

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 funding for the 2023 to 2024 academic year, with the intention of helping to improve the outcomes of our disadvantaged pupils.

It also outlines our current pupil premium strategy, explaining our plan to support our disadvantaged pupils.

Academy overview

Detail	Data
Academy name	Co-op Academy New Islington
Number of pupils in academy	September 2023: 383
Proportion (%) of pupil premium eligible pupils	September 2023: 19% (74 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	AGC
Pupil premium lead	Jen Morris
Governor / Trustee lead	Hunter Lyden

Pupil premium strategy plan

Statement of intent

Statement of intent

At Co-op Academy New Islington, we encourage our pupils to approach all challenges and opportunities presented to them with confidence and resilience. Staff and pupils work together towards a common goal of high achievement for all, through a culture in which tolerance, openness and fairness is encouraged.

We recognise the need to identify and understand the impact of socioeconomic disadvantage on learning. Addressing the associated gaps in learning helps us to establish solid foundations for building a comprehensive and effective package of support. Our strategy is based on early intervention which is critical in giving pupil premium pupils the best chance of enjoying and thriving throughout their school career.

The 'Ways of Being Co-op' guide us:

Do what matters most; Show that you care; Succeed together and Be yourself, always.

We work hard as a team, to give all our pupils the very best start in life. We have high aspirations and ambitions and we believe that all learners should be able to reach their full potential, becoming well-balanced individuals; we celebrate the uniqueness of each child and work to ensure our pupils develop socially and emotionally as well as academically.

We create a culture amongst our staff where:

- Every Minute Counts
- Everybody has somebody
- Big Picture - Be Bothered

Our pupils in receipt of the Pupil Premium Funding face a range of specific barriers, which can make it harder to reach their full potential; we are determined to provide the support and guidance they need to help them overcome these barriers and to close any attainment gaps.

High quality teaching is at the heart of our approach to benefit all children; targeted intervention (taking the form of 1:1 tuition & small group work) will quickly address identified gaps in learning. Additionally, we recognise that it is also vital for us to support the 'whole child'. This means that we work to address children's social, emotional, behavioural, economic and pastoral needs, as many of these factors contribute to the children's overall achievement in school.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs; teachers work very closely with our SENDCo to ensure a holistic approach to meeting their needs. We also see the link between disadvantage and higher vulnerability in terms of safeguarding and therefore our conversations include the DSL.

We understand that changing cohorts have changing needs and so keep our practice under review; we are constantly looking for new or additional interventions that can help us meet our goal to close the gap for our disadvantaged pupils.

The information below sets out how we spent the funding last year alongside our proposals for the forthcoming year.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Addressing these challenges forms part of our overall three year strategy covering the period 2022 -2025

Challenge number	Detail of challenge
1	<p><i>SEMH</i></p> <p><i>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. A lot of our families live in Urban, apartment living therefore lack outdoor space which has a negative impact on activity levels and children's well-being.</i></p> <p><i>36% of our disadvantaged pupils are receiving small group interventions to support their SEMH</i></p> <p><i>52% of EYFS baseline are significantly below expected for PSE</i></p>
2	<p><i>SEND</i></p> <p><i>47% of our children eligible for pupil premium have SEND needs or are being monitored for low attainment.</i></p>
3	<p><i>Parental Engagement</i></p> <p><i>28% of our children eligible for pupil premium have low levels of parental engagement.</i></p> <p><i>EEF states 'it is crucial to consider how to engage parents to avoid widening the attainment gap.'</i></p>
4	<p><i>Early Reading</i></p> <p><i>Early Reading and phonics scores are lower in our disadvantaged group.</i></p> <p><i>2023 Year 1 phonics data: cohort 84.7% achieved standard, disadvantaged group 62.5% indicating a gap of 22.2%</i></p>
5	<p><i>Communication and Language</i></p>

	<i>63% of our pupils are significantly below in the EYFS baseline for Communication and Language</i>
6	<p><i>English as an additional language</i></p> <p><i>Lack of a language-rich home environment in some households results in fewer opportunities to speak and listen in English. There are low levels of english language upon entry into EYFS and 52% of our school are EAL and 27% of our disadvantaged pupils are EAL</i></p>

Funding overview 2023/24

Detail (as at September 2023)	Amount
Pupil premium funding allocation the academic year (2023/24)	£100,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for the academic year (2023/24)	£100,395

Intended outcomes 2023/24

This explains the outcomes we continue to work towards by the end of our current strategy plan 2022-2025, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>For our pupils to learn how to regulate their emotions, and to develop resilience thus enabling them to cope better with life's challenges.</i>	<p><i>Qualitative data from student voice, student and parent surveys and teacher observations.</i></p> <p><i>A significant increase in children using their toolkits to help regulate and manage their emotions in line with our Zones of Regulation Curriculum (new in October 23)</i></p>

<i>Improved Early Reading and Phonics results</i>	<i>Assessments and observations indicate improved reading skills among disadvantaged pupils year on year. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</i>
<i>To ensure all our disadvantaged children have equality of opportunity for all trips, residential and enrichment opportunities in line with their non disadvantaged peers</i>	<i>100% of our disadvantaged pupils will attend all school trips and residential opportunities with additional financial support where required.</i>
<i>To increase parental engagement and family support that is provided for disadvantaged children and their families.</i>	<i>Participation in family learning events, parents evening and parent workshops will increase by 50% through increasing our channels of communication and availability of opportunities. This will be measured through feedback forms and registers.</i>

Intended Activity in academic year 2023/24

Teaching

Budgeted cost 2023/24	£23,790.04
	Mrs Mirazi Little Wandle Jigsaw

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Direct Staffing costs</i>	<i>A bespoke timetable of 1:1 and small group teaching to support our pupils who have experienced Trauma.</i>	
<i>SEMH Teaching Assistants Forest School Teachers Sports Coaches Trauma Informed Practitioner</i>	<i>A Trauma informed practitioner to support pupils' mental health and wellbeing, developing a sense of self worth in order to cope with the complexities in their lives.</i>	1, 2, 4

<p>Direct academic support costs</p> <p>Speech and Language Therapist</p>	<p>Speech and Therapy interventions programme to develop both receptive and expressive skills</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Develop assessment approaches to better identify challenges and barriers for our PP pupils so that interventions can be better matched.</p>	<p>4, 5, 6</p>
<p>Maths lead to deliver regular CPD on White Rose including effective same day interventions</p>	<p>The Education Endowment Foundation completed research into Improving Mathematics in Key Stage 2 and recommended that schools should provide regular support and training for developing mathematical teaching approaches that aim to increase exposure to mathematical vocabulary</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>2, 4, 5, 6</p>
<p>Phonics CPD for all staff to able them to deliver catch up interventions in lower KS2</p> <p>Ongoing coaching for KS1 staff</p>	<p>Phonics has a positive impact overall with very extensive evidence and it is an important component of early reading skills</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 period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 5, 6</p>
<p>Primary Jigsaw Scheme of work</p>	<p>A personal, social, health and economic scheme of work that supports the PSHE national curriculum expectations for children from EYFS - Year 6. Primary Jigsaw scheme adopted throughout the school.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL</p>	<p>1, 2</p>

	<i>can lead to learning gains of +4 months over the course of a year.</i>	
<i>Evaluate our curriculum with a focus on language development and understanding of vocabulary</i>	<i>Evaluate our pre-teaching strategies and introduced specific vocab sessions</i>	2, 5,6
<i>Focus Pupil Progress meetings on the link between SEND and PP</i>	<i>Pupil Progress meetings add specific focus on PP pupils. SENDCo to analyse termly data of PP pupils. Learning walks to focus on PP pupil engagement</i>	2,4,5,6
<i>Little Wandle</i>	<i>A government backed early reading and phonics scheme to teach pupils the fundamental skills needed to read and write. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EE</i>	2, 4, 5, 6

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

Budgeted cost 2023/24	£72,192.12 SEMH TA's - £58,425.12 S&L - £13,767
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Direct staffing costs Targeted Teacher Assistant interventions</i>	<i>Gaps in learning since the start of the pandemic show that less children are working at Age Related Expectations and are not making the progress we expect.</i>	2, 4, 5, 6

	Specific intervention to close these gaps is necessary.	
Direct structured intervention costs Speech & Language Therapists to target identified children.	Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening & a combination of the two show positive impact on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 4, 5, 6
Maths lead to develop same day interventions throughout the school to plug the gaps in learning that have risen that day	The Education Endowment Foundation promotes small group tuition Small group tuition is defined as when an educator works with 2-5 pupils. It enables a teacher to focus on a small step in a maths process. It is likely to be effective in targeting pupils' specific needs https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention	2

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

Budgeted cost 2023/24	£4,250
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School provision	Outdoor Adventure Learning can 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.	1, 2
Chimp Management Programme	A bespoke 4 session programme for Year 3 and 6, to develop the pupils' resilience, and	1, 2, 3

	<i>to teach pupils how to manage emotions in order to learn effectively.</i>	
<i>Provision of wider opportunities: Educational Visits, Musical Instrument Tuition, Residential Visit, RRSA Lead School Status, Arts provision</i>	<i>Provision of after school clubs, educational visits and residential to enrich the learning and school experience Residential Costs subsidised</i>	1
<i>SEMH trauma Informed Practitioner diploma</i>	<i>Social Emotional and Mental Health Teaching Assistant to complete the Trauma Informed Practitioner Diploma. They work closely with children with high Adverse Childhood Experiences (ACES) scores and underlying trauma.</i>	1
<i>Targeted Swimming top up sessions</i>	<i>A small number of year 6 children attend weekly swimming lessons with year 4 to ensure they meet the age related expectations. These children are eligible for Pupil Premium funding.</i>	
<i>Range of family learning opportunities to be arranged throughout the school year involving learning alongside your child.</i>	<i>Parental engagement has a positive effect on attainment</i>	3
<i>Behaviour policy to be reviewed through pupil voice, learning walks, Arbor records and parent feedback</i>	<i>Both targeted interventions and universal approaches have positive overall effectiveness. Development is an important part of ensuring high quality and consistency across school</i>	1, 2, 3, 4, 6
<i>The offer of free breakfast club to disadvantaged children with low attendance or issues around being late to school on a regular basis</i>	<i>Better attendance, reduced Persistent Absence percentages</i>	1

Total budgeted cost: 98,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that PP and disadvantaged children did not achieve in line with the national average for the 22/ 23 academic year. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Year 6 reading FSM

2023 - 45.5% compared to 59% of all pupils.

Year 6 writing FSM

2023 - 45.5% compared to 67.6% of all pupils

Year 6 maths FSM

2023 - 36.4% compared to 64.9% of all pupils

Reading Writing Maths Combined FSM

2023 -27.3% compared to 48.6%

We have identified that 33% of the 2023 Year 6 cohort are disadvantaged.

Our Phonics results showed that 55.6% of our PP children passed their phonics screening in comparison to 84.7% of all pupils at the end of the 22/23 academic year.

16.7% of our PP children achieved a good level of language development in Early Years in the last academic year in comparison to 69% of all pupils. This data demonstrates a need for early language intervention to ensure a good level of language development.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance on the whole is above the national average with 91.46% attendance for our PP children for the 22/23 academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.