

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 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 Smithies Moor
Number of pupils in academy	227
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	AGC
Pupil premium lead	Catherine Brackenbury
Governor / Trustee lead	Mel Woodcock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,115
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	£137115

## Part A: Pupil premium strategy plan Statement of intent

## Statement of intent

At Co-op Academy Smithies Moor we have an above average proportion of children who, through no fault of their own, are at a disadvantage ( 41% pupil premium, compared to 23% nationally). They need to be empowered so that they have the opportunity to make a positive contribution to society. With the aim of improving pupils' life chances we are passionate about giving our pupils opportunities outside of their usual experiences and environment. To this end, we spend 50% of the Pupil Premium grant on improving the quality of educational offer pupils receive through curriculum development and quality assurance. Professional development for our teaching staff is a fundamental part of this.

For most of our pupils, developing a rich vocabulary is a high priority in order to develop confidence in sharing their own thoughts and opinions with others. We expect children to engage actively in lessons and to develop a strong work ethic. Learning about careers and employability is a key focus running throughout the curriculum. Our children will have ambition and high aspirations for their futures. Each child's capacity to see possibilities in the world will be developed—their horizons broadened. Children will know that their aspirations will be reached through hard work and determination. Our intention is that, when children leave Smithies Moor, they do so with the knowledge, understanding and emotional regulation to be able to play an active role in today's society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. These are the principles which underpin our curriculum development and, hence, our Pupil Premium spending.

As a Co-op school we strive to ensure our children develop a strong sense of: self-help, self-responsibility, democracy, equality, equity and solidarity.

Self help – so that children learn how to empower themselves and by doing this have an insight into how they can contribute positively to society.

Self-responsibility – so that they know the importance of taking responsibility for, and answering to their own actions.

Democracy and equality – so they begin to understand the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance.

Equity and solidarity – so that they know how important it is to hear every individual's voice.

Our pupils premium strategy plan works towards achieving these objectives by providing all pupils who access the pupil premium grant with high quality teaching and learning alongside a well sequenced and ambitious curriculum offer. This has a key focus on early reading and key knowledge so that pupils know and understand more over time.

We acknowledge that some pupils need extra opportunities to practise, rehearse and revisit core knowledge including language, vocabulary, reading and number work. As well as offering high quality teaching and learning, our pupil premium strategy plan includes details of targeted academic support, including for those pupils who are in the lowest attaining 20% and are not yet achieving ARE. The targeted academic support focuses on raising pupils' attainment through small groups and one:one intervention. Therefore, we allocate a quarter of our Pupil Premium funding to enable small group interventions and tuition to take place.

Through our curriculum, we prioritise pupils' moral development. We are passionate about our children having the courage to make the right moral choices, regardless of who is watching.

At the heart of our curriculum, our children will have opportunities to develop their knowledge and understanding in order to show tolerance of others beliefs, religions and life choices. Our children will be kind. They will show empathy and compassion and above all they will have the integrity to make a positive contribution to the world around them. Our children will have healthy minds, showing they are emotionally happy and resilient learners and they will stay true to themselves, valuing their own identity. They will learn how to build positive, respectful relationships with other people. We are acutely aware that, if pupils do not have good attendance rates, they will not benefit from our educational offer and their chances of future success will be limited. Therefore, a quarter of our Pupil Premium funding is allocated to supporting pupils and their families to attend well, and to pupils' social and emotional well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Low pupil outcomes in reading, writing and maths at achieving age related expectations
2	Engagement with the academy -cases of low attendance and above average persistent absenteeism.
3	Development of wellbeing- Individual social, emotional and mental health needs (SEMH) as well as physical needs
4	Very low starting points which means pupils have skills and abilities that are generally below those typical for their age.
5	Limited access to wider experiences within the community; extra curricular opportunities, visits and aspirational influences and role models.

## 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
Increase the proportions of pupils achieving ARE in all areas.	Pupils at the end of KS2 who are pupil premium will achieve their target set out by FFT Aspire or beyond
Reducing the attainment difference between pupil premium and national others.	Diminishing the difference snapshots show that pupils accessing the pupil premium grant have raised attainment.
Progress of pupils becomes average or above at the end of KS2.	Progress scores improve from being below 'average' . 0 or above
Pupils have experienced an extended offer from the academy through extra-curricular, educational visits and careers related learning.	All pupils have had the opportunity to be part of extra-curricular clubs. All pupils have had the opportunity to attend educational visits. All pupils have had a visit, visitor or experience related to future careers.
Increase the proportion of parents/carers actively engaging with their child's education.	Number of parents attending parents' evenings increases. Number of parents attending parental workshops increases. Number of parents reading at home with their child increases. On the Your Voice Survey the response score to the statement 'I often talk about my school work with people at home' increases. (6.4)
Good attendance for disadvantaged pupils (and reduced rates of persistent absence)	Disadvantaged pupils' attendance rates and rates of persistent absence are at least in line with disadvantaged pupils nationally.

## 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		£ 68,550
Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training	<a href="#">DfE guidance on reading</a>	1, 4

to deliver the phonics scheme effectively (working with the English Hub) from RWInc consultant	<a href="#">EEF research on Phonics</a>	
Joint monitoring and support with RWI and English Hub consultant to ensure quality of phonics teaching Phonics monitoring and evaluation by subject leader	<a href="#">EEF research on Phonics</a> <a href="#">DfE guidance on reading</a>	1, 4
Ensure all relevant staff (including new staff) have the knowledge they need to deliver the reading curriculum effectively	<a href="#">EEF Research on reading comprehension</a>	1, 4
All staff have the knowledge they need to deliver a high quality curriculum ensuring teaching and learning is at least good	<a href="https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework">https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework</a>	1, 2,3,4,5
Monitoring of reading offer by subject leader	<a href="#">Research on reading comprehension</a>	1,4
Recruitment of an additional teacher - Executive KS2 teacher to support the development of good quality first teaching.	<a href="#">EEF Research</a>	1,2,3,4
Development of curriculum to promote careers and aspirations (see CRL development plan)	<a href="https://www.thecdi.net/New-Career-Development-Framework">https://www.thecdi.net/New-Career-Development-Framework</a>	1,2,3,4,5
Ensure teaching identifies and addresses pupils' gaps in learning	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up">https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up</a>	1,2,3,4,5
Embedding of Classroom Culture practice across academy, including training and resources to improve positive behaviours and routines.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1,2,3,4
Purchase quality maths resources and online	<a href="https://www.mathematicsmastery.org/EEF-independent-impact-study">https://www.mathematicsmastery.org/EEF-independent-impact-study</a>	1,2,3,4

CPD linked to Whiterose maths		
Subscriptions to online app and programs	<a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a> <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>	1,2,3,4

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

Budgeted cost	£ 34295
---------------	---------

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor Trust Private Tuition Maths for 24 Year 6 (students 1: 3 and 15 hours).	<a href="#">EEF research on small group tuition</a>	1,2,3,4,5
PETXi three day intensive Maths course for Year 6 students	<a href="https://www.pet-xi.co.uk/wp-content/uploads/2018/10/Goffs-School.pdf">https://www.pet-xi.co.uk/wp-content/uploads/2018/10/Goffs-School.pdf</a>	1,2,3,4,5
Small group interventions for reading, writing and maths for disadvantaged pupils falling behind age-related expectations	<a href="#">EEF research on Phonics</a> <a href="#">DfE guidance on reading</a> <a href="#">EEF research on TA interventions</a>	1,2,4
Small group interventions for reading, writing and maths for disadvantaged pupils falling behind age-related expectations including SHINE interventions	<a href="#">EEF research on TA interventions</a> <a href="#">EEF research on Phonics</a> <a href="#">DfE guidance on reading</a>	1,2,4
Speech and language therapy and interventions- NELI	<a href="https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html">https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html</a>	1,4

	<a href="https://educationendowmentfoundation.org.uk/news/62000-reception-pupils-to-take-part-in-early-language-programme">https://educationendowmentfoundation.org.uk/news/62000-reception-pupils-to-take-part-in-early-language-programme</a>	
Smaller class sizes (Year 5 and 6)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1,2,3,4
Delivery of quality RWI and Fresh Start interventions and Fast Track tutoring	<a href="#">EEF research on Phonics</a> <a href="#">DfE guidance on reading</a>	1,2,3,4,5

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

Budgeted cost	£ 34, 270
---------------	-----------

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential visits as part of the curriculum offer for UKS2 - Robinwood (Y6) Cliffe House (Y5) and Jamie's Farm (Y5 and Y6)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1,2,3,4,5
Visits or visitors are part of the curriculum offer including: museums, galleries, libraries, parks, gardens, higher education institutes and workplaces	<a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</a>	1,2,3,4,5
Monitoring and analysis of pupils' engagement in and commitment to extracurricular offer and educational enhancements including educational visits.	<a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</a>	1,2,3,4,5
Pastoral support is in place to ensure the wellbeing, safety and behaviour for learning of pupils allowing them to be ready to learn	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	1,2,3,4,5



Mental Health action plan in response to MIND survey	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	1,2,3,4,5
Reduce persistent absenteeism/ link to BCL attendance officer, home visits and data analysis.	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1,2,
Free daily breakfast club for PP children with poor attendance/ PA (inc free breakfast grant application with Kelloggs)	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	1,2,3
Talk and Toast for all PP children to have enrichment social time over daily breakfast time.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	1,2,3
Increase the parental engagement with the academy through welcome meetings, workshops, information evenings, parents' evening and the availability of a safe space	<a href="https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement">https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement</a>	1,2,3,4,5

## Total budgeted cost

Total budgeted cost	£137, 115
---------------------	-----------

# 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 2021 to 2022 academic year.

### Pupil premium strategy outcomes

Disadvantaged pupils' attainment is low in places, including for the Year 1 phonics outcomes and end of Reception outcomes. This is a priority for improvement for 2022/23 and this cohort will be a particular focus of spending and targeted support. Phonics outcomes for pupils in Year 2 were more positive. The Year 2 pupils who cannot yet decode accurately, will remain a focus of spending and support into KS2.

At the end of reception 2022 there was a notable difference in pupil premium pupils and non pupil premium pupils achieving GLD. This will be a priority focus this year.

At the end of KS1 there was a notable difference between disadvantaged pupils and non disadvantaged pupils in reading and writing. The gap in maths is closing. This will continue to be a priority focus for spending and support in KS1.

At the end of 2022, in KS2 there was a notable difference in all areas. In reading the gap is beginning to close. Focus for developing and supporting all areas across KS2 will be a priority for this academic year.

Support will continue to be funded to improve attendance and low persistent absenteeism with a focus on disadvantaged pupils for 2022/23

Pupil premium children have access to extracurricular clubs and activities. These have been led by staff internally or by external services such as Legacy Dance and Multi-skills. Educational visits, including the Year 6 residential, were funded so that no child was unable to attend due to their disadvantaged circumstances. Further activities and visits will continue throughout the next academic year, ensuring every child has equal opportunities.