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Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Grove
Number of pupils in academy	373 (October 24 Census)
Proportion (%) of pupil premium eligible pupils	43% (October 24 Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 of 3 year plan 2024/25 - 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs S Carrigan
Pupil premium lead	Mrs C Robinson
Governor / Trustee lead	TBC at ACC1 (17th Oct 24)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,489
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£267,489
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

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to our Academy Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning that are identified and thus addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required to overcome that barrier, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

All pupils are supported to be the very best that they can be in all aspects of their education and personal development. School leaders, at all levels, work hard to ensure that activities focus on controllable factors. We focus on the fundamental aspects of education, teaching and learning. We make the biggest difference to the life of all our educationally disadvantaged pupils by having direct knowledge of what goes on in the classroom, and the impact of our daily interventions. A strong focus on a well balanced education allows for positive social mobility for all children.

As a forward thinking academy, we constantly seek ways to refine and improve our current pedagogy, looking inwards, accessing our strong school leadership, and outwards for the next school improvement strategy backed by research and linked to our current priorities.

Our principles for Pupil Premium Spending:

1. We believe that quality first teaching is the most powerful and effective way to improve outcomes for all pupils. The highest expectations of all staff and pupils and a clear and shared understanding of what constitutes high quality classroom practice through highest expectations, urgency, flexibility, immediate intervention, challenge, support and high quality adult-child interactions.
2. We recognise that many of our disadvantaged pupils have multiple vulnerabilities and economic disadvantage alone is not necessarily a barrier but is recognised as a risk. We address this at source, timely and effectively.
3. We recognise the vital importance of an open and enthusiastic culture and positive relationships (staff, pupils, parents, and the wider community).
4. Leaders at all levels, have a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.
5. We know that some pupils from disadvantaged backgrounds may have limited communication and language skills on entry to school but that teaching our pupils to read, write and communicate well will open doors for them.
6. We believe that where pupils' confidence and self-esteem is low, they benefit greatly from social, culturally-rich, wider life experiences, including outdoor learning and opportunities to experience time away from home.
7. We recognise that the earlier that we help our families and pupils, the more effective this is in improving the life chances of our disadvantaged pupils.
8. To foster an open, honest and positive relationship with our families and wider community.
9. We believe that many of our disadvantaged pupils who also have SEND and safeguarding needs, require a highly personalised and adaptive approach in order to give them the best possible life chances.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge and understanding of curriculum content: Our assessments and observations indicate that the education, mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This is still one barrier that our pupils are still having to overcome. A lack of resilience and low self-esteem are preventing a significant number of our disadvantaged pupils from fully engaging with their learning. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
2	Pupil Premium pupils are more likely to have multiple levels of vulnerabilities e.g. social and emotional needs, early intervention and social care involvement, SEND, attendance issues than their non-PP peers. PP pupils with multiple levels of vulnerabilities do not attain as highly as PP pupils.
3	Attendance: Attendance and punctuality can cause a significant loss of learning time for pupils. Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts on their attainment and progress.
4	Behaviour at home and family relationships: Some families report the challenges they face managing the behaviour of pupils at home. Pupils and families do not always seek help and support from other agencies to support the development of their pupils, for example Speech and Language, keeping appointments, accessing with multi-agency services.
5	Aspiration, enrichment and confidence. There is a need for our disadvantaged pupils to believe that they can achieve academically and have high expectations for themselves. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during their out of academy lives.

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
To ensure all curriculum areas are delivered equally as well.	<ul style="list-style-type: none"> Planning of all subjects will be consistent across year groups and based around clear pedagogical principles, tailored to meet the needs of all children so they can all reach their full potential.

	<ul style="list-style-type: none"> ● Pedagogical strategies to aid retention of substantive knowledge will be consistent, delivered equitably and embedded into classroom practice across the school (flashback four/overlearning). ● Monitoring will show that all children are achieving and making good progress in all areas of the curriculum, focusing on RWM 2024 - 2025, with those that are behind making accelerated progress. ● The curriculum is developed and personalised to reflect the needs, interests and context of our pupils (Mary Myatt 'nuggets' etc).
<p>To develop equity and consistency in our approach to the delivery and assessment of reading, phonics and writing.</p>	<ul style="list-style-type: none"> ● Writing attainment at KS2 closes the gap with national average for all children/groups of children against their national comparator peers. ● There is a detailed writing curriculum that is understood and used by all (sequence of lessons, genre coverage, progression in skills). ● Spelling is taught effectively so that the vast majority of children (with proportional representation of disadvantaged learners) can spell the CEWs for their year group. ● Handwriting is legible and correctly joined with correct sizing. ● Teachers use assessment for learning and summative assessment well to inform future planning to close gaps in learning and teachers recognise some children require more support in order to respond to assessment and plan for this. ● Monitoring shows effective teaching, learning and assessment of phonics. ● Children are enthusiastic, passionate readers who read widely and often.
<p>Raise attainment and aspirations for vulnerable pupils (PP, SEND, EAL).</p>	<ul style="list-style-type: none"> ● KS2 Overall aggregate RWM EXP+ outcomes to meet FFT 50 targets and exceed 2023/24 levels. ● KS2 Pupil Premium cohort to be within 10% of non-PP cohort for RWM EXP+ measures. ● KS2 for internally tracked progress measures (based on FFT benchmarks) to show positive rates of progress in Reading, Writing and Maths as individual disciplines. ● Staff expectations are raised through the RADY programme so that PP children are taught in line with aspirational targets to raise their attainment in RWM (by Y6).
<p>Implement the newly developed behaviour curriculum and provide CPD on managing the needs of complex children.</p>	<ul style="list-style-type: none"> ● Pupils emotional and mental health/behavioural needs are identified. ● Tracking on Arbor enables patterns to be identified quickly and actions to address put in place. ● Reduction in suspensions and reduction in over representation of groups. ● Staff report feeling better equipped to manage children's behaviour (better mental wellbeing). ● Staff are confident in managing children's behaviour and all staff take responsibility for this.

	<ul style="list-style-type: none"> • Staff use a common language and scripted response to a growing number of situations to ensure quick resolution and limited impact on missed learning • The behaviour curriculum is understood by all stakeholders and consistently followed. • Children’s behaviour is good.
Further improve the attendance and punctuality of pupils from identified vulnerable groups such as PP with SEND/safeguarding.	<ul style="list-style-type: none"> • Whole School attendance is at least in line with national. • Attendance of vulnerable groups improves to close the gap with national comparator groups. • For Pupil Premium cohorts to improve attendance in all academies by 4%. • There is a reduction in minutes late across school and for targeted pupils. • Attendance improves for pupils previously categorised as Persistent Absentees.
To embrace the Co-op values to raise pupil aspirations, so that children are well-rounded citizens, who contribute positively to their community.	<ul style="list-style-type: none"> • Effective school council/pupil voice group with proportionate representation of groups. • A plan is in place for all children to benefit from Careers, aspiration and enterprise opportunities throughout the year. • We will have a developed, well-resourced, usable Forest School area and a clear plan for its future use. • There will be a range of after school clubs for children to access; disadvantaged pupils will have access to at least one of these extra-curricular activities and staff will work with families to promote attendance at these events. • There will be a range of opportunities for a high proportion of children to represent the school (sport, poetry, etc). All vulnerable groups are proportionally represented. • There is a wide range of planned trips and enrichment opportunities that all children participate in every year.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost	£51,124
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching and a curriculum which responds to the needs of all pupils	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and	1, 2

<ul style="list-style-type: none"> • Effective planning • Adaptive teaching • Overlearning 	<p>should rightly be the top priority for Pupil Premium spending</p> <p>Schools' plans to maximise teaching quality may include using diagnostic assessment to address learning gaps EEF making a difference</p> <p>Homework +5 months (high impact for very low cost based on limited evidence) Mastery learning +5 months (high impact for very low cost based on limited evidence) EEF T&L toolkit</p>	
<p>Developing high quality assessments, both formative and summative.</p> <p>Purchase of standardised diagnostic assessments (NTS Assessments) for all cohorts Y3 - Y6.</p> <p>On going training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Ongoing training for staff to ensure AFL is used to inform future teaching and interventions.</p>	<p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. EEF Teacher feedback</p> <p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. EEF making a difference</p>	1, 2
<p>Mentoring and coaching for all teachers, but especially those in the very early stages of their careers.</p> <p>(CPD, coaching and mentoring for ECTs, RQTs, student teachers, PE coach, HLTA, UQTs and targeted teachers).</p>	<p>The first priority is Teaching. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. EEF Guide to Pupil Premium</p> <p>The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. EEF making a difference</p>	1, 2

	<p>EEF 5 day approach:</p> <ul style="list-style-type: none"> ● Explicit instruction ● Cognitive and metacognitive strategies ● Scaffolding ● Flexible groupings ● Using technology 	
<p>Leaders, including subject leaders, monitoring learning and teaching across the school (through peer reviews) and using outcomes to inform bespoke CPD.</p> <p>(Subject Leadership non-contact time provided through use of cover teachers).</p>	<p>When people work collaboratively during implementation, they can share knowledge and expertise, bounce ideas off each other, and solve problems together. For example, schools can use implementation teams that include a range of stakeholders to plan, manage, and review implementation. Leaders should help people understand how their individual roles contribute to the collective endeavour.</p> <p>EEF Schools guide to implementation</p>	1, 2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>(MHST/ELSA: High quality training to develop staff expertise in order to support social and emotional development of pupils).</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>EEF Social and emotional learning</p>	1, 2, 4

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

Budgeted cost	£ 165,082
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil progress review and monitoring ensures well targeted intervention groups for reading, writing and maths.</p> <p>Interventions for disadvantaged pupils falling behind age related expectations in phonics, Reading, Writing and</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. For tuition led by Teaching support assistants, interventions are likely to be particularly beneficial when support staff are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>EEF small group tuition</p>	1, 2

<p>Maths take place routinely.</p> <p>Teaching support staff across all cohorts deliver high quality interventions to vulnerable groups/pupils in line with pupil passports and provision maps.</p>	<p>Most pupils will benefit solely from a focus on high quality, whole-class teaching. However, some children may require extra, targeted support that is tailored to their specific needs to get their learning back on track. Additional interventions could involve revisiting foundational knowledge, practising basic skills, or pre-learning upcoming content. Key to success will be making sure that interventions complement and strongly link to the curriculum being covered in-class, with the content being set by teachers where possible.</p> <p>EEF making a difference</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a set period of time.</p> <p>EEF Phonics</p>	1, 2
<p>Whole school staff training on Read, Write Inc.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Phonics</p>	1, 2

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

Budgeted cost	£51,283
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of Improving School Attendance Leadership time to track and analyse data for attendance Case studies and progress summaries updated termly including attendance provision map.</p>	<p>Embedding principles of good practice set out in the DfE's advice Working together to improve school attendance. GOV.UK DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance for the whole school to be greater than 96%. Attendance of PP children to be inline with school target- 96%+</p>	3

<p>Rewards for promoting good attendance.</p> <p>Policy embedded to tackle persistent absence and lateness with families.</p>		
<p>Pupils are exposed to a wide range of social/cultural and outdoor experiences to develop their aspirations and cultural capital.</p> <ul style="list-style-type: none"> ● Variety of theme days/events/visitors provide additional experiences for subjects. ● Build strong links with the local community provide opportunities to connect with their locality on a regular basis ● Organised trips that are linked to curriculum & support is provided financially if necessary. ● Residential are organised and financial support is offered for key families; payment plans are provided. 	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>EEF Extending school time</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF Outdoor adventure learning.</p>	5
<p>Provide emotional and social support for PP pupils and their family to enable families and pupils to have access to support outside the school setting.</p> <p>Pastoral team to lead Early Help approaches.</p> <p>Parents attend workshops and 'Learning Together' sessions and engage with other types of school</p>	<p>Improved links between home and school is proven in supporting the progress pupils make academically as well as socially and emotional. Increased engagement will help support parents with their children's academic development as well as supporting families in crisis.</p> <p>Parental Engagement EEF</p>	4

support in order to best support their pupils to catch up e.g. watch me learn, parents evenings, parental workshops.		
Supporting pupils' social, emotional and behaviour needs. (Meet and greet, MHST, ELSA, social groups for targeted children). Ongoing leadership monitoring of impact of interventions.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Schools should be especially careful to monitor the efficacy of SEL approaches in their settings. EEF Social and emotional learning	3, 4

Total budgeted cost

Total budgeted cost	£ 267, 489
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupil premium strategy outcomes

Across the school the percentage of pupils identified as Pupil Premium has maintained at 43% (Oct 2024 Census & Oct 2023 census).

MTC

95% of the year 4 cohort completed the MTC screen. The school's average score out of 25 was 20.3 which has increased from a mean score of 19.6 in 2023. We are awaiting the publication of local and national data (Nov 24) to add further context of impact.

End of KS2 (Internal cohort data)

	Unvalidated data Jul 24	Predicted data (with possible removals)	Commentary (written against predicted data)
Reading	58% EXS 15% GDS	67% EXS 17% GDS	2024 data is 7% below National 2023. Data has increased by 1% since 2023.

	PP (52%) are underperforming compared to non-PP (65%) by 13%.		
Writing	63% EXS 7% GDS PP (57%) are underperforming compared to non-PP (71%) by 14%.	69% EXS 7% GDS	2024 data is 3% below National 2023. Data has increased by 7% since 2023.
Maths	55% EXS 13% GDS PP (42%) are underperforming compared to non-PP (69%) by 27%.	63% EXS+ 16% GDS	2024 data is 10% below National 2023. Data has decreased by 1% since 2023.
SPaG	59% EXS+ PP (47%) are underperforming compared to non-PP (75%) by 28%.	68% EXS+	2024 data is 4% below National 2023. Data has increased by 5% since 2023.
Combined	47% EXS+ PP (38%) are underperforming compared to non-PP (57%) by 19%.	53% EXS+ 3% GDS	2024 data is 8% below National 2023. Data has increased by 12% since 2023.

In response to this, we continue to target PP children to narrow the attainment gap between disadvantaged and non-disadvantaged pupils by identifying target children in pupil progress meetings. Children are then monitored during lesson observations and book scrutinies and advice is provided to ensure staff are planning for the children's next steps. There is also a coaching model across the school to ensure strong quality first teaching is in place.

Attendance and Punctuality

Despite current strategies, attendance and punctuality of disadvantaged pupils continues to be a priority. Pupil Premium attendance (91.77%) for the academic year 23-24 was lower than non-PP (95.24%) by 3.47%. Persistent absentees for PP (27.63%) are significantly higher than non-PP (12.55) by 15.08%.

In response to this and through utilising government attendance guidance, we are continuously evolving our strategy to support attendance as well as applying our attendance policy rigorously. We are embedding our whole school approach to mentoring children and supporting families in order to support good attendance and punctuality. We will continue to work with families and external agencies to ensure that we are supporting all disadvantaged children to have good attendance.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Education
Focus Education	Focus Education
Read Write Inc	Ruth Miskin
Pzaz	Primary Science Advisory Service
Kapow	Kapow Primary
Jigsaw	Jigsaw Education Group
The PE Hub	The PE Hub
Charanga	Charanga Limited
RE Today: Stoke Agreed Syllabus	RE Today
National Centre for Computing Education	DFE
Accelerated Reader	Renaissance
Times Tables Rockstars	Maths Circle

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No eligible pupils.
What was the impact of that spending on service pupil premium eligible pupils?	N/A