their own learning which can, in turn, limit what they feel they are able to achieve.</p> <p>We recognise that not all of our students have the metacognitive and cognitive strategies needed to support challenging learning. We will develop teacher expertise in this area to ensure that effective metacognitive strategies are modelled in the classroom.</p>
5	<p>At Coop Walkden there are pupils who experience multiple layers of disadvantage (particularly PP and SEND) Typically, these pupils are not achieving in line with expectations. There will be increased staff understanding of the impact of multiple layers of disadvantage and targeted, evidence informed interventions will be developed and implemented to support their progress across all areas of school life</p> <p>Academic Year 2025 - 2026</p> <p>PP: 281</p> <p>SENDK: 114</p> <p>EHCP: 32</p>

PP & SENDK: 100

PP & EHCP: 22

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>The quality of teaching and learning and classroom culture is improved, driven by key components of the Teach Like a Champion model. Consistent, effective practice and a climate of continuous professional growth will be inherent as a result.</p>	<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> <ul style="list-style-type: none">● Qualitative data demonstrates an improving compliance with identified TLAC strategies.● CPD logs and TLAC drop-ins demonstrate strong engagement with the strategy.● Staff and pupil voice demonstrates increasing satisfaction with the classroom experience.● Pupil behaviour data demonstrates an improving pattern of behaviour and a reduction in lost learning time due to punitive sanctions● Pupil attendance is good and improving because the classroom experience is excellent.● Pupils' knowledge and understanding grows over time as demonstrated by an improving pattern of achievement. Strong academic outcomes are inevitable● Pupil destinations data demonstrates that they are well prepared for employment training and FE.
<p>Teachers are supported to understand the importance of strategies that develop metacognitive knowledge</p> <p>They explicitly teach pupils metacognitive strategies including how to plan, monitor and evaluate their learning</p> <p>Teachers model and verbalise their own thinking</p> <p>PP students are aware of, reflect on and direct their thinking . They can apply metacognitive strategies to their learning</p>	<p>Staff employ a range of metacognitive thinking in their lessons and explicitly teach pupils how to plan, monitor and evaluate their learning.</p> <p>As a result:</p> <ul style="list-style-type: none">● Pupils develop as self regulated learners● They are aware of their strengths and weaknesses● Pupils can motivate themselves to engage in, and improve, their learning● This is visible across the range of QA processes and in outcomes

<p>PP students are not overly represented in the behaviour figures.</p> <p>We 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>There is a graduated response strategy that identifies emerging needs and implements effective and appropriate interventions.</p> <p>High expectations are underpinned by empathy and an understanding of the underlying actors that may contribute to the behaviour.</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
<p>Attendance of Pupil Premium students is within 3% of the whole school figure</p>	<p>The attendance of all pupils, but particularly those who are disadvantaged and with SEND, is significantly improved and is in line with National averages.</p> <p>Improved application of the strategic plan clearly defines roles and responsibilities and leads to a sharpening of intervention processes that support all pupils, but particularly our most vulnerable, such as Cared For Children and those at Child Protection or Children in Need.</p>
<p>An inclusive school environment demonstrably improves outcomes in the broadest sense, for all pupils, with a particular focus on vulnerable/underrepresented groups.</p>	<p>Key metrics such as academic outcomes, pupil involvement in the wider life of the school, NEET figures, attendance and behaviour data indicate an equitable culture, with no overrepresentation of vulnerable groups, indicating that inclusive practices and support systems are working effectively.</p>

Activity in this academic year

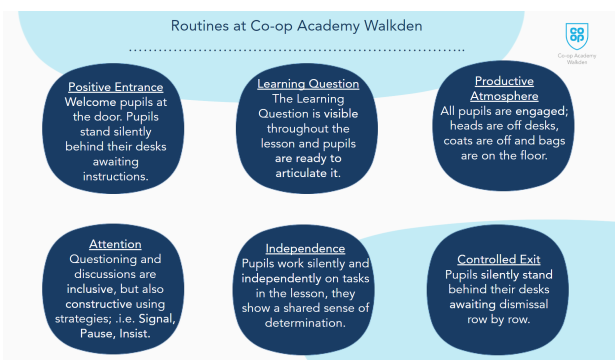
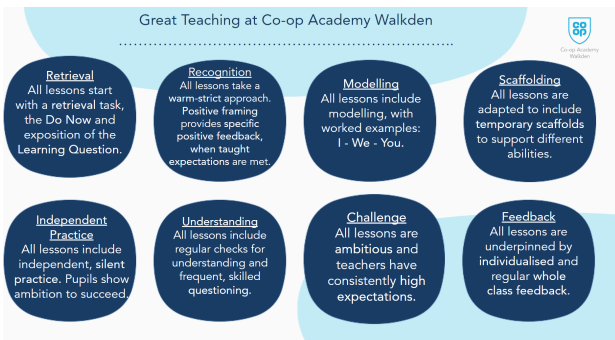
This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost		£ £225,000
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching and learning leads to positive outcomes for all pupils, particularly Pupil Premium students.</p> <p>The quality of teaching, learning and classroom culture is improved, driven by key components of the Teach Like a Champion model</p> <p>Consistent, effective practice and a climate of continuous professional growth is tangible via a range of quality assurance measures including:</p> <ul style="list-style-type: none"> ● lesson drops ● weekly welcomes ● book scrutinies ● pupil voice ● staff voice ● behaviour and attendance metrics 	<p>Research continues to dictate that quality teachers in classrooms are a significant lever for change in securing good outcomes for all pupils, especially those facing disadvantage (Aaronson et al 2007; Kraft and Papay 2014; Fletcher-Wood and Zuccollo 2020; Riordan et al 2021).</p> <p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” (EEF 2025)</p>	1
<p>TLAC strategies are used to develop classroom cultures with optimal conditions for achievement.</p> <p>Staff look beyond compliance as a proxy for learning and use a range of strategies to drive pupil</p>	<p>“Social justice means ...every student’s right to be in classrooms that consistently ensure they can pursue their dreams of becoming scientists, engineers and artists... and create the</p>	1

<p>engagement (Turn and Talk, Stop and Jot, Think, Pair, Share, Silent Solo)</p>	<p>optimal conditions for achievement” (Doug Lemov, Teach Like a Champion 3.0)</p> <p>“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)</p>	
<p>A clear identification system highlights pupils who are not achieving in line with their potential and offers a range of support strategies to maximise their progress. These include:</p> <ul style="list-style-type: none"> ● Allocation of a mentor (KS4) ● Clear identification of underperformance coupled with potential to all staff (KS4) ● Small group interventions (Y11) ● In class interventions (KS4) ● SLT presence in every Y11 lesson to support engagement and progress 	<p>“Equity starts with achievement” (Doug Lemov, Teach Like a Champion 3.0)</p>	<p>1,2,3,4,5</p>
<p>Metacognitive strategies are used in the classroom to develop pupils as self regulated learners</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Planning ● Monitoring ● Evaluating <p>Teachers model and verbalise their own thinking and use scaffolded tasks to allow pupils to develop their metacognitive and cognitive skills whilst not placing excessive demands on their mental load.</p> <p>The EEF recommendations will be rolled as out as follows:</p> <p>Year 1</p> <ul style="list-style-type: none"> ● Support teachers to understand the importance of using strategies to develop their pupils metacognitive knowledge ● Explicitly teach metacognitive strategies ● Model your own thinking to help pupils develop metacognitive and cognitive skills <p>Year 2</p> <ul style="list-style-type: none"> ● Promote and develop metacognitive talk in the classroom ● Ensure an appropriate level of challenge to develop self regulation and metacognition <p>Year 3</p> <ul style="list-style-type: none"> ● Explicitly teach pupils how to organise and effectively manage their learning ● develop effective implementation processes to promote metacognition and self regulated learning 	<p>The EEF Guidance report (2025) will be used as a guide to implementation.</p> <p>“Self regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in, and improve their learning” (EEF Guidance Report, 2025)</p>	<p>4</p>
<p>QA systems ensure high quality teaching is consistent across all subjects and all year groups</p>	<p>... they found that the effects of high quality teaching are especially</p>	<p>1</p>

- Consistent quality assurance at middle and senior leader level via regular visits to lessons
- A shared culture of continuous improvement is developed via Weekly Welcomes
- 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



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*)

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

The Show You Care bulletin is shared with staff weekly via staff briefing to shine a light on pupils who need additional support due to personal circumstances. This ensures that class teachers are aware of wider circumstances that may affect the engagement and behaviour of a pupil

"..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" (*Addressing educational disadvantage in schools and colleges, Marc Rowland.*)

1/2/3
/4/5

Diagnostic assessment is used at class, subject and year group level. Triangulation of the data allows for a holistic view of the year group and specifically PP progress








The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. (EEF 2025)

1





All teachers are accountable for the attainment and progress of disadvantaged students over time. At KS4 all teachers track the progress of their pupils and intervene where gaps emerge using effort / attainment quadrants. Interventions do not take

"Sensible interventions are... interwoven with the flow of everyday classroom life" (Daniel Sobel, *Narrowing the Attainment Gap*)

<p>students away from the people best qualified to support them and will take the form of in-class support strategies and additional P6 tuition.</p> <p> English Language Autumn Year 11 Data Anal...</p> <p> English KS3 Autumn Analysis 2025/26</p> <p>Effort/Attainment quadrants are used to identify pupils for whom small group intervention would be appropriate. Intervention sessions are responsive and driven by pupil needs</p> <p> Construction Intervention Tracker [Co2026] A...</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</p>	
<p>Quality feedback in all curriculum areas 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>This may take the form of:</p> <ul style="list-style-type: none"> ● Verbal feedback ● Whole Class feedback ● QLA following formative and summative assessments <p>The feedback policy is under review to ensure maximum outcomes for pupils</p>	<p> Feedback</p> <p><small>This report is very low cost based on content...</small></p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (EEF 2025)</p> <p>1/4</p>
<p>Quality, bespoke CPD is responsive and driven by Academy priorities . CPD offer includes:</p> <ul style="list-style-type: none"> ● Breakfast bites ● Fortnightly TLAC sessions ● Twilight sessions driven by academy priorities 	<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> <p>1/4</p>
<p>There is a 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. The curriculum is ambitious but accessible and does not presume prior knowledge</p> <p>Related documents</p> <p> English Power Knowledge.pptx</p> <p>Schema Theory</p> <p>Curriculum Overviews</p> <p>Learning Journeys</p>	<p>“We should absolutely aspire to a curriculum that is ambitious and stretching. But ambition must be matched by accessibility”. (Sean Harris, <i>Crafting Curriculum with Poverty and Inequality in mind</i>)</p> <p>1</p>

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

Budgeted cost	£ 125,000
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All Y11 students, and particularly those who experience disadvantage are given the opportunity to work with subject specialists outside of the classroom.</p> <p>Small group tuition is based around pupil need and seeks to eliminate gaps in learning</p> <ul style="list-style-type: none"> • P6 sessions both whole cohort and small group • GCSE Masterclasses • Maths & English interventions during Personal development • Small group sessions during Personal development aimed at securing 4+ and 5+ in Maths and English <p>+ Intervention Tracker [Co2026]</p>	<p>Small group tuition <small>Moderate impact for low cost based on moderate evidence</small></p> <p style="text-align: center;">  </p> <p>“Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact” (Moving forwards, making a difference: A planning guide for schools 2022 - 2023)</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. • + Literacy Policy 25/26 	<p>Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small></p> <p style="text-align: center;"></p> <p>Phonics <small>High impact for very low cost based on very extensive evidence</small></p> <p style="text-align: center;"></p> <hr/> <p>Peer tutoring <small>High impact for very low cost based on extensive evidence</small></p> <p style="text-align: center;"></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 Support is in place for identified pupils to ensure that they</p>		1

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

Budgeted cost		£115, 295
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>There is a comprehensive and inclusive rewards and recognition programme that contributes to a purposeful, respectful environment both in and out of the classroom. Behaviour Policy Template</p> <p>The strategy has inclusion at its core and seeks to create a positive culture where pupils are supported to achieve in all areas of school life</p>	<p>“Increasing the amount of praise given for positive behaviour, on the other hand, has been consistently found to be effective” (<i>Reaching the Unseen Children, Jean Gross</i>)</p>	2
<p>There is increased awareness and understanding of the impact that socioeconomic disadvantage has on pupils.</p> <p>Staff have a better understanding of the lives of disadvantaged students and how that can impact on their daily interaction, attendance, behaviour and learning outcomes.</p> <p>There is an understanding that disadvantage is not confined to those in receipt of Pupil Premium funding and that families just exceeding the income cap are often in need of support.</p> <p>This understanding is key to ensuring an inclusive and supportive culture whilst never lowering expectations</p>	<p>Current studies appear to share a consensus that the influences of poverty on brain development come from an accumulation of factors and the length of exposure to these social environments (Jensen 2009; McLaughlin et al 2014; Wagmiller, 2015).</p> <p>“The evidence indicates a multitude of interacting factors. Poverty, and hardship more generally, is multifaceted: hunger, food insecurity, poor housing, health challenges exacerbated by economic stress can all influence a child’s opportunity to learn over time.” (Sean Harris, <i>The neurological impact of poverty.</i></p> <p>4.3 million children (30%) in the UK are growing up in relative poverty after housing costs. (<i>Source: End Child Poverty estimates of local child poverty rates, AHC, 2025</i>)</p>	1,2, 3, 4, 5
<p>Leaders develop and sustain an inclusive school environment that demonstrably improves outcomes in the broadest sense, for all pupils, with a particular focus on vulnerable groups.</p> <p>There is a consistent and effective practice of graduated response to emerging need,</p> <p>Pupils experiencing multiple layers of disadvantage (particularly PP and SEND) are supported with targeted, evidence-informed interventions that address their academic, social, and emotional</p>	<p><small>Social and emotional learning Moderate impact for very low cost based on very limited evidence</small></p> <p>“Wider strategies support positive learning behaviours that enable schools to remove non academic barriers to attainment and get pupils’ learning back on track” (<i>Moving forwards, making a difference: A planning guide for schools 2022 - 2023</i>)</p> <p>“The disadvantage gap in conduct problems is evident as</p>	1,2, 3, 5


needs to reduce the need for internal and external exclusion.

early as age three" (*Reaching the Unseen Children, Jean Gross*)

Children on FSM are significantly over-represented in SEND statistics (43.8% of EHCP holders are FSM-eligible compared to 25.7% nationally. (Sean Harris, Double Disadvantage)

There is key focus on improving the attendance of all pupils but particularly those who are PP and/or SEND to ensure that lost learning time is minimised

Attendance bands are the key form of communication with all stakeholders to ensure a clear understanding of expectations and make improvements clear and celebrated. Early indications are positive

 PP Attendance comparison HT1

The Attendance tracker is used to highlight three week declining trends and ensure swift intervention

There is a team of three Family Help Practitioners who support our most vulnerable pupils and their families

The attendance team strives to remove barriers to attending school offering support such as:

- Providing a bike to pupils
- Support with school uniform
- Supporting with Igo and bus pass
- Collecting pupils in the school minibus particularly during the exam season
- Free breakfast for all pupils from 8am
- Removal of enrichment activities that advertently amplify the gap between disadvantaged and non disadvantaged pupils.
- Family Help Practitioner support
- EBSA support
- Aspire Learning provision - SEMH provision to support students struggling to access school. 82% of those accessing the provision are Pupil Premium

We aim to break down the barriers between school and home by providing support such as

- Free hygiene products
- Christmas Hampers
- Food vouchers
- Commitment to support families where the costs of trips / visits may prevent attendance

"..the strongest association with Progress 8 outcomes was absence from school " (*Reaching the Unseen Children, Jean Gross*)

Improving School Attendance

https://drive.google.com/file/d/1TnoHAYEzyV_22kvuaCAevLk3I78CALC-/view

Persistent absence and support for disadvantaged pupils

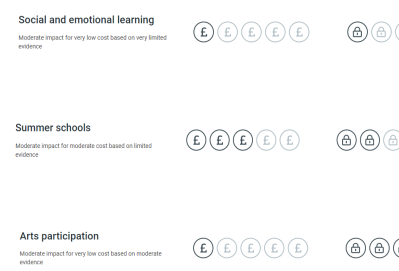
Seventh Report of Session 2022-23

"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" (*Reaching the Unseen Children, Jean Gross*)

"When parents did not do well at school themselves, their children's school can be a scary place (*Campbell, 2011*)

Parental engagement
Monitor report for my low cost based on evidence
19

3 / 5

<p>We develop cultural capital opportunities to enrich the lives and experiences of PP students and develop a positive academic self concept. Opportunities include:</p> <ul style="list-style-type: none"> ● Jamie’s Farm: SEMH focus KS3 ● Universify: Academic support and wider enrichment opportunities Y10 ● Fully funded music lessons ● Equal access to clubs and trips ● All revision guides and materials provided free of charge ● All pupils engage in work experience in Y10 and have a 1:1 careers meeting for all pupils prioritising vulnerable pupils initially <p>All trips offer a subsidised opportunity to disadvantaged pupils and calls are made to families where we believe there may be additional barriers to engagement to offer further support</p> <p>The language used in communications with home is clear and concise.</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 report highlights the significant role that work experience plays in shaping young people’s futures, including its proven links to higher future earnings, increased career confidence, and lower levels of youth unemployment. (What Makes High Quality Work Experience? <i>Introducing the definition and indicators of impactful practice</i>. Speakers for Schools et al; 2025)</p> 	<p>3/5</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. Uniform is provided free of charge</p>		<p>2,3,5</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</p>		<p>5</p>

Total budgeted cost

<p>Total budgeted cost</p>	<p>£465,295</p>
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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 2024 to 2025 academic year.

A Pupil Premium review took place in February 2024.

The report is linked here: [Copy of PP Report Walkden](#)

We took part in a Poverty Proofing the School Day in December 2024

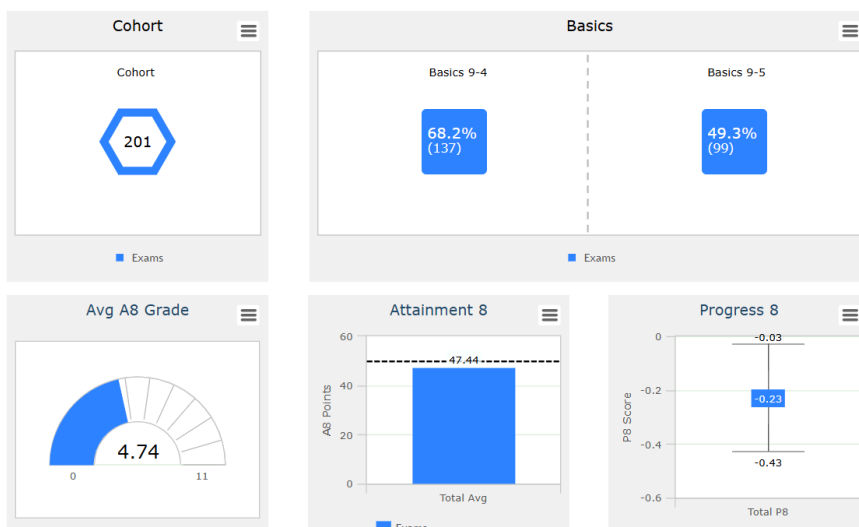
The report is linked here:

file:///caw-fs1-001/Users_Staff\$/catherine.earley/Documents/Walkden%20Coop%20Academy%20Poverty%20Proofing%20Report.pdf

“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. ”

The 2025 Pupil Premium cohort was the biggest cohort since 2019 (97 pupils) There were 44 girls and 53 boys. Despite some positive improvements, outcomes remain a significant concern.

Pupil premium strategy outcomes



Non Pupil Premium



Pupil Premium

There has been a positive trajectory over the last two years as evidenced in the metrics below.

Headline Measure	19/20 Exams	20/21 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams
Average Total Attainment 8	34.85	36.86 ↗	34.56 ↘	29.66 ↘	34.06 ↗	36.55 ↗
Average Attainment 8 Grade	3.49	3.69 ↗	3.46 ↘	2.97 ↘	3.41 ↗	3.66 ↗
Average KS2 Prior Attainment	5	102 ↗	100 ↘	102 ↗	102	101 ↘
Average Estimated A8	44.20	48.88 ↗	43.47 ↘	43.06 ↘	42.03 ↘	42.38 ↗
Average Total Progress 8	-0.88	-1.02 ↘	-0.79 ↗	-1.34 ↘	-0.83 ↗	-0.66 ↗
Students Achieving 9-5 in English and Maths	21.2	30.1 ↗	22.2 ↘	21.8 ↘	22.6 ↗	23.7 ↗
Students Achieving 9-5 in English	41.2	45.8 ↗	37.0 ↘	29.9 ↘	36.9 ↗	43.0 ↗
Students Achieving 9-5 in Maths	24.7	31.3 ↗	29.6 ↘	25.3 ↘	27.4 ↗	29.0 ↗
Students Achieving 9-4 in English and Maths	38.8	49.4 ↗	43.2 ↘	31.0 ↘	39.3 ↗	47.3 ↗
Students Achieving 9-4 in English	54.1	68.7 ↗	54.3 ↘	43.7 ↘	53.6 ↗	60.2 ↗
Students Achieving 9-4 in Maths	42.4	51.8 ↗	48.1 ↘	41.4 ↘	50.0 ↗	50.5 ↗

However, despite the positive trend, outcomes remain significantly below those of NPP

KS3 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 2025 - 2026 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

There has been a positive move towards staff understanding and accountability of their outcomes particularly at KS4. Forensic analysis of outcomes at middle leader level ensures that there is clear understanding of emerging gaps and concrete actions taken to address any declines. Clear actions are identified and revisited to evaluate impact and next steps.

2025 has seen this extended to class teacher level at KS4.

Attendance

We did not achieve the Coop Academies trust target of a 3% or less gap between whole school attendance and that of Pupil premium students. At the end of the 2024-2025 academic year whole school attendance was 88% and Pupils premium was 82%, a gap of 5%.

We are forging positive relationships with our families which is key to driving up attendance. There has been a conscious decision to ensure that our families see school as a supportive place as opposed to simply a punitive one. By creating positive and open lines of communication, developing our social media presence, opening the school to distribute free hygiene products and providing Christmas Hampers to your families we are working hard to create relationships built on trust that will positively impact on all areas of school life.

Literacy

Literacy Policy 25/26

	PP pupils below	PP pupils over 2 years below	PP pupils <7 years	PP pupils <10 years
Year 7	53.01%	33.73%	18.07%	
Year 8	49.43%	35.63%	9.20%	
Year 9	58.90%	38.36%	6.85%	
Year 10	53.61%	41.24%		29.90%
Year 11	44.16%	35.06%		24.68%

We implement a tiered reading intervention programme to support identified weaker readers. The process begins with an ART assessment to identify specific needs.

Tier 1 Intervention starts with a six-week Lexonic programme. This is followed by Tier 2, a further six-week small-group intervention which uses the principles of Reciprocal Reading. Following these initial phases, or when a pupil is assessed as having a reading age <7, they progress onto Catch Up Literacy.

For the 24 identified Year 7 pupils with RA <7, who require foundational support, we are currently exploring options for a dedicated phonics intervention to run alongside or prior to their Catch Up Literacy sessions.

Currently, we have a total of 154 pupils receiving targeted support across the tiers: 87 pupils are engaged in the Lexonic intervention, 28 pupils are completing the small-group Reciprocal Reading intervention, and 39 pupils are completing Catch Up Literacy. Students with SEND need may also access IDL, Lexia or Fresh Start depending on their specific area of need.

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
- 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


2 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 an enriching experience for all pupils enabling them to widen their horizons and raise aspirations. Outcomes for these pupils were positive with an average grade of 7 and SPI of +0.4

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 hampers distributed to those families in need of additional support Positive calls / postcards home: PP students are fairly represented within these calls / postcards

 Positive Calls Tracker (23/24)

To increase parental engagement with Progress Review evenings we have offered a hybrid remote & In person option to encourage attendance.

 Parental Engagement Tracker 2024/25

Externally provided programmes

Programme	Provider
My Tutor	https://www.mytutor.co.uk/schools/login/
PETxl	https://www.pet-xi.co.uk/
Tassomai	https://www.tassomai.com/
Seneca	https://senecalearning.com/en-GB/
Sparks Maths	https://sparxmaths.com/
Pupil Progress	https://www.pupilprogress.com/
Smartgrade	https://www.smartgrade.co.uk/

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