

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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.

## School overview

Detail	Data
School name	Co-operative Academy Stoke
Number of pupils in school	1113
Proportion (%) of pupil premium eligible pupils	41.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	
Date on which it will be reviewed	January 2023
Statement authorised by	Shane Richardson
Pupil premium lead	Jenny Davies
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 416,655
Recovery premium funding allocation this academic year	£ 116,748
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 533,403

# Part A: Pupil premium strategy plan

## Statement of intent

At Co-op Academy Stoke on Trent, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. The identification of those barriers has involved careful analysis of both quantitative and qualitative data. We are clear that the best way to raise the attainment of PP students is to do the following:

- Ensure that they are taught by well-trained, passionate teachers who enjoy an evidence based, ongoing CPD programme.
- Deliver a rigorous and well sequenced curriculum that ensures all students have access to powerful bodies of knowledge.
- Provide opportunities for PP students to engage with, and undertake, extra curricular activities that extend their cultural capital.

However, underneath these three principles, we recognise that we have to tackle other barriers. We are committed to ensuring that: PP attendance exceeds the national average; PP students have access to the very best opportunities at post-16 and beyond, including access to courses at some of the most prestigious institutions in the country through our Scholars' Programme.

We fully recognise that reading ability underpins curriculum accessibility and successful learning. We are therefore committed to ensuring that PP students leave with a reading age at least commensurate with their chronological age, through a rigorous and intensive reading intervention programme in all year groups and through our classroom based Reading for Learning strategy.

Furthermore, we will provide a broad and varied programme of extra-curricular sports and activities, specifically prioritising disadvantaged students in terms of access and providing equipment, to ensure that they develop those personal attributes and qualities that are so important.

Our strategy is constantly under review, and is ever evolving, in line with the best research evidence from sources including, but not limited to, the Education Endowment Fund.

## Challenges

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

Challenge number	Detail of challenge
1	Our analysis of PP attendance shows that there is a gap between non-disadvantaged and disadvantaged students and this is apparent in each year group. The whole school attendance data is 89% PP compared to 93% non PP which is an improvement from last year. However, absenteeism will continue to negatively impact on our disadvantaged students and is an area that we continually address.
2	Our reading assessments reveal that in Y7 43% of students have a reading age one year or more below their chronological age compared to 28% of non PP students. In Y8, it is 38% PP compared to 33% non PP. In Y9, 59% compared to 47%. In Y10, 65% compared to 54% and in Y11 39% compared to 30%. Pupil Premium students will continue to be at the centre of our reading intervention model. It is a waved approach that means we do not stop intervening until the reading age of the student matches their chronological age.
3	Student voice has indicated to us that often our disadvantaged students have little opportunity to engage or participate in extra-curricular experiences to build cultural capital, resulting in further disadvantage.
4	Our summative assessment data at KS3 has revealed that curriculum knowledge gaps between PP and non PP students exist and therefore, it is a priority to close the knowledge gaps through diagnostic classroom intervention to ensure that gaps are minimal and do not widen. This includes a specific focus on PP SEND students.
5	Through student voice and tutor time conversations, we have identified that a growing number of students, in our Academy, are experiencing food poverty and we believe we have a moral responsibility to urgently address this and support our disadvantaged students and their families.
6	The mental health of our students is an ongoing priority since the Covid 19 pandemic. Our documented one to one student/tutor appointments, at the beginning of the academic year, have revealed that many of our disadvantaged students need support in this critical area.

## 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
Pupil Premium attendance will be in line with the national average for all students.	<ul style="list-style-type: none"> <li>PP attendance rises to be in line with national.</li> <li>Attendance Team and Head of Year rapid intervention where</li> </ul>

	<p>students are absent.</p> <ul style="list-style-type: none"> <li>● Tutors engaged in challenging absence and supporting return to the Academy.</li> <li>● High profile messaging on attendance.</li> </ul>
<p>PP students will be taught explicit strategies to develop their reading competencies, leading to improved reading ages in the classroom.</p>	<ul style="list-style-type: none"> <li>● Empowered Reading Strategy is embedded and consistently delivered across the Academy.</li> <li>● Staff CPD package mapped and delivered.</li> <li>● Strategy evident in classrooms and learning.</li> <li>● Reading Plus and Access Reading Test scores indicate ongoing improvement.</li> </ul>
<p>PP students will participate in a rigorous, waved intervention programme that specifically targets their area of reading weakness as identified by Access Reading Test and phonics assessments.</p>	<ul style="list-style-type: none"> <li>● An increase in the number of students moving up to the next wave of intervention.</li> <li>● An decrease in the number of students identified for intervention in each year group.</li> <li>● Improvement evident in formative and summative assessments across subjects.</li> <li>● Reading Plus scores indicate ongoing improvement.</li> </ul>
<p>Pupil Premium participation and engagement with extra-curricular programme and visits will be in line with non Pupil Premium students.</p>	<ul style="list-style-type: none"> <li>● Extra-curricular programme is embedded as part of Academy Day.</li> <li>● Range of subject visits planned into academic year.</li> <li>● Engagement with Scholars' programme.</li> <li>● Head of Year and tutor group analysis demonstrates improved participation for each term - RAG rate system.</li> </ul>
<p>Pupil Premium students will perform highly in both formative and summative assessments, across all subjects, in line with non PP students.</p>	<ul style="list-style-type: none"> <li>● Formative assessment data is a standing agenda item at Teacher Collaboration Time.</li> <li>● KS3 Leads for core subjects interrogate data and target PP students for intervention.</li> </ul>

	<ul style="list-style-type: none"> <li>● Student voice indicates that students 'know' and 'remember' more.</li> <li>● SEN profiles are used consistently to support classroom intervention.</li> </ul>
Pupil Premium students, in all year groups, will attend and engage with the Academy Breakfast Club.	<ul style="list-style-type: none"> <li>● Academy Breakfast Club is embedded as part of the Academy Day.</li> <li>● Increase in PP attendance and punctuality to Tutor Time.</li> <li>● Significant increase in attendance to Breakfast Club.</li> <li>● Range of activities introduced to bolster engagement further.</li> </ul>
Pupil Premium students, in all year groups, who are struggling with mental ill health will receive timely and targeted support.	<ul style="list-style-type: none"> <li>● Increase in attendance to the Academy.</li> <li>● Reduction in long term absence.</li> <li>● Increase in engagement lesson.</li> <li>● Change in mental health score from September student/tutor conversations.</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: £266,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching, with a particular focus on vocabulary, supported by evidence informed CPD for teaching and support staff.	EEF research identifies quality first teaching as the most impactful approach to improving outcomes for PP students. Research from EEF Toolkit on Teaching & Learning and Assessment and Feedback will be used to identify and target areas of staff development. Quality feedback strategies are identified as adding +6 months progress and mastery learning +5 months.	2 and 4.
Continuation of the Teaching & Learning Team.	Aligning with the EEF evidence based approach, the Teaching & Learning Team will deliver and support Academy CPD based on the latest research to enhance classroom practice.	2 and 4.
Empowered Reading Strategy will be embedded across the Academy where students will be taught explicit reading strategies leading to improved reading ages.	EEF research states that reading comprehension strategies are high impact and, on average, add +6 months.	2 and 4
Appointment of Assistant Headteacher in charge of Teaching & Learning.	EEF research identifies quality first teaching as the most impactful approach to improving outcomes for PP students. Research from EEF Toolkit on Teaching & Learning and Assessment and Feedback will be used to identify and target areas of staff development. Quality feedback	2 and 4

	strategies are identified as adding +6 months progress and mastery learning +5 months.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £133,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an additional Academy Recovery Coach and continuation of existing role to deliver phonics and comprehension intervention through the Fresh Start programme.	EEF research states that +4 months progress will be made with small group intervention. The phonics intervention is delivered through the Fresh Start programme run by trained phonics specialists and EEF evidence suggests that intervention is most impactful when it is delivered by specialists.	2 and 4
In house Academy tutoring programme to provide sustained support to targeted students.	EEF research states that +4 months progress will be made with small group intervention. Research suggests that intervention is most impactful when it is delivered by subject specialists.  Our school led tutoring programme is led by subject specialists in groups with a ratio of 1:3. Research suggests that intervention is most impactful when it is delivered by subject specialists.	2 and 4.
Exam readiness programme implemented in Y11 including compulsory Study Plus sessions and tutor time programme to support revision.	Teaching students how to revise is part of quality first teaching and this is supported in the classroom with low stakes assessment and modelling.  EEF research states that there is limited evidence around extending the school day but from the evidence	2 and 4

	there is, that extra focused time with a subject specialist can add, on average, +3 months progress.	
Reading Plus fluency programme to run alongside the Empowered Reading Strategy at KS3 to offer targeted vocabulary support. All students KS3-KS4 who are receiving reading intervention will be enrolled onto this programme.	<p>Reading Plus is an evidence-based adaptive reading intervention and improvement programme with a large research portfolio over the past 15 years that demonstrates statistically significant effects on improving student outcomes. Research shows that inefficient reading is the 'hidden hurdle' that prevents the development of fluency, comprehension and motivation.</p> <p>1 in 8 disadvantaged students do not have a book in their houses and 25% of 15 year olds in the UK have a reading age below 12. Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is 4,000 words whereas children in the top quartile know around 7,000 words.</p> <p>Daniel Rigney, in his book of the same name, describes The Matthew Effect. 'Students who lack adequate vocabulary have difficulty getting meaning from what they read, so they read less because they find reading difficult. As a result, they learn fewer words because they are not reading widely enough to encounter and learn new words. On the other hand, students with well-developed vocabularies read more, which improves their reading skill, and they learn more words. The gap between the word rich and word poor becomes wider.'</p>	2 and 4
Resurgence of Academic Excellence role and Scholars' Programme.	<p>National College research states that 'Often the experience of PP students is the home to school journey. PP students need greater knowledge of the wider world.'</p> <p>The Scholars' Programme combines small group tuition provided by a</p>	2 and 4

	subject specialist (+4 months progres) and arts and aspirations intervention (+3 months.)	
Student Leadership opportunities and initiatives such as Co-operative Young Leaders.	National College research states that 'Often the experience of PP students is the home to school journey. PP students need greater knowledge of the wider world.' EEF research states that aspiration interventions are low cost and The Sandringham Research School (2019) states opportunities provided within extra-curricular programmes create a sense of belonging, build resilience and confidence, therefore impacting on self esteem.	3

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

Budgeted cost: £133,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team monitor and respond to patterns of absence with LA support, making home visits and liaising with parents and LA.	National Foundation for Educational Research report (2019) found that Attainment 8 and Progress 8 scores at KS4 were most strongly associated with absence rate for disadvantaged students compared to their non-disadvantaged peers. Therefore, the monitoring of attendance and subsequent targeted intervention is fundamental to PP outcomes at KS4.  Below is a link to our Academy Attendance Action Plan: <a href="#">Academy Attendance Action Plan</a>	1
Continuation of Extra-Curricular and Cultural Capital Lead and continuation of extensive	National College research states that 'Often the experience of PP students is the home to school journey. PP students need greater knowledge of the wider world.' The extra-curricular programme is designed to build cultural capital and	3

<p>extra-curricular programme.</p>	<p>develop important personal qualities and attributes..</p> <p>Arts participation and physical activity are reported by EEF to demonstrate moderate impact of +3 months.</p> <p>The Sandringham Research School (2019) states the the opportunities provided within the extra-curricular programme create a sense of belonging, therefore impacting on self esteem.</p>	
<p>Appointment of Assistant Head in charge of Personal Wellbeing.</p>	<p>EEF research states that social and emotional learning can add +4 months progress. The EEF states, 'There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers.' The Assistant Headteacher will lead PSHE, Careers, Scholars and the extra curricular programme. The following report details how important it is to model and scaffold these behaviours as part of classroom practice. The EEF details the five core competencies crucial to student wellbeing: Self awareness, self management, relationship skills, social awareness and responsible decision making.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing">https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</a></p> <p>Research shows that intervening with student wellbeing can 'improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the</p>	<p>6</p>

	academic or cognitive elements of learning.'	
Implementation of Academy Breakfast Club in order to offer free breakfast to all students, in all year groups.	<p>The Academy provides its own breakfast for students and has not linked up with an initiative but there is research to demonstrate that +2 months learning gains can be made. The report amended in 2019 said there was, '...some evidence of lower levels of absence, especially among Year 7 pupils, and some indication of lower rates of exclusions among FSM pupils.</p> <p>Sir Kevan Collins of the EEF states: 'My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils.</p> <p><a href="#">EEF Breakfast Club Research</a></p>	5
Appointment of Academy Counsellor.	<p>The EEF states, 'There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers.' The EEF carried out a study in 2019 called Healthy Minds:</p> <p><a href="#">EEF Health Minds Research 2019</a></p> <p>'It is now well accepted that health related quality of life (HRQoL) in childhood, the multi-dimensional concept that includes domains related to physical, mental, emotional, and social functioning, has a long arm into adulthood.'</p> <p>'Recently within the UK there has been an acknowledgement that</p>	6

	<p>personal, social, health and economic education (PSHE) at school may be a means to provide young people with the skills to become more self-aware, resilient to negative peer-pressures and to make more informed life-choices (House of Commons, 2015). In theory, if effective, these lessons may address an imbalance attributable to a poor home or family background. Heckman and Kutz (2014) and Kautz, Heckman, Diris et al (2014) provide a general literature review of this area. They outline mechanisms and some empirical support to suggest that improvement in non-cognitive skills can improve educational achievement.'</p>	
<p>Appointment of IE Manager.</p>	<p>The EEF report of 2019 had five recommendations. Recommendation 5 was 'tailor targeted approaches to meet the needs of individuals in your school. Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.' The newly appointed Internal Exclusion Manager will deliver targeted behaviour intervention during the time that the student spends in IE.</p>	<p>6</p>

**Total budgeted cost: £533,403**

## 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 2021 to 2022 academic year.

#### Key areas of impact

##### Attendance

##### [Academy Attendance Analysis and Action Plan](#)

Whole Academy Pupil Premium vs non Pupil Premium attendance has increased slightly from last year - 86% vs 93% non PP in 2020/21 to 89% PP vs 93% non PP in 2021/22. The overall absence rate nationally for students eligible for FSM was 7.8% in 2020/22. Above is the analysis of attendance in the Academy last year and further actions for this year.

##### GCSE Results

	Academy PP	National PP	Gap between Academy and National PP	National non PP
Average Total A8	39.45	40.58	-1.13	52.65
Average Total P8	-0.04	-0.40	+0.36	+0.18
9-5 English & Maths	30.2	33.1	-2.9	56.3
9-5 English	52.4	50.7	+1.7	72.3
9-5 Maths	34.9	38.3	-3.4	61.4
9-4 English & Maths	57.1	53	+4.1	76.4
9-4 English	73	67	+4.1	85.5
9-4 Maths	61.9	58.2	+3.7	79.8
A8 Pot 1 English	9.3	8.9	+0.4	11.09
A8 Pot 1 Maths	7.24	7.74	-0.5	10.2
A8 Pot 2 EBacc	10.10	11.52	-1.42	15.41

A8 Pot 3 Open	12.81	12.54	+0.27	16.01
P8 Pot 1 English	+0.27	-0.38	+0.65	+0.16
P8 Pot 1 Maths	-0.23	-0.39	+0.16	+0.16
P8 Pot 1 EBacc	-0.53	-0.46	-0.07	+0.19
P8 Pot 1 Open	+0.14	-0.44	+0.58	+0.18

There were some strong results for Pupil Premium students in this exam series. In particular, English achieved a higher PP P8 score than non PP students nationally (SISRA Collaboration data Oct 2022.) Similarly, PP students within the open pot were very close to their non disadvantaged peers nationally.

The A8 score for our PP students was very close to PP students nationally and our overall P8 score for PP students was higher than PP students nationally.

Threshold results were strong and higher than PP students nationally in English 9-5, Maths and English 9-4 matched, Maths 9-4 and English 9-4.

#### Reading (Delivery of Phonics)

The appointment of a phonics specialist as an Academy Recovery Coach has proven to be invaluable in the reading intervention model in Y7 & Y8. There were 31 and 30 students on the Fresh Start intervention programme in November 2021. All students in the Academy with a reading age 2 years or more below their chronological age were given a specific phonics/decoding assessment in September 2022 and in Y8 the number who now need phonics intervention is 17 and in Y9, 12 students. This evidence shows that a significant proportion of students in both year groups have now mastered and are secure in the essential body of knowledge required to read. Our layered intervention model means that students will continue to receive intervention at the appropriate level until they reach their chronological reading age.

#### Extra-Curricular

In the year to July 2022, 72% of students had engaged with our extra-curricular programme. This was intended, as part of our educational recovery strategy, to address any gaps or deficits in the development of cultural capital as a result of lockdowns. Furthermore, one of our PP students have progressed to the final round of the Royal National Springboard interview process. They are now likely to secure places at prestigious private boarding schools to complete their A Levels.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Fresh Start	Read Write Inc. Ruth Miskin

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*