

Pupil premium strategy statement (secondary)

To ensure that the funding is spent on the students who are eligible for it, only 43% of the cost of interventions that will benefit other non-eligible students will come from Pupil Premium funding, as 43% of students in the Academy are eligible. This principle was applied to spending in 2017-18 also.

1. Summary information

School	Co-operative academy Stoke-on-Trent				
Academic Year	2018-19	Total PP budget	£360,910	Date of most recent PP Review	09/18
Total number of students	916	Number of pupils eligible for PP	345 (43%)	Date for next internal review of this strategy	01/19

2. Current attainment

	Pupils eligible for PP (non PP)	Pupils not eligible for PP (national average)
% achieving 9-5 English/Maths (2017/18)	28.4% (24.2%)	
% achieving in 9-4 English / Maths (2017/18)	52.2% (51.6%)	
Progress 8 score average	-0.102 (-0.463) 0.361 gap	
Attainment 8 score average	3.91 (3.7)	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	Y10: -16% PP gap in 9-5 match. -21% PP gap 9-4. PP has dropped from P1 44% to P4 40%. -2.07 gap on entry. A8 - 38.87 Non PP - 45.06 - Gap = 6.19
B.	Y8: -9% gap at 9-5 in English and maths matched.

C.	PP student participation in residential trips was much lower than non PP students.	
D.	No HA PP student is predicted grade 9-7 in any year group, at any prediction point.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance of students eligible for Pupil Premium (94%) is below that of non PP (95.7%) and PA PP is 15.8% compared to 8.3% non PP.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	English and Maths data indicates that the PP gap is reduced in Y10 to bring in line with non PP.	A reduction in the number of students identified by Head of Year for assertive mentoring, a reduction in the number of students required to attend after school interventions and progress towards closing the gap at each prediction point.
B.	English and maths data indicates an increase in the number of HA PP students predicted 9-7 by P4 in each year group. In current Y11, 20% HA PP students targeted 9-7 compared to 8.3% last year.	An increase in HA PP students targeted and predicted 9-7 by P4.
C.	An increase in PP attainment in the Basics measure in Y8.	The gap is closed between PP students compared to non, indicated by assessment data.
D.	An increase in the number of PP students participating in the annual residential, subject trips and extra-curricular activities and achievement of the 'greats.'	An increase in the number of PP students participating in extra-curricular trips and residentials tracked by HoY.
E.	Attendance gap closes for PP students and the PA gap is reduced to in-line with non PP.	The gap is closed between PP and non PP attendance figures.

5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. eQuality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes.	Appointment of Vice Principal in charge of teaching and learning. Contribution £20,000.	The Vice Principal in charge of teaching and learning will line manage the HAGT co-ordinator so there is a renewed focus on strategies to challenge and support the most able in the classroom.	Regular line management meetings, sharing GMTT sessions, learning walks and lesson observations as part of the quality assurance cycle.	Vice Principal - Teaching and Learning	Ongoing as part of Quality Assurance cycle.
Increased focus on progress in all year groups.	Continuation of Head of Year role. £4,410	The Head of Year strategy prioritises underachieving disadvantaged students for assertive mentoring. This is particularly significant considering the importance of maximising impact in Y7-9 (KS3 – The Wasted Years.)	Continuation of Prediction Process meetings involving Head of Year and relevant Head of Faculty after each prediction point. This process is now embedded and has raised the profile of each year group. Underachieving PP students are prioritised for assertive mentoring and strategies discussed at each prediction meeting.	Assistant Vice Principal - Progress	Continual monitoring via assessment data and examination results.

Improved outcomes.	Appointment of whole school literacy co-ordinator and an increase in staffing in English and maths. £30,000	The Education Endowment Foundation Toolkit suggests that small group tuition and reducing class sizes are proven to accelerate progress of PP students by 3 and 4 months respectively. The Head of Literacy will work with key staff in each faculty including Heads of Faculty. GMTT will be used for literacy training.	Line management by VP in charge of teaching and learning to ensure that literacy is viewed as part of teaching and learning by all staff.	Vice Principal - Teaching and Learning. Head of English/Head of Maths	Ongoing through Quality Assurance Cycle.
Total budgeted cost					£54,410
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
No gap in Y7 between PP and non PP students in English.	Purchase of Fresh Start literacy and maths resources to use for after school intervention sessions and during curriculum time for lower ability students to improve their basic skills. £2,500	The EEF Toolkit suggests that The Fresh Start Literacy programme, used as part of the Y7 catch up funding is an effective catch-up programme. By taking students 'back to basics' and focusing on phonics and blending sounds, it will ensure that students are not held back by basic reading and writing skills.	Students with specific needs are identified from baseline data and given appropriate intervention.	KS3 Intervention Lead for English	Continual monitoring via assessment data and examination results.
Improved outcomes and closing of gap between PP and non PP in core subjects.	Purchase of materials and resources to co-ordinate withdrawals of PP students for a P0 session for Y10 and 11 students. £2,500	To provide new and relevant resources for intervention sessions that do not overlap with resources used in classroom teaching.	Requests from Subject Leads and timetabled programme of content for P6 and P0 sessions from Subject Leads.	Subject Leads	Ongoing monitoring and evaluation of attendance and impact through raw score and prediction data.

Gap closed between PP and non PP during Y7.	KS2 Maths Master Classes will be held for students from feeder primaries. £1,000	The Education Endowment Foundation Toolkit highlights that this has high impact.	Students with specific needs are identified from baseline data and given appropriate intervention. Regular tracking of raw scores from regular testing.	Assistant Vice Principal - Progress/Head of Year/KS3 Maths Lead	.Ongoing monitoring and evaluation of attendance and impact through raw score and prediction data.
Gap closed between PP and non PP during Y7 & Y8 in maths	Additional 'Boost' sessions in numeracy after school for a targeted group of Y7 and Y8 PP students. £1,000	The Education Endowment Foundation Toolkit highlights that this has high impact.	Students with specific needs are identified from baseline data and given appropriate intervention. Regular tracking of raw scores from regular testing.	Assistant Vice Principal - Progress/Head of Year/KS3 Maths Lead	Continual monitoring via assessment data and examination results.
Improved outcomes for HA PP students.	Appointment of Academic Pioneer. £1,000	There are currently no HA PP students predicted a 9-7 in any year group. The role of the academic pioneer has been created to provide in school and extra-curricular opportunities targeted at high ability students in all year groups. The Academic Pioneer will plan a programme of sessions for HA students. School Cultures and Practice research document (May 2018) cites extra-curricular opportunities for oracy and debating as having high impact.	There will be a planned programme of sessions communicated to students and parents. The launch will be at Steps to Success Evening in September. Attendance and effort will be tracked throughout the year.	Vice Principal - Teaching and Learning/HAGT Co-ordinator/Academic Pioneer	Continual monitoring via assessment data, ATL data and examination results.
Improved outcomes for HA PP students.	Funding for The Brilliant Club. £4,000	There are currently no HA PP students predicted a 9-7 in any year group. The Brilliant Club raises aspirations while challenging students. Twelve students attended The Brilliant Club and completed the course. There were three 1sts, six 2:1 classification and three 2:2 classifications. Three PP students participated in the programme and two achieved 2:1s and one achieved a 1st.	The Brilliant Club will be led by HAGT Lead who has implemented this strategy successfully before.	HAGT Lead.	Ongoing through attendance and submission of assignments.

Improved outcomes for EAL students.	EMAS- to support ethnic minority students, many of whom are disadvantaged. £15,000	To provide language support for EAL students during lesson so that they do not become further disadvantaged because of a language barrier.	Timetabled programme of support for students identified on entry to the academy. Regular testing to reassess language needs.	SENCO/Senior Assistant Vice Principal –Inclusion	Continual monitoring via assessment data and examination results.
Total budgeted cost					£27,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increasing opportunities for PP students to revise. Improved outcomes.	Exam board revision guides purchased in core subjects. £3,000	To provide PP students with the necessary resources to revise independently.	Revision guide purchase tracked by Subject Leads to ensure PP student buy in.	Assistant Vice Principal - Progress/Subject Leads	After each prediction point.
Increasing opportunities for PP students to revise. Improved outcomes.	Study evenings for Y11 throughout the year in all subjects and Exam Boost sessions in the run up to GCSE examinations. Refreshments and revision materials will be provided. £4,000	This is to provide opportunities for students to revise with subject staff on the morning of the GCSE exam and at regular intervals throughout the academic year. Revision materials and refreshments are provided so that PP students can revise with teacher guidance and correct equipment.	Attendance to sessions tracked to ensure PP students attend. Phone calls/texts home to parents as reminders.	Vice Principal – Achievement/Subject Leads and Assistant Vice Principal - Progress	Continual monitoring via assessment data and examination results at each prediction point. Daily once GCSEs begin.
Improved attendance for PP students.	The funding supports a an additional attendance officer and support from the LA. £25,000	Poor attendance is one of the main barriers to learning and PP attendance is currently just lower than non PP. PP PA is higher than non PP at 15.8% compared to 8.3%. Since 37.8% of students are eligible for PP in the	Attendance tracked weekly. Regular updates at SLT. Attendance team home visits. Head of Year support attendance through trackers in tutor time. Form tutors to support.	Senior Assistant Vice Principal – Inclusion	Weekly.

		academy, funding is used to support the attendance work.			
Improvement in ATL data for PP students.	An additional Year Manager has been employed. £19,000	Since 37.8% of students are eligible for PP in the academy, funding is used to support inclusion for all students.	Attitude to Learning data tracked weekly. Head of Year support through analysis of Attitude to Learning data in tutor time. Form tutors to support.	Senior Assistant Vice Principal – Inclusion	Weekly.
Improved transition and raising self-esteem.	The Co-operative Young Leaders programme and transition programme will continue. £20,000	To strengthen transition with feeder schools and the academy and to build independence, confidence and responsibility among academy students.	Regular programme of CYL transition events is created and co-ordinated by Transition Lead and has been implanted successfully in the past.	Transition Lead	Ongoing.
Increasing opportunity.	Alternate curricula to support students who can no longer progress in mainstream education funded through alternative providers such as REACH and MERIT (£45,000) and a new Alternative Provision Unit on site. . £30,000 = £85,000	An alternative education programme which is tailored to the specific needs of students who are struggling to access mainstream education.	Trusted providers will be selected to ensure that individual needs of students are met and the curriculum is tailored to those needs.	Assistant Vice Principal – Inclusion	Ongoing through placement visits and external reports on progress.
Increasing opportunity.	Life Skills curriculum for Y10 & Y11 students. £15,000	Students develop independent living skills and set up their own business to improve their financial and social skills and to build confidence.	Trained staff will deliver a programme that will be monitored through the Quality Assurance cycle.	Assistant Vice Principal – Inclusion	Ongoing through the Quality Assurance cycle.
Successful re-integration into whole school learning.	The Bridge will be funded with two full time members of staff plus necessary resources. £50,000	An alternative education programme which is tailored to the specific needs of students who are struggling to access mainstream education whilst still in the academy.	Trained staff will deliver a programme of literacy/numeracy and self-esteem workshops. (see Evaluation of The Bridge for more information.)	Assistant Vice Principal – Inclusion	Ongoing

Increasing opportunities for PP/SEN students to access intervention.	Funding will be used to provide breakfast in the canteen for all students aswell as an SEN morning club and the LRC Early Birds Club. £1,500	To improve attendance to the academy and provide targeted students with interventions.	Attendance will be recorded and tracked and intervention impact will be assessed by the SEN Department.	SENCO	Ongoing
Increased opportunities for extra-curricular activities	Funding will be used for The Edge, a programme of Enrichment for KS3 and subject specific interventions for KS4. £4,000	To provide extra-curricular opportunities for disadvantaged students with no cost implication for parents.	Trusted providers will be selected to ensure a wide range of activities are available to engage students.	Head of Performance Faculty.	Half termly.
Raising self-esteem.	Continuation of Character Education. £4,000	To provide regular workshops on self-esteem, confidence building and raising aspirations.	Trained staff will deliver a programme that will be monitored through the Quality Assurance cycle	Assistant Vice Principal – Inclusion	Ongoing through the Quality Assurance cycle.
Increasing opportunity.	Disadvantaged students will be subsidised on educational visits. £1,000	To ensure that a range of trips of an affordable nature are available to students in all year groups. DFE School Cultures and Practice Research (May 2018) cites this as having high impact.	Whole academy target required for PP participation in school trips and Subject Leads to target PP students to attend educational visits. Heads of Year will track participation in educational visits and the 'greats.'	Heads of Year	Ongoing through tracking and monitoring each half term.
Raising aspirations.	Y10 students will visit FE and HE institutions in S-O-T to broaden their horizons during College Experience Week. £3,000	To provide students with taster sessions at different colleges of a range of post 16 courses to raise aspirations and broaden horizons.	Trusted providers will be selected to ensure a wide range of activities are available to engage students.	Head of Student Services	Annually
Increasing opportunity.	Appointment of 5 City Year volunteers. £45,000	To provide extra-curricular opportunities for disadvantaged students with no cost implication for parents.	Before/lunchtime and after school activities will be run by City Years	Vice Principal – Curriculum	Half termly

			to ensure a wide range of activities are available to engage students.		
Total budgeted cost					£279,500

6. Review of expenditure	
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Previous Academic Year	2017-18
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes.	Continuation of Teach First teacher and an additional member of staff in the science department.	<p>The average grade for Y11 PP students in Combined Science was 3.12 compared to 3.14 non PP. 22 PP students achieved 9-5 compared to 26 non PP.</p> <p>6.2% of PP students achieved 9-7 in Combined science compared to 4.2% of non PP. There was a slight gap at 9-5 with 30.8% of PP students achieving this compared to 32.6% non PP and at 9.4 73.8% of PP students achieved 9-4 compared to 65.3% non PP.</p>	Monitoring and evaluation of teaching and learning will continue, as will half termly learning walks. Regular assessments will now include tracking of raw scores. Tolerances will be built in to current grade boundaries due to new specifications. Science will continue to be part of the Y11 Study Evenings and there will be a continued focus on Science at Basket 2 RAP meetings.	£40,000

Increased focus on progress in each year group.	Continuation of Head of Year role. £6,250	<p>At P4, July 2018 in Y7 9-5 Basics there is a 9% gap between PP and non PP. 9-4 is -5% gap. In Y8, 9-5 is -2% gap and 9-4 is -5% gap. In Y9, 9-5 is -16% gap and -22% gap at 9-4. In Y10, 9-5 Basics PP students were outperforming non PP by 2% and there was a gap of -5% at 9-4.</p> <p>2018 Y11 leavers, PP students outperformed non PP. 38.5% of PP students achieved 9-5 in English and maths compared to 32.4% of non PP. At 9-4 56% of PP students achieved this compare to 48.6% of non PP students.</p>	Head of Year role will continue with clearer channels of communication between Head of Year and Head of Faculty after each prediction point through calendared Prediction Process meetings for all year groups. Head of Year will be in attendance with relevant Head of Faculty and JED to identify underachieving students and appropriate subject and Head of Year interventions.	£6,250
Improved outcomes.	Whole school literacy strategy and an increase in staffing in maths and English. £50,000	The English department achieved their highest results ever, alongside R.E and History where there is a clear need for strong literacy skills	New appointment of Whole School Literacy Co-ordinator and Lead Practitioner in English. Relaunch and implementation of a whole school literacy strategy will hopefully impact on literacy across the academy. P6 and P0 sessions will run weekly with an extra intervention class on Mondays for Y7.	£50,000
ii. Targeted support				Total Spent =£96,250

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gap closed between PP and non PP during Y7 & Y8 maths.	Purchase of new primary software to coordinate withdrawals of PP students with low levels of numeracy to improve their basic skills. £5,000	At Y7 P4 9-4 there is a slight gap of -2% between PP and non PP. The gap is wider at 9-5 at 10% for PP students so intervention is still needed. In Y8 at 9-4 there is a -7% gap between PP and non PP and 9-5 it is slightly less at -5%.	The resources will continue to be used in Boost sessions with targeted students.	£5,000
Improved outcomes and closing gap between PP and non PP in core subjects.	Purchase of materials and resources to coordinate withdrawals of PP students for P0 and P6 sessions before and after school for Y11 and after school sessions for Y7.	2018 Y11 leavers, PP students outperformed non PP. 38.5% of PP students achieved 9-5 in English and maths compared to 32.4% of non PP. At 9-4 56% of PP students achieved this compare to 48.6% of non PP students. At Y7 P4 9-4 there is a slight gap of -2% between PP and non PP. The gap is wider at 9-5 at 10% for PP students so intervention is still needed.	In particular Maths P6 and P0 sessions were very successful and targeted the correct students from the start of the year. The opt-in approach with limited places proved to be very successful.	£5,000
Gap closed between PP and non PP during Y7 & Y8 maths.	KS2 Maths Master Classes will be held for students from feeder primaries.	71% (5/7) PP students were on or above target in maths by the end of the catch-up programme from January to May.	This will continue due to the KS2 APS gap on entry to the academy and the pattern	£1,000

Gap closed between PP and non PP during Y7 & Y8 maths.	Additional literacy and numeracy sessions after school for a targeted group of Y7 and Y8 PP students.	At Y7 P4 9-4 there is a slight gap of -2% between PP and non PP. The gap is wider at 9-5 at 10% for PP students so intervention is still needed. In Y8 at 9-4 there is a -7% gap between PP and non PP and 9-5 it is slightly less at -5%.	This will continue with the implementation of Fresh start literacy in Y7.	£1,000
Improved outcomes in English.	One to one English intervention resources and new English room.	From the last Y11 cohort, 49.1% PP students achieved 9-5 compared to 48.6% non PP and 71.9% PP students achieved 9-4 compared to 68.9% of non PP students.	Intervention resources will still be used.	£10,000
Improved outcomes for HA PP students.	Funding for The Brilliant Club	Twelve students attended The Brilliant Club and completed the course. There were three 1sts, six 2:1 classification and three 2:2 classifications. Three PP students participated in the programme and two achieved 2:1s and one achieved a 1st.	The Brilliant Club will continue this year. HAGT co-ordinator and HoY should liaise to ensure that PP students are being invited to this as there is a slight PP gap in Y8.	£4,000
Improved outcomes for EAL PP students.	EMAS- to support ethnic minority students, many of whom are disadvantaged.	There were 16 PP EAL students in the last Y11 cohort. Five of these students achieved grades 9-5 in both English and maths. Eleven students achieved 9-4 in the Basics measure and one achieved 9-7 in both.	The funding has been reduced for EAL this year. In the current Y11 there are PP EAL students. Their average total Prog 8 target is +0.534. Their average A8 grade is 4.04. 8.3% have been targeted 9-7 match, 33.3% have been targeted 9-5 match and 62.5% have been targeted 9-4%. 9-7 English are targeted 12.5% which is the same for maths. 9-5 English targets is 37.5% and maths is 54.2%. 9-4 English targets is 66.7% and maths is 70.8%.	£20,000

Improve outcomes in maths.	KS4 maths revision programme and additional numeracy sessions after school for targeted group of Y7 PP students. £2000 will be run to support targeted students twice a week.	<p>The maths results were extremely pleasing with the department achieving their highest results ever and the match with English also rising to 35.1% and 52.7% 9-4..</p> <p>At 9 - 7, 8.8% of students achieved 9-7 compared to 8.1% non PP. 47.4% of PP students achieved 9-5 compared to 37.8%. 61.4% of PP students achieved 9-4 compared to 58.1%.</p> <p>At Y7 P4 9-4 there is a slight gap of -2% between PP and non PP. The gap is wider at 9-5 at 10% for PP students so intervention is still needed.</p>	Many of the Maths strategies will continue this year such as targeted intervention for PP students during P0 and P6.	<p>£2,000</p> <p>Total Spent= £48,000</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increasing opportunities for PP students to revise. Improved outcomes.	Exam board revision guides in core subjects.	Revision guides were sold in core subjects at Parents' Evenings but there was no tracking of purchasing so this needs to be improved.	Purchasing of revision guides is tracked by Subject Leads to ensure PP students have revision guides.	£4,000
Increasing opportunities for PP students to revise. Improved outcomes.	Study Evenings for Y11 throughout the year in all subjects and exam boost sessions in the run up to GCSE examinations. Refreshments and revision materials made available.	Attendance at Y11 study Evenings did not fall below 97% at any point. PP student attendance was tracked and any PP student who did not attend a study evening would receive a phone call home.	Continuation of bronze, silver, gold criteria to motivate students to attend and link attendance to Prom.	£5,000

Improved attendance for PP students.	The funding supports an additional attendance officer and support from the LA.	Attendance of PP students is just below that of non PP students at 94% compared to non PP at 95.7% which is the academy expectation. Pupil premium attendance was 94.4% at Easter (0.3% increase from 2016-17) and 94.0% at the end of the academic year (0.2% increase from 2016-17). Persistent absenteeism for pupil premium was 14.4% at Easter 2018 whereas it was 6.9% for non-pupil premium students (a gap of 7.5%). PA and the end of the academic year for pupil premium students as was 15.8% whereas for non-pupil premium students it was 8.3% (the same gap of 7.5%). The PA of PP students remains a concern.	The attendance team will continue to carry out home visits in order to close the gap between PP and non PP attendance figures and to reduce the PP PA %.	£25,000
Improved Attitude to Learning data for PP students.	An additional Year Manager has been employed.	The number of pupil premium students receiving an IE has reduced by 8% from 64 students to 59.	The Year Managers continue to play an integral role in reducing the incidences of behaviour consequences for all students but, in particular, increasing the ATL points of PP students by close monitoring of ATL data and appropriate intervention.	£19,000
Increasing opportunities for PP/SEN students to access intervention.	Funding will be used to provide breakfast in the canteen for all students aswell as an SEN morning club the LRC Early Birds Club.	The Early Birds Club is well attended with on average 50 students accessing Breakfast Club each morning.	Attendance to Breakfast Club is positive. PP students should be directed to the LRC/SEN and City Years once they have received breakfast. Duty staff to be made aware and direct, as appropriate.	£3,500
Increased opportunities for extra-curricular activities.	Funding will be used for The Edge – a programme of Enrichment for KS3 and subject specific interventions groups for KS4.	All students in Y7 & Y8 have participated in The Edge every Wednesday. These sessions provide disadvantaged students with the opportunity to participate in activities such as Duke of Edinburgh and horse riding. Disadvantaged students in KS4 benefit from targeted interventions in core and option subjects.	Funding will continue for The Edge programme.	£5,000

Raising self-esteem.	Continuation of Character Education.	All KS3 students have participated in Character Education every Wednesday. These sessions are planned to build confidence and self-esteem.	PSHE and Character will now become part of the curriculum for Y7-10 with dedicated lessons. During tutor time, LORRIC resources from PiXI will be used with a focus on Leadership, Organisation, Resilience, Revision, Initiative and Communication.	£5,000
Increased opportunities for extra-curricular activities.	Disadvantaged students will be subsidised on educational visits.	Heads of Year planned residential trips for their year group but there was a poor uptake from PP students. For example, in Y7 16 PP students attended an outdoors pursuit visit compared top 40 non PP.	Heads of Year are organising another end of year trip for their year group where PP students will be subsidised. Percentage of PP students to all trips to be tracked by HoY. The Duke of Edinburgh has also been introduced as an extra-curricular programme throughout the year.	£5,000
Increased opportunities for extra-curricular activities.	An enrichment programme for students, 'Academy Xtras' at the end of the Academy day, will be held. Refreshments and resources will be provided.	Attendance to Academy Extras has remained stable. The % of PP students attending extra-curricular activities needs to be tracked to identify impact.	PP attendance needed to be tracked and Heads of House and City Years made aware of PP students in each year group to encourage attendance.	£25,000
Raising aspirations.	Y10 students will visit FE and HE institutions in S-O-T to broaden their horizons during College Experience Week.	There was 100% attendance of PP students in Y10 to the College Experience Week. Students were given taster sessions at different colleges of a range of post 16 courses.	College experience will continue this year.	£3,000

Increasing opportunity.	Alternate curricula to support students who can no longer progress in mainstream education will be funded through alternative providers such as REACH and MERIT.	Six went to alternative providers, when their needs could no longer be met in the academy. This, in most cases, had a positive impact on the student and their peers left at the academy.	Alternative Provision will continue to be offered to students who can no longer progress successfully in mainstream education.	£54,000
Increasing opportunity.	Life Skills curriculum for Y10 & Y11 students	Students developed their independent living skills and set up their own business to improve their financial and social skills. They also delivered presentations to Senior Members of staff to develop confidence.	The Life skills course will continue to be part of the curriculum for targeted students.	£3,810
Successful re-integration into whole school learning.	The Bridge will be funded with a full time member of staff and a part time SEN teacher, plus necessary resources.	During 2017/18 out of the students that accessed the Bridge, 22 were PP. 18 of those 22 went back to successfully access their full time timetable and complete the year. 3 of those no longer attend Coop Academy and 1 is a persistent school refuser. 1 of the students who was in the Bridge to specifically work on his self-esteem and confidence went above and beyond and managed to secure a place on the school council after putting himself forward for an interview.	The Bridge will continue to be funded with two full time members of staff.	£50,000 Total Spent £207,310

