Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Brierley
Number of pupils in academy	143
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Harridge
Pupil premium lead	Mel Boffey
Governor / Trustee lead	David luckin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400
Recovery premium funding allocation this academic year	£23,604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 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
Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most; targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood

Challenges

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

Challenge number	Detail of challenge
1	Reading: Although pupils are making progress, assessments show that reading and pre-reading skills are still a priority for the school especially as the new cohort has joined in Sept 24. A recent deep dive showed that Phase 1 Phonics and reading for the most complex is an area of development for the school. Children at risk of reading failure can easily become vulnerable learners, and lose their self-esteem, motivation and confidence without support. These children see reading as a barrier rather than a tool for learning.
2	Attendance of our disadvantaged pupils continues to be a barrier. Some pupils require a personalised and phased reintegration to support their emotional and mental health needs. Some pupils and their families require a multi agency whole family approach to help them to re-engage and value education.

3	Social isolation and access to cultural capital is a barrier for many of our students; many pupils have limited access to activities beyond the school day as they are part of a wide catchment area and are dropped off, and picked up, each day by local authority transport.
4	Increasing emotional regulation and positive behaviour through therapeutic approaches is a priority. Pupils in high states of dysregulation are unable to access the curriculum and demand significant staffing, space and resourcing.
5	A barrier to learning for our many of our learners is a lack of access to language and **communication** in the home (e.g. reading books and varied vocabulary) and/ or opportunities for "talk" and debate – the cornerstones of good literacy outcomes.

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
The quality of teaching across the academy is strong and pupils are taught by skilled and well trained staff. Interventions are well targeted and effective Address gaps and Improve reading and pre-reading skills of pupils eligible for Pupil Premium	Pupils eligible for Pupil Premium throughout school will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the academic year so that almost all pupils eligible for pupil premium make expected or above expected progress in reading/ pre-reading (progression steps). There are no attainment gaps due to a pupil's disadvantage.
Address gaps and Improve communication skills of pupils eligible for Pupil Premium	Pupils eligible for Pupil Premium throughout school will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the academic year so that almost all pupils eligible for pupil premium make expected or above expected progress in communication (EHCP outcomes and/ or SCERTS learning journey) There are no attainment gaps due to a pupil's disadvantage.
Reduce Persistent Absence of pupils eligible for Pupil Premium.	Overall school attendance data will show improvement and the attendance of PP pupils will increase in line with Non PP pupils or at least with National Averages. PA will remain below the National Average and in line or better than the PA for Non PP pupils.
Improve self and mutual regulation of pupils including pupils eligible for Pupil Premium, so that incidences of challenging behaviour are reduced and positive behaviours increase.	Overall Behaviour Watch incidents are reduced and SCERTS assessment data shows favourable outcomes for PP pupils in Self and Mutual Regulation. A reduction in CPOMS cause for concerns relating to emotional/ mental health concerns. % of behaviour incidents for disadvantaged pupils will not be over represented in the behaviour logs.
Improve involvement in extra-curricular activities of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium throughout school have access to a varied programme of cultural, leisure and social activities that explore interests and create broader perspectives. There is an increase in extra curricular and enrichment opportunities at the academy. The number of pupils participating in extra curricular/enrichment activities increase particularly among the disadvantaged group. Pupils have an increased number of educational/cultural capital opportunities and experiences beyond the locality of the academy and a pupil's disadvantage does not reduce this.

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	£ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all teaching staff have accessed Read Write Inc training	Read Write Inc is an evidence based model based on phonics. The Education Endowment Fund (EEF) cites that the evidence base for phonics based teaching is very secure and learners can make as much as 4 months of progress for moderate cost. A research project as to the effectiveness of this specific model is underway and led by the EEF.	1
Talk 4 Writing	Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. The impact of a pilot of the project is available here: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing School staff in the pilot reported that the project had a positive impact on pupils' writing skills and improved their confidence with teaching writing.	1,5
Lexia - CPD	Reading Core5® (Lexia) is a computer-based integrated learning system that aims to improve reading skills. Lexia provides children with individualised reading instruction and practice in six areas: phonological awareness, phonics, structural awareness, automaticity, fluency,	1,5

	vocabulary, comprehension. The results of the project evaluation can be read here: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia-core5-reading-2022-2023-trial	
Clicker -CPD and software for all staff	The National Literacy Trust published a report exploring teachers' use of technology to support literacy in the classroom. The survey received 219 responses from 166 schools. The participants highlighted the key ways that they felt technology could positively impact on children's literacy learning: Respondents highlighted Clicker's impact on improving writing enjoyment, engagement and confidence; facilitating writing for those with poor motor skills; increasing writing self-regulation and resilience skills; and helping children with diverse needs take part in meaningful literacy practices.	1,5
Ensure all class based staff have accessed and completed STARS Autism training level 1 and 2	STARS are strategic partners for the Autism Education Trust and deliver their training in Leeds. The AET is a national initiative endorsed and partially funded by the Department for Education.	5,4
SALT - Ongoing programme of CPD for all staff 6 x annual INSET; weekly briefing focus and targeted whole class support: Colourful semantics; Visuals; Intensive interaction. Attention Autism	Speech therapy plays an important role in addressing language disorders and promoting improved outcomes. Through early intervention, individuals can develop essential communication skills that greatly impact their quality of life. https://www.leedsandyorkpft.nhs.uk/advice-support/wp-content/uploads/sites/3/2019/02/An-Introduction-to-Intensive-Interaction-2019.pdf https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/laura-duffy.pdf	1,5
Zones of Regulation CPD Education Psychology (LCC)	The Zones of Regulation framework and curriculum is based on years of applied experience by the author, Leah Kuypers. As an occupational therapist and autism specialist working in both clinical and educational settings, Leah saw the need for *all* learners to develop regulation skills. As a	4

	result, the solution to this need was conceived: The Zones of Regulation. More information here: https://zonesofregulation.com/research/	
OT - Sensory Integration CPD - all staff	Sensory integration (SI) is a framework conceptualized by Dr. A. Jean Ayers, Ph.D. in the 1970s; hence it is currently known as Ayres Sensory Integration (ASI).[1] Ayers "was guided by the principle that 'intersensory integration is foundational to function,'" while dysfunction in sensory integration leads to difficulties in development, learning, and emotional regulation.[1] Therefore, children with sensory processing deficits may find it challenging to regulate their responses to everyday situations such as dressing, playing, mealtime, and social interactions.[2] https://www.ncbi.nlm.nih.gov/books/NBK559155/	4

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

Budgeted cost	£ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist in place 2 x day a week to support with communication for identified pupils. (50%)	We want all pupils to access teaching and learning opportunities at all levels regardless of their needs. The Education Endowment Foundation (EFF) Teaching and Learning Toolkit suggests that ensuring teachers and support staff have access to regular, ongoing, high quality training and development opportunities is an effective way to improve attainment. Effective communication supports behaviour for learning	3,4,5
Private OT time purchased from for direct and indirect Sensory Integration therapy with targeted pupils and to	Evaluation and treatment of basic sensory integrative processes is performed by occupational therapists and/or physical therapists. The therapist's general goals are: (1) to provide the child with sensory	3,4

provide staff training. (50%)	information which helps organise the central nervous system, (2) to assist the child in inhibiting and/or modulating sensory information, and (3) to assist the child in processing a more organised response to sensory stimuli.	
Read, Write, Inc (or pre-phonics) - Daily Phonics Intervention groups for all learners	Read Write Inc is an evidence based model based on phonics. The Education Endowment Fund (EEF) cites that the evidence base for phonics based teaching is very secure and learners can make as much as 4 months of progress for moderate cost. A research project as to the effectiveness of this specific model is underway and led by the EEF.	

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

Budgeted cost	£90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker (C3 @ 37hrs) x 2	The family support worker will enable the school to increase capacity and extend the school early help offer for families. As a school with 51% PP and thus a significantly higher than average proportion of pupils from disadvantaged backgrounds, the need for early help and family support is crucial in order to improve parental engagement, increase pupil attendance and pupils' preparedness for learning.	2,3
Attendance Support (10 hours a week) by family support workers and SILC Cluster - attendance officer	Gov Guidance 2024 Improving school attendance: support for schools and local authorities Principles of an effective whole school attendance strategy	2,3
A programme of Extra Curricular activities to provide opportunities to all children to access cultural capital and have enriching experiences beyond the classroom.	https://www.google.com/url?q=https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment&sa=D&source=editors&ust=1735993950838201&usg=AOvVaw32CYHTD6p0rahTLnT2nTeZ	2,3

Parental engagement and support through parent education (behaviour workshops, information mornings) and coffee mornings	https://www.google.com/url?q=https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents&sa=D&source=editors&ust=173593950840237&usg=AOvVaw3LVponNeLVR5kcUK2Ik77J	2,3,4
Provision of uniform and laundry service		2,3
Provision of snack/ breakfast		2,3
Provision of transport		2

Total budgeted cost

Total budgeted cost	£150,000

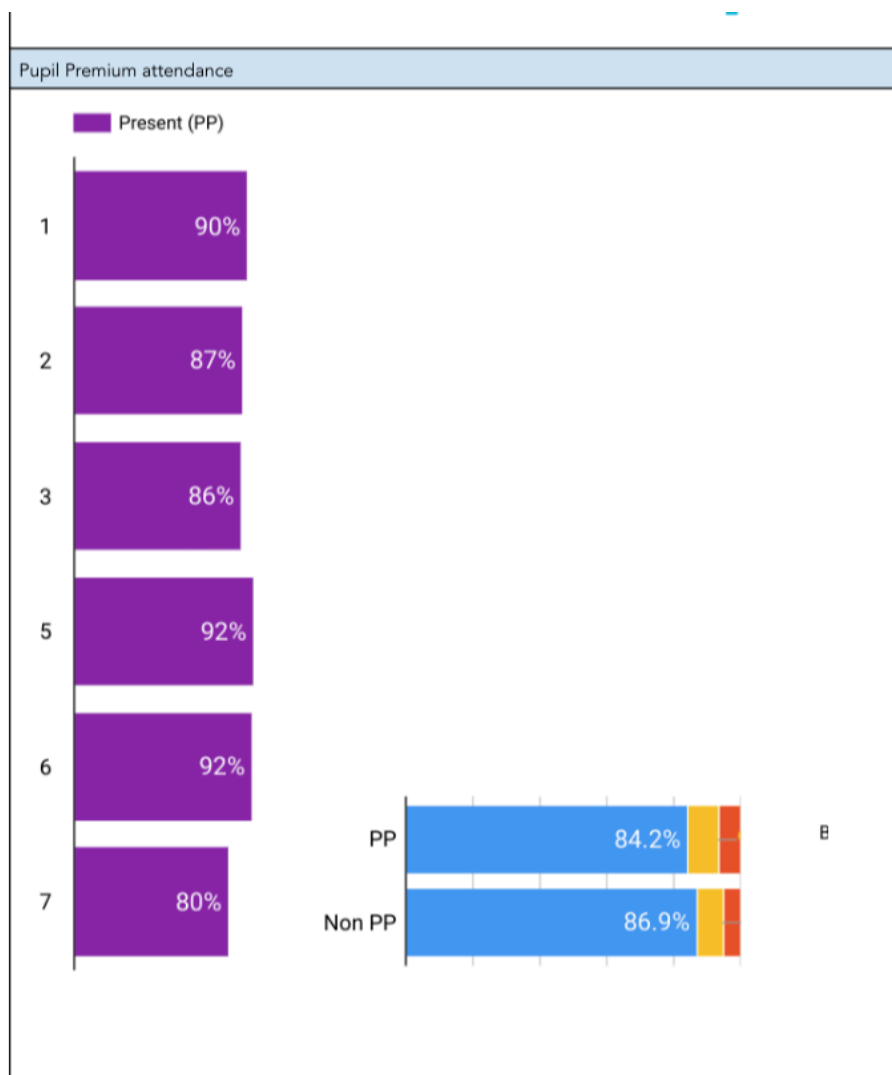# Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Pupil premium strategy outcomes
Attendance: The Attendance of disadvantaged learners continues to be slightly lower than non-disadvantaged learners however the gap overall is very small. Attendance overall was significantly affected by low pupil numbers (only 56 pupils on roll) and delays/ disruption to the new site.   **Behaviour** A Trust review of Safeguarding and Culture in the school highlighted a "really clear impact in the data of work regulating students and incidents coming down rapidly (no RPIs this half term (Summer) Students generally calm and regulated and lots of work observed going on around sensory needs that is working to support positive behaviour and engagement across the school. Suspensions used impactfully and worked to improve behaviour. No disparities

seen in behaviour of disadvantaged pupils compared to non- disadvantaged pupils eg Suspension data shows equity between PP and non-PP.

Reading:

Although pupils are making progress, assessments show that reading and pre-reading skills are still a priority for the school especially as the new cohort has joined in Sept 24. A recent deep dive showed that Phase 1 Phonics and reading for the most complex is an area of development for the school

Extra Curricular opportunities:

Due to the limitations of the school on opening (reduced staffing and leadership) extra curricular opportunities were first made available in Sept 24.

In Autumn 2024, Trips to Herd Farm activity centre, bowling and Wheelchair rugby were made available as well as external visitors invited into school (Phoenix dance troupe)

Of the pupils who accessed the external visits, 60% were from the "disadvantaged" group.

Family Support:

As of December 2024, Family support workers have opened several Early Help plans; have made over 12 successful referrals to the SILC Cluster for additional support and over 20 successful referrals to RADAR for short breaks. They have supported a high number of families with housing applications; benefit claims and transport applications aswell as supporting parents with wellbeing and other challenges relating to SEND such as E-Safety, behaviour and medical needs.

Family support workers and our Health care supervisor work all year round and as such are able to support parents with challenges throughout the holidays.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Silver Cloud - online platform of emotional wellbeing support and 1-1 intervention with the Health care supervisor (one hour weekly)
What was the impact of that spending on service pupil premium eligible pupils?	Silver cloud exit data - positive impact. Plan closure. (See CPOMS)

Further information (optional)

Further information

Notes