

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 (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 Stoke-on-Trent
Number of pupils in academy	1257
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	November 24
Date on which it will be reviewed	April 25
Statement authorised by	Shane Richardson
Pupil premium lead	Jenny Davies
Governor / Trustee lead	Tom Hutchinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£546,000
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	£546,000
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

Co-op Academy Stoke-on-Trent has a pupil premium population equivalent to 51%. That is just over half of the Academy's students. Therefore, a coherent response, encompassing all areas of the Academy's functions is required.

The strategic actions will close attainment gaps ensuring that all PP students achieve Grade 4s in English and maths and the improvement for PP students is at the same rate as non-PP students across subjects. Attainment for 2024 is broadly in line with the previous year (38.1 2023 compared to 37.66 in 2024. In part, this is attributable to a lower PP prior attainment score for this cohort than the previous year (101 and 102 respectively.) The raising of attainment will be achieved by improving the leadership of teaching, the quality of provision, and the rigour of the scrutiny on learning in Years 7-9, in particular, in English & Maths so that it is *sufficiently strong* enough to eradicate the gap in the number of PP children achieving a grade 4 in Year 11. A combination of prior attainment, increased non PP outcomes at 9-4 in both English and maths and lower attainment in maths 2024 has affected the match. Non PP grade 4s rose by 5% in English and 10% in maths, affecting an 8% increase in the match, whereas PP attainment rose by 4% in English, remained static in maths resulting in a 1% increase in 9-4 matching. Reading provision will also be developed so that PP students catch up faster to their chronological age.

The number of exclusions will be reduced for students who are PP *because of* a more proactive approach to the early signs supported by the creation of new Behaviour and Attendance posts. The number of C2s for PP students will also reduce *because of*: (1) more effective delivery of behaviour as curriculum; (2) more support for teachers who are struggling with behaviour (3) greater scrutiny on classroom learning environments, and (4) cyclical review and quality assurance of the application of Academy systems and processes. All interventions will be reviewed and evaluated for their impact and cost-effectiveness.

We will further refine the analysis of root causes of poor attendance and - specifically, barriers; aversions; misconceptions; disengagement - and align specific actions to reduce the levels of absence and to ensure that a return to the Academy is also a return to learning.

All leaders will address disadvantage. Specific CPD will be delivered on how to lead to improve quality, support staff, and evaluate effectiveness. Implementation of the Academy Leadership Framework will direct leaders to focus on the things that matter *now* and address the *immediate challenges* allowing for more precision focus on targeted problems.

# Challenges

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

Challenge number	Detail of challenge
1	<p>Too many pupil premium students are persistently absent.</p> <p>Severe absence and persistent absence numbers have decreased from the same point last year and all SA and PA students have been categorised into the root causes of non-attendance so that targeted intervention can occur.</p>
2	<p>Pupil premium students are more likely to be excluded than other students.</p> <p>PP suspensions are up slightly at the end of HT1 compared to the same point last year but the average days of suspension for PP students is the same - 2.6.</p>
3	<p>Too many PP students do not achieve a Grade 4 in English and maths.</p> <p>A combination of prior attainment, increased non PP outcomes at 9-4 in both English and maths and lower attainment in maths 2024 has affected the match. Non PP grade 4s rose by 5% in English and 10% in maths, affecting an 8% increase in the match, whereas PP attainment rose by 4% in English, remained static in maths, resulting in a 1% increase in 9-4 matching.</p>
4	<p>Too many PP students do not make as much progress as non-PP students from KS2-KS4.</p> <p>PP P8 score for 2023 was -0.11 compared to a national non PP figure of +0.18. This is a third of a grade discrepant from national. We have a similar gap to national PP and non PP figures, an Academy gap of 0.63 compared to a national gap of 0.61.</p>
5	<p>More non-PP students engage with the Academy's wider-curricular offer than PP students.</p> <p>Interventions put in place thus far have ensured that amongst our student leadership programmes and externally-led programmes there is a higher proportion of PP students than non-PP students engaged on a regular basis. This is also the case on trips funded by the Academy. PP student engagement in electives, our extra-curricular programme of clubs, has increased by 11% overall and 6% for engagement with at least three activities, however requires further intervention to meet the target of all PP students engaging in at least three electives regularly.</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
<p>Improve attendance for PP students to bring it in line with the national average for non-PP students.</p>	<ul style="list-style-type: none"> <li>• PP persistent absence is reduced and brought into line with national figures for non-PP students.</li> <li>• Overall attendance rates for PP students are in line with national averages for non-PP students.</li> <li>• By the end of the three year plan: attendance for PP students exceeds national averages for non-PP.</li> </ul>
<p>Implement a highly effective behaviour curriculum, that is routine driven, based on high-quality modelling, that creates a culture of excellent behaviour for all, including PP students.</p>	<ul style="list-style-type: none"> <li>• By the end of Year 1, exclusion rates are reduced so that they are in line with non-PP students.</li> <li>• By the end of Year 2, rates of PP exclusions have reduced to the same level as national non-PP.</li> <li>• By the end of Year 3, exclusion rates for PP students are below national figures for all students.</li> </ul>
<p>Improve achievement for PP students in the Basics to widen opportunity.</p>	<ul style="list-style-type: none"> <li>• All PP students achieve a Grade 4 in English and maths.</li> <li>• All students have a reading age commensurate with their chronological age.</li> </ul>
<p>Improve progress for PP students so that it is at least as good as other students nationally.</p>	<ul style="list-style-type: none"> <li>• PP Progress 8 score is at least 0 overall, rising in each year of the plan to 0.25 by the end of Year 3.</li> <li>• The gap between PP progress in each bucket is reducing overtime and to 0 by the end of this plan.</li> </ul>
<p>Ensure maximum engagement from PP students in the Academy's wider programme of opportunities.</p>	<ul style="list-style-type: none"> <li>• All PP students undertake a minimum of three extra-curricular activities, with maximum attendance.</li> <li>• All PP students participate in a minimum of three trips per year, all funded.</li> <li>• PP students engaged in Universify, Orwell Award, RNSC and other widening opportunity initiatives</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost

£ 273,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of two Assistant Headteachers - Assistant Headteacher Behaviour and Alternative Provision and Assistant Headteacher - Teaching and Learning.	<ul style="list-style-type: none"> <li>The significant increase in student numbers means that there is a need for greater capacity on the Senior Leadership Team to address two of the fundamental barriers to PP achievement.</li> <li>Both are strategic roles designed to ensure that exceptional learning can take place in a purposeful atmosphere.</li> </ul>	2,3 4
Appointment and retention of Lead Practitioners (LPs)	<ul style="list-style-type: none"> <li>LPs are experts in pedagogy; their role is to exemplify and disseminate the most effective practice.</li> <li>In turn, this means PP students benefit from the most effective practice consistently across the Academy.</li> <li>This improves learning and progress</li> </ul>	3,4
Regular CPD delivered by Innovation and Improvement Team with a particular focus on reading and maths at KS3. Learning Reviews included in this process.	<ul style="list-style-type: none"> <li>All of the evidence shows that regular CPD delivered by pedagogical experts will benefit all students.</li> <li>CPD will be specific to leaders on how to lead to improve quality, support staff and evaluate effectiveness.</li> <li>The CPD will also be responsive to the needs of the departments and specific cohorts, in particular at KS3.</li> <li>This allows for more targeted CPD focus which will benefit PP students</li> </ul>	3,4
Appointment of Senior Lead Practitioner within Innovation and Improvement Team.	<ul style="list-style-type: none"> <li>This role will further develop and enhance the pedagogical expertise of the LPs allowing them to be at the forefront of innovation and improvement.</li> </ul>	3,4
Expansion of Reading Recovery Team	<ul style="list-style-type: none"> <li>The Head of Reading Recovery is a crucial role to ensure that reading data is analysed timely and effectively to allow for the appropriate wave of intervention to be implemented,</li> <li>We will deliver this by further expanding our reading recovery team to increase the number of students, and intensify the frequency of the lessons, in which PP students receive phonic and comprehension instruction.</li> </ul>	3,4

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

Budgeted cost

£ 136, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery Team ensures every child is a reader.	<ul style="list-style-type: none"> <li>Reading is the foundation stone upon which everything else is built; it is the gateway to the curriculum.</li> <li>More and more students arrive at the Academy unable to read each year; their phonic development behind their chronological age.</li> <li>We will commit to ensure no child enters Year 8 with a reading age not commensurate with their chronological age.</li> <li>We will deliver this by further expanding our reading recovery team to increase the number of students, and intensify the frequency of the lessons, in which PP students receive phonic instruction.</li> </ul>	3,4
Investment in Reading Plus programme.	<ul style="list-style-type: none"> <li>Fluency is essential: it is the fundamental composite skill that makes reading, and therefore learning, easier.</li> <li>We will continue to invest in ensuring that all PP children are systematically given the instruction and practice to improve their fluency.</li> <li>This will mean PP students' learning is accelerated so that they can make more progress more quickly.</li> </ul>	3,4
Funding for Reading for Fluency programme	<ul style="list-style-type: none"> <li>Every PP child needs the opportunity to practise reading to solidify their decoding, inferential, and interpretative skill.</li> <li>Furthermore, through regular systematised reading, students can share in the exploration of universal ideas that give definition to their lives.</li> <li>We will, therefore, continue to invest heavily in providing rich, demanding and complex texts for our Reading for Fluency programme that takes place for 20 minutes every day.</li> <li>This will mean we realise our ambition that every PP student is a reader every day.</li> </ul>	3,4
Investment in Lexonik programme.	<ul style="list-style-type: none"> <li>Our data shows that PP students are not catching up quickly enough in reading. Our phonics intervention is embedded and successful. It is this next intervention wave that focuses on comprehension that is needed to accelerate progress in this area.</li> </ul>	3,4



	<ul style="list-style-type: none"> <li>• This programme will complement and be the next logical progression for our reading intervention wave programme. Students are only eligible for this programme when their phonic gaps have been closed. This programme then works on building understanding.</li> <li>• Lexonik Advance focuses on the decoding of polysyllabic words to improve reading accuracy, as well as the identification and understanding of prefixes and suffixes to develop academic vocabulary. This combination results in a deeper understanding and confidence with reading.</li> </ul>	
<p>Maths Intervention Programme for PP students that replicates the reading model.</p>	<ul style="list-style-type: none"> <li>• Like reading, students arriving at High School without a good foundational knowledge is growing, and specifically amongst PP students.</li> <li>• We will ensure that, at every stage, there is an intervention capability to support those students who have fallen behind in maths.</li> <li>• We will also provide intervention for our most able PP students to ensure they achieve grades 9-7.</li> <li>• We will replicate the model in reading in maths to ensure children arriving in Year 7 with deficits in their learning catch up quickly</li> </ul>	3,4
<p>Targeted PP raising achievement budget for English, maths and science.</p>	<ul style="list-style-type: none"> <li>• To deliver on our ambition to improve progress and attainment across maths, English and science for PP students, we will make available a fund for those subjects to draw on to fund bespoke interventions.</li> </ul>	3,4
<p>Three trips fully funded for PP students across the year.</p>	<ul style="list-style-type: none"> <li>• We will invest to ensure that all PP students benefit from participating in three trips in the academic year.</li> <li>• These trips will be fully funded and ensure that PP students benefit from wider experiences that broaden their learning.</li> <li>• We will make funds available to further subsidise residential experiences.</li> </ul>	1,3,4,5



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

Budgeted cost

£ 136,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing capacity in Attendance and Behaviour team through appointment of Senior Year Manager, Key Stage Year Managers and Attendance and Behaviour Intervention Leads	<ul style="list-style-type: none"> <li>Attendance interventions will focus on barriers; aversions; misconceptions; disengagement and we will align specific actions to reduce the levels of absence;</li> <li>Poor attendance and poor behaviour are both risk factors to the outcomes and life chances of PP students. We need to engage with children and their families on not just poor behaviour and attendance but also its root causes.</li> <li>We will, therefore, invest in a dedicated team committed to focusing on the attendance and behaviour of PP students. The increased capacity will allow greater intervention, so that staff can undertake proactive work, to ensure that children continue to attend school and behave positively.</li> <li>This will help us to deliver on our ambition to increase the attendance of PP students and reduce exclusions for them.</li> </ul>	1,2
Funding of MIND intervention programme	<ul style="list-style-type: none"> <li>We have achieved a year-on-year 10% reduction in referrals for mental health.</li> <li>This has been achieved by funding our own MIND counsellor.</li> <li>We know that one of the key barriers to the attendance of our PP students is mental health. We will, therefore, continue to invest in the support to help them overcome the barriers that stop them attending school.</li> </ul>	1,2
CPD time for implementation of our Behaviour Curriculum	<ul style="list-style-type: none"> <li>All of the evidence clearly shows a well conceived and executed behaviour curriculum supports students to self-regulate and make the right behavioural choices.</li> <li>Further, it contributes to a positive culture in which all children can achieve and thrive.</li> <li>To deliver on our ambition to reduce exclusions for PP students, and bring them below national figures by the end of this plan, we will invest more time in CPD to devise and implement our behaviour curriculum effectively.</li> </ul>	2
Transport to school	<ul style="list-style-type: none"> <li>Poor attendance is a risk factor to the outcomes and life chances of PP students, We need to engage with children</li> </ul>	1,2

	<p>and their families on not just attendance but also its root causes.</p> <ul style="list-style-type: none"> <li>• All PP students are interviewed by PP Lead to identify barriers to learning. For a number of students, travel to and from school can be problematic so the academy will provide transport for students who need this support, particularly in Y11.</li> </ul>	
Physical Health Support for students	<ul style="list-style-type: none"> <li>• Students need to be physically healthy in order to attend school and learn. 7.3% of Y7 students have had time off for appointments to the dentist and 3.6% have had time off due to issues with oral health.</li> <li>• We have completed an audit and now have a list of students who potentially need glasses and/or have had time off school for issues with oral health.</li> <li>• The School Nurse Hub are supporting us in linking with the local Orthoptics department and Healthy Smiles team who are part of the Midlands Health Trust.</li> <li>• The Academy Breakfast Club continues to run daily, providing free breakfast for all students from 8am, in conjunction with Magic Breakfast.</li> </ul>	1,3, 4

## Total budgeted cost

Total budgeted cost	£ 546,000
---------------------	-----------

# 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.

### Pupil premium strategy outcomes

Y11 Outcomes:

	23/24			22/23		
	Result			Result		
	PP	NPP	GAP	PP	NPP	GAP
<b>Cohort</b>	91	123	32	86	119	33
KS2 Prior Attain	101	104.5	3.5	102	103.5	1.5
<b>P8</b>						
All	-0.11	0.52	0.63	-0.38	0.36	0.74
English	0.58	1.18	0.6	-0.18	0.77	0.95
Maths	-0.64	0.04	0.68	-0.71	-0.03	0.68
Ebacc	-0.46	0.14	0.6	-0.83	-0.12	0.71
Open	0.13	0.78	0.65	0.08	0.81	0.73
A8 (Avg Total)	37.66	51.23	13.57	38.1	48.64	10.54
9-7 Matching	4.4	16.3	11.9	9.3	16.8	7.5
9-5 Matching	25.3	50.4	25.1	22.1	46.2	24.1
9-4 Matching	42.9	72.4	29.5	41.9	64.7	22.8
9-7 English (Best)	27.5	46.3	18.8	19.8	37.8	18
9-5 English (Best)	56	76.4	20.4	46.5	68.9	22.4
9-4 English (Best)	68.1	87	18.9	64	82.4	18.4
9-7 Maths	5.5	18.7	13.2	14	21.8	7.8
9-5 Maths	26.4	54.5	28.1	22.1	50.4	28.3
9-4 Maths	44	75.6	31.6	44.2	65.5	21.3

42% of Y11 leavers were PP. Their outcomes indicate that a disadvantaged gap still exists in terms of attainment and progress compared to the national gold standard. However, our Y11 leavers have outperformed PP students nationally in terms of A8 and P8.

The Academy PP P8 figure improved from -0.38 in 2023 to -0.11 in 2024. Progress in Ebacc also improved from -0.83 to -0.46. The PP English P8 score was +0.58 which was a vast improvement from -0.18 in 2023. 9-7 English for PP students also improved from 19.8% to 27.5% in 2024 and 9-5 English improved from 46% to 56%. Maths progress, despite still being negative, improved from 2023 to 2024 (-0.71 to -0.64.) PP maths 9-5 improved from 22% to 26% while 9-4 remained static at 9-4. The challenge of raising attainment in maths and English to affect the matching 9-7, 9-5 and 9-4 grades for PP students remains a priority.

To mitigate the risk of poor attendance which leads to missed work and is then compounded by a lack of revision due to barriers at home, the school day is extended for Y11 to incorporate a P6 revision session, every evening. P0 sessions are also introduced closer to the examination periods to give students the further option of somewhere quiet to work and to receive additional teaching from subject experts. Students with poor attendance and who are at risk of missing lesson 1 are collected from home and transported into school on the minibus. Of the 18 targeted students who were PA or SA and engaged with this intervention, attendance improved for all.

Teaching and Learning:

From September '23, LPs have become part of the Innovation and Improvement team led by DHT. This means that the most effective practice is regularly discussed and disseminated to all departments. The endpoint assessments at KS3 show that gaps do still exist between PP and non PP in most subjects at each assessment point but in certain subjects such as maths and history in Y7, history and music in Y8 and history and music in Y9 PP students are either in line or outperforming non PP students. [Endpoints KS3](#) As the I & I group is relatively new, we would expect greater impact to be seen in terms of assessments and progress during the next two years.

The Deputy SENDCO has delivered CPD Sharing Best Practice sessions in the hall. These focused on updating staff on SEND/knowing your SEND pupils and best practice for pupils with SEND. The Deputy SENDCO has organised and attended annual review meetings with parents for pupils with an EHCPs. Learning walks have been completed focusing on the staff implementation of the pupil passport information and the practice of AT's. This included observations in some subject reviews from a SEND perspective. Parent drop ins have also been organised to discuss pupil passport reviews with parents for them to share their feedback/concerns. All parents with a K code or E code were invited into the Academy to share their views. The learning support interventions that the AT's have been running have been planned and monitored by the DSENDCO. This includes using staff feedback and referring children for interventions when needed.

#### Targeted support:

2023/24 59.3% of PP students had a reading not commensurate with their chronological age at the start of the academic year compared to 52% of non PP. 22.9% of PP students improved their reading age during this period compared to 22.6% of non PP students. From the initial ART 1 in September 2024, the number of students with a reading age 1 year or more below their chronological age has decreased in the current Y8, Y10 and Y11.

Further analysis of Y9 reading data, where there has been an increase in students who have a reading age 1 year or more below their chronological age can, in part, be explained by the need for greater instruction and intervention with comprehension skills. These students have been selected for the Lexonik programme which will support the delivery and progress tracking of this fundamental skill.

#### 2024/25 Test 1 Data 1 year or more below reading age:

Y7 PP - 29% Y7 non PP - 31% - no PP gap

Y8 PP - 23.6% Y8 non PP 28.5% (Last year PP 40% Test 2 March) 17% decrease.

Y9 PP - 46.8% Y9 non PP 38.7% (Last year PP 45% Test 2 March) Remained static.

Y10 PP- 40.9% Y10 non PP 36.7% (Last year PP 48% Test 2 March) 8% decrease.

Y11 PP - 48.9% Y11 non PP 41% (Last year PP 57% Test 2 March) 8% decrease.

Although there has been progress, it is not fast enough to allow PP students to make the gains they need, in order to catch up to their chronological age. A Reading Recovery Teacher vacancy was filled and the team is now at capacity. The Lexonik programme has been purchased as the next logical step in our reading intervention programme. Students are eligible for this programme when their phonics gap has closed. The current data shows that students are successful on the Fresh Start phonics programme (80% pass rate in 2023) but progress then stalls and there is just a 2 month reading age improvement for PP students, in terms of comprehension compared to 3 for non PP students. Movement on our wave programme clearly states that comprehension is the next stage required for reading progression. This can be specifically targeted and carefully monitored through engagement with the Lexonik programme.

To further support the teaching of reading comprehension and vocabulary, students participate in a weekly Reading Plus lesson and complete sessions for homework. 740 KS3 students were tested on

Reading Plus from September to October 23 and again in February 24. 356 PP students (48.1%) and 384 non-PP (51.9%). The data shows that PP students are progressing but not as quickly as their non-PP peers. Therefore, class teachers need to further monitor the engagement of PP students with this programme and intervene more quickly if progress is stalling. Reading Plus is a standing agenda item at English Department TCT.

#### Whole KS3 Cohort Overall Proficiency

*Proficiency uses comprehension, vocabulary and reading speed to determine where a student is working overall: comprehension has the heaviest weighting.* There is an average of 0.3 of a year improvement for their overall proficiency (this is approximately 3.6 months): PP average is 0.23; non-PP average is 0.27. 369 students have improved their overall proficiency (49.9%): 169 PP (47.5%); 200 non-PP (52.1%). 107 students have stayed the same for their overall proficiency (14.5%): 64 PP (18%) and 43 non-PP (11.2%). However, out of the 107 students who have stayed the same, 4 were already and still are working above their age expected levels; 100 out of the 107 are our students who are working at the lowest level of the programme and have made improvements in other areas: 30 have improved their vocabulary, ranging from 0.1 to 5.7 years; 55 are our Fresh Start students, making improvements in their knowledge of phonics.

#### Vocabulary

Average improvement of 0.3 of a year; PP average is 0.2 and non-PP average is 0.4. 425 students have improved their vocabulary level (57.4%): 193 PP (54.2%) and 230 non-PP (59.9%). 25 have maintained (3.4%): 37 PP (10.4%) and 25 non-PP (6.5%).

#### Comprehension

360 students have improved their comprehension (48.6%): 164 PP (46.1%) and 194 non-PP (50.5%). 94 students have maintained (4.8%): 60 PP (16.9%) and 34 non-PP (8.9%).

#### Reading Speed (Words per Minute)

349 have improved their reading speed (47.2%): 160 PP (44.9%) and 187 non-PP (48.7%).

The Reading for Fluency programme is firmly embedded into KS3. All year groups are given a rich, demanding, appropriate text to read, that is carefully considered beforehand, to address prevalent issues within society. A significant amount of CPD has been delivered to teaching staff to ensure that the programme is expertly delivered. Although the Reading for Fluency programme gives students the opportunity to practise reading, the reading intervention programme needs to complement it so that students engaged in the programme can successfully participate.

The AHT for PP is now the lead for Y6-Y7 transition and this year has devised a system to gain an insight into the maths skills of the Y7 students joining us. The information from Y6 teachers has been shared with all Subject Leads for reading, writing and maths (June) but the maths department now have a much clearer idea of which students arriving with us in September will need immediate intervention and which knowledge gaps need to be closed in the first half term. Due to staffing issues, we have yet to replicate the reading model in maths but this is something that remains a priority on this plan.

In English, additional study evenings were delivered to students and P7s focused on targeted students. Three maths staff delivered targeted interventions to PP students on a Friday evening and Saturday morning and in science, an additional study evening was held that focused on the knowledge gained through practical lessons. A tracking document of the PP students targeted grade '4 or 5 in Eng and Maths and the Ebacc subjects along with their ranked attendance was created. P1 and P2 data was compared with the Trust target and quick wins highlighted, informing staff of students below target for their subject intervention. Staff shared their plans for targeted students and then HoD met with individual students to ensure that the plans were being implemented. However, predictions are not indicating sufficient progress is being made, despite interventions. Therefore, learning gaps need to be identified earlier and a more intense, structured, targeted programme implemented.

### Engagement in Wider Academy Offer:

PP engagement in the wider academy offer has grown in almost all areas over 2023-24.

#### Trips and visits

All PP students have taken part in at least one fully funded visit during 2023-24. Of students who have taken part in at least 3 funded visits, 56% of that figure is PP students. We are continuing to grow the number of visits to ensure that all PP students access at least three funded visits annually by the end of the 3 year plan.

Where visits are not fully funded, the Academy has subsidised the cost for PP students as appropriate to ensure students are able to attend.

#### Student Leadership

As an Academy, we have various student leadership roles including but not limited to Co-op Young Leaders (CYL), Wellbeing Ambassadors, Prefects and Student Council. In total there were 11 different leadership roles during 2023-24. In all areas apart from Prefects, PP students were represented at least proportionally, with significantly higher percentages in some areas. Our largest leadership role is CYL, encompassing some 10% of the student body, and 62% of students who regularly participate in CYL are PP eligible.

#### Extracurricular

PP engagement in our after school electives programme is growing but requires further intervention to meet our target of all PP students attending at least three afterschool activities consistently throughout the year.

44% of students in total have attended at least 1 elective or other after-school activity consistently. Pleasingly, our interventions with PP students have meant that amongst this figure, 48% were PP, thus minimising the gap that had previously existed. However, with an increase in PP student percentages for 2024-25 and in impetus to ensure all PP students are engaging with a variety of electives there is still further intervention required to ensure we meet the target of 100% of PP students attending three electives consistently by the end of the plan.

#### External Programmes

We work with a number of external providers to deliver extra and super curricular programmes for our students. In doing so we have prioritised the engagement of PP students to ensure they are able to benefit from the resultant

Royal National Children's SpringBoard Foundation – 75% PP

First Give (Final presenting teams) – 80% PP

Latin Excellence Project – 55% PP

Speak Up! Programme – 50% PP

National Literacy Trust Champions – 48% PP

Brilliant Club – 100% PP

Envision – 100% PP

Urban Wilderness – 70% PP

Design Lab Nation – 67% PP

Universify – 100% PP

DofE (Bronze) – 61% PP

#### Wider Strategies:

PP attendance remains below non PP at 89.1% compared to 93.8%. The Behaviour and Attendance team has been restructured with an additional post and this is currently advertised with interviews before the end of the year.

The Academy has recently been accepted onto the Mental Health Support Team Wave 12 which will be of great benefit to our PP students. We are currently awaiting the end of year report regarding the impact that the MIND intervention programme has had on student's attendance and behaviour but 22.4% of PP students have accessed mental health support compared to 14.2% non PP students.

The Behaviour and Attendance team has been restructured with a Senior Year Manager Position available and KS3 and KS4 Lead posts. This, in turn, has led to the need for additional Year Managers to be appointed. The new positions will be in place for the new academic year and this will allow greater support for both students, and their families, to reduce PP exclusions.

PP students have received more behaviour sanctions than non PP for the last academic year. 47.2% of PP students have received a C2 compared to non PP. 13.5% of PP students have had 1 or more days in IE compared to 10.7% of non PP. PP suspensions are up slightly than at the same point last year but this can, in part, be attributable to the increase in pupil numbers at the Academy. A Behaviour Intervention Lead will be appointed by the end of the academic year as part of the new structure and will support children and their families to improve behaviour.

Breakfast Club continues to be a fundamental part of the day for our Academy students. In all year groups, apart from Y9, more PP students than non are accessing the provision before school. Daily attendance is, on average, 165 students per day. A register is taken at each session and shared with form tutors and the IZone team so that any student that we feel would benefit from attending can be targeted.

In terms of further physical health support, a toothbrush and toothpaste has been purchased for all Y7 students. Members of the Healthy Smiles team are coming into the Academy in December to deliver a session to Y7. From the audit that staff completed about the wearing of glasses, all PP students have received a phone call home to either inform parents that students are not wearing glasses or to inform parents that an eye test is advisable. This will be revisited in January 2025.



## Externally provided programmes

Programme	Provider
Fresh Start	Read write Inc.
Lexonik Leap and Advance	Lexonik

## 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