

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic, layered effect. The shapes are primarily located in the upper and middle portions of the page, leaving the bottom portion clear for text.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Co-op Academy Medlock
Number of pupils in academy	406 (2-11)
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year one of a three year plan 2024/5-2026/7
Date this statement was published	November 2024
Date on which it will be reviewed	Termly
Statement authorised by	AGC
Pupil premium lead	Ruth Nutton-Jones
Governor / Trustee lead	Reese Deng

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,120
Recovery premium funding allocation this academic year	£0
Early Years Pupil Premium	£12,864
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£262,984
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

At Co-op Academy Medlock, we recognise that some of our pupils face challenges that could affect their ability to access education on equal terms with their peers nationwide. A significant portion of our student body speaks English as an additional language (49%), with pupils communicating in 24 different languages other than English and a considerable number are New to English Learners. Additionally, 87% of our pupils come from minority ethnic backgrounds, which is significantly higher than the national average. The proportion of pupils with Special Educational Needs (SEN) and/or disabilities is also above the national average, standing at 20%, with 5.7% requiring Education, Health, and Care Plans (EHCPs)

Child poverty is a critical issue in our community, and our Academy is situated in one of the most deprived wards in the city. 51% of our pupils are eligible for Pupil Premium (PP). However, beyond this a significant percentage of our students experience disadvantage but are ineligible for public funds.

To address these challenges, we are committed to maximizing the use of the Pupil Premium Grant (PPG) through a three-year strategy, which is aligned with our annual Academy Development Plan. While we understand that many of our pupils face multiple disadvantages and cannot directly benefit from the PPG, our focus will be on implementing strategies that positively impact all pupils facing adversity.

Central to our approach is high-quality teaching. We aim to support all pupils by providing professional development for staff, encouraging reflection and improvement in their practice at both Academy and Trust levels. This has proven to be the most effective way to close the attainment gap for disadvantaged pupils, while also benefiting non-disadvantaged pupils. Our approach ensures that every pupil, whether disadvantaged or not, will experience positive outcomes.

As part of this commitment, we will adopt a whole-school approach, where every staff member takes responsibility for the success of disadvantaged pupils and raises expectations for what they can achieve.

Our aims are to:

- Remove barriers to learning for pupils eligible for Pupil Premium
- Narrow, and where possible eliminate, the attainment gap between Pupil Premium and non-Pupil Premium pupils
- Ensure all pupils can communicate effectively in a range of contexts, preparing them for the challenges beyond our Academy
- Provide opportunities to enhance pupils' confidence, knowledge, and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills and limited vocabulary, which will lead to lower outcomes in reading, writing, reasoning and (self-regulation in EYFS). <i>% of children identified as SEND for 'Communication and Interaction' significantly above national.</i>
2	Internal assessments as well as the Reception Baseline indicate that pupils are significantly below average on entry to Early Years. Low levels of 'School readiness' in Early Years including: Listening, Attention and Understanding, Speaking, Self-Regulation as well as Word Reading, Writing and Number.
3	Data demonstrates that a significant proportion of our pupils have a range of additional needs which impact on their concentration and working memory. These students typically find it more difficult to use metacognitive and self-regulation strategies independently without scaffolds.
4	The Academy has significantly higher than National figures for SEND and for pupils in receipt of an EHCP and pupils who are also PP are much more likely to be represented in this group than non-PP pupils
5	There is a gap between PP children and Non-PP in maths and particularly in confident application of maths fluency and recall at all stages and PP children are less likely to achieve a higher score at the end of KS2
6	Pupils eligible for Pupil Premium funding are more likely to have multiple vulnerabilities. Assessments and observations suggest disadvantaged pupils generally have greater difficulties in meeting the expected or higher standard in reading and writing.
7	<u>Low attendance and punctuality</u> for some disadvantaged pupils' attendance and punctuality impacts on school readiness. Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils is greater than non-disadvantaged and is particularly a problem for some harder to reach families.
8	High Pupil mobility results in significant number of PP children (as well as those with no recourse to public funds) arriving after EYFS (and missing the essential foundations).

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
Improved oral language skills and vocabulary	<p>Assessments and observations indicate improved oral language amongst identified pupils this is triangulated through regular pupils interviews.</p> <p>Welcomm screenings are robust and children receive the right support and intervention early in order to 'keep-up' or 'catch-up' with peers.</p> <p>Vocabulary and language development is consistent across subjects and across ages and is a priority for all subject leaders.</p> <p>Deliberate practice around oracy across all areas of the curriculum with high levels of modelling from adults and peers.</p> <p>Access to high quality texts is consistent across subject and ages.</p> <p>Reading is used across all subjects as a vehicle for ensuring access to high tier vocabulary and to raise pupils exposure to knowledge that broadens their understanding.</p>
Improved school readiness for children who enter our 2-year-old provision, Nursery or Reception	<p>Improved Welcomm scores (oral language and assessment) with fewer children scoring 'red' after appropriate intervention.</p> <p>Pupil assessment milestones demonstrate pupils are keeping-up or being provided with appropriate early intervention. Identified children get additional support from external SALT speedily from identification.</p> <p>Families are supported swiftly to access additional Early Help or support from the SEND team when additional needs are identified.</p>
Working memory	<p>All teachers use consistent approaches to recall and retrieving prior knowledge across all subjects.</p> <p>Teachers use a consistent approach to delivering new content and to its presentation for the pupils.</p> <p>There is precision in instructions and explanations and where possible visuals and concrete resources are used to support.</p>
SEND	<p>Pupils with SEND continue to be well-supported to make appropriate progress.</p> <p>Effective use of research (particularly for diagnostic assessment) is applied to children with a range of SEND needs to ensure that disadvantaged pupils with SEND are identified and supported in line with displayed needs.</p>

Maths	<p>Improved maths attainment for disadvantaged pupils, as well as the overall % of those working at the higher standard.</p> <p>Learning environment and CPD promotes the use of concrete resources and manipulatives to support all pupils to engage with maths content.</p>
Attainment across reading, writing and maths	<p>Attainment at National across R/W/M with little or no gap between PP and Non-PP pupils.</p> <p>PP pupils attainment for R/W/M is better for the same group when compared with National.</p> <p>Knowledge and skills build over time and children are able to apply this across all areas of the curriculum.</p>
Punctuality and attendance (particularly those above 10% absence) is further improved and those disadvantaged learners and their families are well supported to improve and maintain improvements to attendance	<p>Attendance remains at least in-line with National including in Reception.</p> <p>Maintain little or no gap in attendance between disadvantaged and non-disadvantaged groups.</p> <p>Percentage of persistent absent pupils is reduced.</p> <p>Persistent absentees among eligible PP pupils are supported through Early Help and personalised 'Improving Attendance Plans'.</p> <p>Carers feel supported by the Academy and share the commitment to improving pupil attendance.</p>
Mobility	<p>Consistent pupil induction and family support.</p> <p>Gaps in knowledge and learning are addressed effectively by teachers across each year group through the use of careful curriculum sequencing and explicit teaching of key content and vocabulary. This ensures that children have repeated opportunities to revisit and embed knowledge.</p> <p>Formal assessment includes gaps analysis that feeds into effective teaching.</p>

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		£ 168,000 (+ additional from SEND/main budget)
Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high quality research driven training to develop high quality	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment,	1.2.3.4.5.6.7

<p>teaching and learning approaches</p> <p>Whole School Teach Like a Champion strategies support implementation of Rosenshine's Principles</p>	<p>particularly for socio-economically disadvantaged students EEF T&L toolkit</p> <p>EEF toolkit: "great teaching is the most important lever schools have to improve pupil attainment"</p> <p>EEF feedback + 6 months EEF Feedback</p>	
<p>Leaders monitoring learning and teaching across the school and using outcomes, observation and staff feedback to inform bespoke CPD</p> <p>Subject leaders supported with additional non-contact time</p> <p>Equivalent to 6 days across a week</p>	<p>EEF Implementation</p>	<p>1.2.3.4.5.6.7</p>
<p>0.5 non-teaching SENDco to ensure appropriate adaptations in the classroom mean all children have access to the best quality first teaching</p>	<p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of school</p>	<p>1,2,3,4,6,</p>
<p>Early entry in our 2-year-old provision ensures PP children are better prepared on entry to school than non 'home grown' peers</p> <p>Disadvantaged children are given priority places</p>	<p>Early access to families means that support can be given sooner, particularly identifying SEND/speech and language needs; better liaising with Health Workers/NHS</p> <p>Higher-Level language acquisition EEF evidence - Early starting age on average contributes to +6 months progress</p>	<p>1,2,7</p>
<p>All PP children make better than typical progress in CLL from whatever their starting point</p>	<p>EEF - The ScREC approach</p> <p>There is a strong evidence base that suggests oral language interventions (including dialogic activities such as high quality classroom discussion) are inexpensive to implement with proven success</p>	<p>1,2,7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with EEF guidance and Trust level maths CPD developing and analysing based research led approaches</p> <p>Fund teacher release time to access Maths Hub programme</p>	<p>Implementation of EEF guidance based on the best available evidence EEF improving maths EY/KS1</p> <p>EEF Impact of Mastery Learning</p> <p>Research from Maths Hub programme 'teaching for mastery'.</p>	<p>3,4,5,8</p>

<p>Accelerate writing progress across all year groups to be closer to National through quality targeted CPD.</p> <p>Implementation of Sentence Accuracy</p> <ul style="list-style-type: none"> - Teacher modelling particularly modelling of editing and drafting - Guided gaps led 1-1 and small group writing intervention <p>Leaders implement a writing scheme which provides more support and scaffold for teachers and pupils</p>	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer</p> <p>There is evidence that combining multiple early literacy approaches may be most effective (alongside fidelity with phonics programme - EEF +4 months)</p>	<p>3,4,6</p>
<p>Vocabulary approaches have subject specific vocabulary planned by subject leaders which is delivered across all curriculum areas to increase vocabulary use.</p> <p>Pre-read vocabulary for PP children with barriers to accessing the curriculum.</p> <p>Vocabulary approaches consistently applied.</p>	<p>Vocabulary EEF</p>	<p>1,2,3,4,6,7</p>
<p>TAs used to support reading in class so gap closed or no gap between PP/Non PP children across years R-6</p> <p>% of PP children working in each year at higher standard is increased</p>	<p>EEF guidance on use of teaching assistants for both in-class and out-of-class interventions shows positive improvements for pupils. EEF making best use of TAs</p> <p>EEF research suggests correct TA deployment can add + 3 months to disadvantaged pupils</p>	<p>1,4,6</p>

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

Budgeted cost	£ 60,000
---------------	----------

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that PP children 'keep up' with the pace of phonics and learn to read securely in EYFS/KS1 to be best prepared for the demands of the KS2 curriculum.</p> <p>Ringfenced TA4 role to carry out 1-1 and small group 'keep up' intervention.</p>	<p>Phonics approaches have a strong evidence base that indicate EEF phonics</p>	1,2,3,4,6
<p>Small group and 1:1 tutoring for disadvantaged learners with a focus on Maths and English</p>	<p>EEF evidence to support best practice with Tutoring</p>	1,2,3,4,5,6,7
<p>Speech and Language intervention: Welcomm</p> <p>Additional SALT support 1 day alongside 0.5 CPD support for staff.</p>	<p>Evaluations support the use of Welcomm for pupils with barriers in speech and language EEF oral language approaches</p>	1,2,3,4,6

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

Budgeted cost

£ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club Staff costs, to provide low (to no cost) breakfast and childcare for vulnerable pupils 2 x TA hours to support provision including additional SEND support within provision</p>	<p>Free school breakfast provision EEF</p>	6,7
<p>Enrichment - trips and visits allocated fund per year group</p>		
<p>All PP children experience ensemble instrumental or singing instruction across KS2 (with the opportunity to continue beyond the classroom) for each of the 4 years (significantly more than requirement of 1 term). - Increase opportunities for free and subsidised sessions</p>	<p>EEF arts participation + 2 months Build a culture of community and belonging - EEF</p>	3,6,7
<p>To better engage and serve parents to ensure that opportunities to support pupils are utilised - coffee mornings - SEND parent support groups - Parent workshops - Social media</p>	<p>Evidence shows that children who have support with their learning at home show greater cognitive gains. EEF guidance document used to support our chosen approaches Working with Parents to Support Children's Learning EEF</p>	2,6,7,8
<p>Case studies and progress summaries updated termly. Creation of attendance provision map Weekly / half-termly / yearly rewards for promoting attendance</p>	<p>Embedding principles of Improving School Attendance with Attendance for who school to be at least 96% and attendance for PP children in line with school target. PA for PP children to be better than National for the same group.</p>	7

Total budgeted cost

Total budgeted cost	£ 263,000
---------------------	-----------

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 23-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

The amount of need continued to increase in our Academy and area throughout our previous 3-year strategy. Whilst pupil numbers have fallen in the Academy the amount of pupils identified as in need has increased significantly.

Post-COVID Manchester experienced the largest decrease, with the attainment gap increasing between GM by 8% and NW to 9%

Manchester children currently in Y2 and 3 will spend longer in school trying to catch up compared with their peers elsewhere. This is likely to impact their overall educational outcomes, access to opportunities and general wellbeing.

Children in Early Years are also significantly behind their peers due partly to a lack of access to early education and services during and just after the pandemic.

Post-COVID Manchester experienced the largest decrease, with the attainment gap increasing between GM by 8% and NW to 9%

EYFS

2024 PP GLD figures: 52.9% v 50% (2.9% above All pupils figure) (22-23 those Eligible for PP - (GLD 30% V 48%) so significant improvement as an Academy in supporting our most vulnerable pupils)

% of PP children without SEND achieving GLD 64.3% above National for PP

Significant proportion of SEND and sig SEND (7) impacting overall figures

Mobility also impacting on the cohort 10 in and 9 out across the year.

Lesson for 24-25 - EY lead and SENDco to look at programmes of additional transition/induction for pupils and families, particularly those arriving mid-year.

Some children still not secure across whole of UTW aspect:

Lesson for 24-25 - continue to embed 'subject specific' substantive knowledge and develop adult delivery and facilitation of curriculum to ensure that children receive explicit instruction and intervention to close the gap on real world knowledge and understanding. Strengthen explicit teaching of CLL and vocabulary.

Writing remains behind other areas and impacts on overall GLD...

Lesson for 24-25 - increase focus on guided write and increase opportunities for pupils to write within the environment. Academy and Trust EYFS specific focus on CPD in writing. Use of Squiggle writing intervention to be implemented from N1-Reception.

Continued high levels of SEND for current cohort - focus of EYFS Academy CPD with additional support from Trust SALT Director.

Y1 phonics

Eligible for pupil premium (84.6%V 82%)

PP figures without SEN 16/17 - 94%

Y2 phonics re-check

Eligible for pupil premium (90.9% V 90%)

KS2

National disadvantage gap -3.2. School gap smaller.

Reading

KS2 (74.2% V 77%)

KS2 higher standard eligible for pupil premium (24.1% V 27%)

KS2 PP (without SEND 22 pupils) 86.4%

KS2 progress scaled score 104 v 105.3

Writing

KS2 - (61.3% V 63.9%)

KS2 higher standard eligible for pupil premium (7% V 16.4%)

KS2 PP (without SEND 22 pupils) 72.7%

Maths

KS2 - (54.8% V 65.6%)

KS2 higher standard eligible for pupil premium (13.8% V 24%)

KS2 PP (without SEND 22 pupils) 72.7%

KS2 maths (and year 4 MTC) saw disappointing results after positive previous 3-year trend
Challenge across all subjects with particular focus on maths across the Academy as noted in
Academy Development Plan

KS2 % of pupils achieving higher standard in R/W/M (10%V9%) 2% above National - 8%

Impact of School-Led tutoring:

KS2 (Y6) 18 children received 1-1 maths tuition 78% 14/18 achieved expected standard. All improved scores by 25 marks +

8 teachers either completed or completing NPOs - all have been able to demonstrate significant impact of their learning across school.

2 leaders deployed as SLEs in phonics and art to support schools beyond our Academy

Externally provided programmes

--

Programme	Provider
Times Table Rockstars	Maths Circle - TT Rockstars
LBO	Learning by Questions
Little Wandle Letters and Sounds Revised	Little Wandle
White Rose Maths	White Rose Hub
Testbase	Doublestruck
Welcomm	GL Assessment

Service pupil premium funding (optional)

--