

# Pupil Premium Strategy Statement

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Failsworth       |
| Number of pupils in academy  | 1446 (Arbor 22/11/25)          |
| Proportion (%) of pupil premium eligible pupils  | 44.8%                          |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2024 to August 2027  |
| Date this statement was published  | 24th November 2025 (republish) |
| Date on which it will be reviewed  | 1st October 2026               |
| Statement authorised by  |                                |
| Pupil premium lead   | Rebecca Shaw/Nina Carter       |
| Governor / Trustee lead  | Ciaran Roberts                 |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £719,624 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| Total budget for this academic year   | £719,624 |
| 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 Failsworth we are fully committed to supporting our students, regardless of background, starting point or economic position, to live in a rapidly changing world, where independence and resilience are key to future success. Alongside our academic curriculum, we ensure that students develop cooperative behaviours. These behaviours are promoted through our Academy Values which are rooted in the Ways of Being Co-op. With a large number of students eligible for Pupil Premium we take an academy-wide approach to the structure and crafting of students' educational experience. We place the student at the heart of decisions made, and through our deep commitment to creating a world-class curriculum, developing expert pedagogy and practice and a relentless focus on an excellent quality of education where all our students can thrive and belong—we strive for the very best for all our students. This is embodied in our vision 'A centre of excellence, where the day in day out experience is outstanding for all'.

The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. This central principle underpins our approach to addressing disadvantage and informs our Pupil Premium Strategy. We believe all our students are entitled to a curriculum that challenges their individual abilities, is relevant to their experience and present needs; is inclusive and has application and value in the world outside the academy. Our students experience a curriculum that is knowledge rich, and is taught by expert teachers who have a deep understanding of pedagogy, of the subject that they teach and the way in which students learn and remember.

The recognition of students as individuals demands the application of appropriate pedagogical approaches, a clear understanding and knowledge of cognitive frameworks and theories, in particular how best to strengthen and deepen the knowledge, memory and understanding of the subjects they study in order to engage all our young people, including those with additional needs. Our curriculum is carefully crafted with all our students in mind; the expectation is that it is studied by all. Adaptations are made through expert selection of pedagogical approaches, how we teach all the concepts, not selecting which concepts to teach. This ensures all are fully immersed and no narrowing for any of our students occurs. With careful consideration to targeted and bespoke academic interventions, we aim to ensure that our students eligible for the Pupil Premium can be fully immersed in this educational process and be successful, supported where necessary to ensure full access to the curriculum and excellence through learning.

An excellent quality of education is our priority within the academy; with this in mind we provide a curriculum which is broad, balanced, has clear progression in subject expertise and knowledge and is filled with rich first-hand purposeful experiences. Through careful sequencing our KS4 builds seamlessly on the foundations in 'mastery' developed throughout KS3, allowing for success in terminal examinations and future destinations. Our philosophy for the curriculum experience is to provide a dynamic journey of learning from novice to expert.

We believe that to gain conceptual understanding students need to experience expert teaching. Through careful lesson sequencing, excellent cognitive knowledge, subject knowledge and pedagogical knowledge of our teachers, students receive a knowledge rich approach to their learning. Each step in the design and the delivery of our curriculum is informed by educational research and cognitive science. At the heart of our curriculum implementation is the development of the knowledge required for each subject, ensuring learning is generative. The process of memory underpins our pedagogical approaches, with the idea 'if nothing in the long-term memory has changed then nothing has been learned' underpinning our approach.

Our curriculum is our progression model; cementing and solidifying the expertise and mastery developed at KS3, moving to deeper learning and understanding of the core concepts at KS4. This approach encourages and embeds the expertise required to learn, whilst developing an understanding of the learning process through:

deliberate practice, development of cognition and metacognitive strategies. Reflection of the learning process and extension of new learning leads our students to a greater depth of subject expertise.

The focus on Pedagogical Subject Knowledge allows for a rich experience; excellent subject knowledge is expertly delivered through a deep understanding of pedagogical approaches and learning theories. Consequently, students know more, remember more and ultimately can do more. They experience a shift in long-term memory, are able to recall knowledge with fluency, leading to success in academic and personal achievements and progression.

As our curriculum is the progression model, we believe assessment should be meaningful and support our students to progress. Summative assessment is used at key points throughout the curriculum but we believe that formative assessment provides the most effective and powerful impact on student progression. Our approach to assessment is progressive, relative, formative, allowing for the development of expertise and is known within our Academy as 'Responsive Teaching'. Gaps are identified, understood and addressed through a deep understanding of pedagogy and generative learning. We also understand that examination and assessment outcomes alone are by no means enough. As a forward thinking academy we have a strong careers education focus throughout our curriculum. Through our unique offer, that is co-operative and inclusive in its approach, students receive a curriculum that is rich and relevant, challenging and rewarding, enjoyable and exciting. To ensure our students eligible for Pupil Premium can access all what is on offer, we are committed to increasing the attendance of our students through improved parental engagement and high quality pastoral support. High quality interventions and wider experiences are crucial in ensuring these students, as well as those sitting within the wider scope of disadvantage receive the highest quality of education, support and personal growth.

However, our Academy vision will only be truly realised if we improve outcomes for all our students, particularly those from disadvantaged backgrounds.

Our strategy is informed by up to date and relevant educational research published by a number of sources including the Sutton Trust Education Endowment Fund (EEF). The Academy has followed the recent guidance for Pupil Premium published by the EEF and has utilised a tiered approach to allocation and spending of Pupil Premium funding. This has enabled the Academy to balance its approaches to improving teaching, targeted support and wider Strategies. Additional evidence base outside of the EEF can be accessed here :

[Co-op Academy Failsworth Evidence Base2025/2026](#)

Our strategy to raise aspirations and outcomes for disadvantaged students is three-fold:

- An excellent quality of education through quality first teaching.
- Targeted and bespoke interventions to ensure students can fully access the curriculum and their learning.
- Increasing the attendance of our students through improved parental engagement and high quality pastoral support.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><u>Attendance of PP students</u></p> <p>Analysis of PP attendance shows a gap between non disadvantaged and disadvantaged students across all year groups. Attendance variability between NPP and PP is the number 1 challenge.</p> <p>Whole school attendance figures for the 2024/25 academic year was 90.83% whole school. PP attendance was 89.71% compared to 94.48% for non PP.</p> <p>Current term 1 attendance data for 25/26 academic year is 92.1% whole school. PP attendance is 89.44% and non PP attendance is 94.51%.</p> <p>This is an increase on the 24/25 academic year figures for term 1 where Whole school attendance was 90.8% with PP attendance at 88.22% and 93.28% for non PP students.</p> |

|    |  |
|----|--|
|    | <p>Absenteeism continues to negatively impact our disadvantaged students and is an area we will continually address within the Academy through a range of Attendance strategies.</p>   |
| 2  | <p><b><u>Attainment and Outcomes of PP Students</u></b></p> <p>White British Disadvantaged Average A8 nationally for 2023/24 was 30.3</p> <p>Our internal and external assessment data suggest that our disadvantaged students continue to perform lower on average to non-disadvantaged students. Our internal assessment data indicates disadvantaged students underperform across all subjects when compared to non-disadvantaged students.</p> <p>This group needs consistent high quality teaching and in class interventions. Class of 2025 saw a PP A8 of 37.25, a decrease from 38.24 in 2024, although a slight decline in PP A8 we hold a deep commitment to closing the PP attainment gap.</p>  |
| 3  | <p><b><u>Literacy Barriers</u></b></p> <p>The reading and vocabulary skills for all students eligible for PP are lower than non PP students with an average reading age gap of 6.6 months. This gap has closed from a previous average gap of 7 months. The average standard score has also increased in each year group and is in line with national standard age scores. There remains a significant large distribution range in standard age scores in each year group.</p> <p>Disadvantaged pupils will continue to be at the centre of our reading intervention programme and we will continue to support students in their reading until their reading age matches their chronological age to ensure they are able to access their curriculum fully.</p>   |
| 4  | <p><b><u>Increased Poverty and Adversity</u></b></p> <p>Through a number of sources such as structured conversations, parental meets, morning breakfast club, multi agency partnership working and increased numbers of families accessing the Academy community fridge and uniform exchange we are identifying an ever increasing number of students who are experiencing high levels of poverty. Over 1700 breakfasts are served to pupils over the course of a school week through the morning breakfast club; 45% of pupils in the Academy access the morning breakfast club regularly. Over 1400 items of school uniform were given to pupils through the school uniform exchange in preparation for the 25/26 academic year, and approximately 55% of the school have been provided with some form of school uniform this academic year to date. As an academy we have a high moral responsibility to work with our students, families and wider partner agencies to provide support where needed.</p> |
| 5  | <p><b><u>Lack of basic routines constructive to learning and lack of aspiration.</u></b></p> <p>Day to day observations, student conversations, multi partnership working as well as Academy Climate data and safeguarding data highlights inconsistency in routines and boundaries for pupils outside of the Academy hours. This results in some students within the Academy lacking in routine, motivation and education aspiration to engage in independent study outside of the classroom environment e.g. Revision and homework. As an Academy we provide a culture of routines, consistency and have high aspirations for every student to help break down these barriers to learning that students face outside of the Academy.</p>   |
| 6. | <p><b><u>Safeguarding and Wellbeing concerns</u></b></p> <p>The safeguarding and wellbeing of our pupils is a high priority for the Academy. Safeguarding and Child Protection data as well as other information, assessment, and multi agency involvement show that a significant proportion of pupils have social, physical and mental health concerns. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.</p>  |

## 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  |
|---|---|
| An excellent quality of education through quality first teaching in an academy where students can thrive and belong.                    | <p>KPIs in all year groups continue to show a rapidly improving trend year on year</p> <ul style="list-style-type: none"> <li>- Consistently high-quality teaching experienced in all subject areas and KeyStages- TLAC strategies to support</li> <li>- Students are aware of their own gaps in knowledge and how to address these gaps.</li> <li>- Students are better equipped to help themselves during lessons as well as outside of lessons through homework and revision.</li> <li>- High expectations from staff for all students to participate in challenging thinking evident in all lessons- a focus on thriving and belonging and culture error.</li> <li>- highly effective whole class feedback/live marking and verbal feedback is evident in lessons with pupils able to recognise the direct link between the feedback and their own learning.</li> <li>- Improved progress/attainment by students throughout all subjects and KeyStages.</li> <li>- KS4 outcomes progressing towards national average</li> </ul> |
| Targeted and bespoke interventions to address gaps in knowledge and ensure students can fully access the curriculum and their learning. | <ul style="list-style-type: none"> <li>- Improved attainment for students, showing gaps in knowledge have been diminished.</li> <li>- Increased attainment across all subjects</li> <li>- Increased attainment in all key measures including the correlation of pupils achieving L4+ and 5+ in English and Maths.</li> <li>- Narrowing of the gaps in progress and attainment between PP and non PP pupils.</li> <li>- Increased number of pupils engaging in revision and homework clubs/sessions.</li> <li>- Improved pupil confidence and aspiration as gaps in knowledge are addressed.</li> <li>- Greater engagement in learning resulting in positive academic outcomes for students.</li> </ul>  |
| Pupil premium attendance will be in line with the national average for all students.  | <ul style="list-style-type: none"> <li>- PP attendance rises in line with national averages</li> <li>- An understanding of the barriers preventing attendance.</li> <li>- Attendance team and Head of year rapid intervention where students fall below band 1 or band 2 in terms of DfE attendance banding approaches.</li> <li>- Teachers throughout the Academy engaged in challenging absences and supporting good attendance, both in lessons and through form time attendance focus session</li> <li>- High profile message on attendance and punctuality with week by week attendance tracking and monitoring completed by all students.</li> </ul>  |
| Disadvantaged pupils will participate in a robust form time reading program as well as a separate reading intervention                  | <ul style="list-style-type: none"> <li>- Form time reading programme is embedded and consistently delivered across the Academy</li> <li>- Reading programme evident within curriculum time and learning.</li> <li>- Targeted reading intervention programme for key pupils who are behind their peers in literacy.</li> </ul>   |

|   |  |
|---|--|
| programme that specifically targets weaknesses in their literacy.   | <ul style="list-style-type: none"> <li>- High expectations of pupils' oral language evident across all lessons.</li> <li>- Ongoing improvement in pupil literacy skills indicated through Reading baseline tests and formative and summative pupil progress data.</li> </ul>   |
| Improved behaviours for learning for disadvantaged pupils in the Academy  | <ul style="list-style-type: none"> <li>- students feel a sense of belonging in an academy where they can thrive</li> <li>- Increased engagement in the Academy curriculum resulting in more positive academic outcomes.</li> <li>- Increased recognition for PP students as part of Academy rewards and celebrating success.</li> <li>- Reduction in negative climate data for PP pupils.</li> <li>- Decrease in negative incidents and logs, such as reds, isolations and suspensions.</li> <li>- Robust Academy expectations on homework completion for all pupils resulting in reduction of non completion of homework</li> </ul>                       |
| Pupil premium students in all year groups, will be able to access the Academy breakfast club every day before school starts.                        | <ul style="list-style-type: none"> <li>- Breakfast club is embedded as part of the Academy day for pupils</li> <li>- Key pupils targeted for breakfast club where poverty is highlighted as a barrier for the family and pupil.</li> <li>- Increase in PP attendance and punctuality</li> <li>- Significant increase in breakfast club</li> <li>- Year 11's are able to access breakfast club and early morning revision at the same time.</li> <li>- Wider pastoral work completed with pupils on the back of breakfast club to break down any further barriers to learning that pupils may be experiencing such as equipment, uniform issues.</li> </ul> |
| Improved wellbeing for disadvantaged pupils through high levels of safeguarding, support, standards and routines and rituals throughout the Academy | <ul style="list-style-type: none"> <li>- Improved attendance for pupils that are involved with external agencies such as Children's social care.</li> <li>- Reduced numbers of mental health referrals</li> <li>- Reduction in long term absence and anxiety based school avoidance</li> <li>- Reduced numbers of pupils with exam based anxiety</li> <li>- Targeted support from key staff e.g DSL, Head of Year, school counsellor, SEN team.</li> </ul>   |

## 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                             | £ 819,904  |                               |
|---|--|-------------------------------|
| Activity                                  | Evidence that supports this approach   | Challenge number(s) addressed |
| To develop pedagogical knowledge, subject | What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural | 2,3, 4                        |

|   |   |                         |
|---|---|-------------------------|
| <p>knowledge, cognitive knowledge through high quality CPD (TLAC) creating highly skills teachers</p>   | <p>changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited - <i>EEF, Closing the Attainment Gap</i>. By developing high quality teacher professional development in-house, informed by the most current and relevant education research, alongside cognitive science then we have the opportunity to provide the highest quality of education for all our students, but particularly those from disadvantaged backgrounds.</p>   |                         |
| <p>To develop a culture of responsive teaching using effective feedback techniques and assessment that sees the curriculum as the progressive model</p> | <p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzing, low stakes assessment, knowledge drops) while avoiding the introduction of unnecessary tracking systems. Addressing gaps in achievement by focusing on specific gaps in knowledge or lack of skills at the point of delivery is a high impact strategy in terms of the progress disadvantaged students make. Implementation of TLAC strategies focus on the development of inclusive teaching, ensuring equity of voice and high think/participation ratio for disadvantaged students.</p> <p>Black, P., &amp; Wiliam, D. (2009). Developing the theory of formative assessment. <i>Educational Assessment, Evaluation and Accountability</i></p> <p>Dylan Wiliam -<br/> <a href="https://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html">https://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html</a></p> <p>National Foundation for Educational Research (NFER) -<br/> <a href="https://www.nfer.ac.uk/publicationsresearch/">https://www.nfer.ac.uk/publicationsresearch/</a></p> <p>Black P and Wiliam D (2006) Assessment for learning in the classroom.</p> | <p>2,3</p>              |
| <p>Homework</p> <p>To develop a culture of independent study and revision</p>   | <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space,</p>  | <p>1, 2, 3, 4, 5, 6</p> |

|                      |   |                  |
|----------------------|---|------------------|
|                      | <p>are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p> <p>EEF- Homework TEaching and Learning Toolkit</p>   |                  |
| Midday/Morning meets | <p>Consistent strong routines to support positive learning behaviours continues to be a national priority. In practice, this may mean:</p> <ul style="list-style-type: none"> <li>• re-establishing a whole-school culture in which behaviour routines are implemented positively, consistently, and with transparency- thriving and belonging</li> <li>• approaching transition carefully, ensuring that pupils: <ul style="list-style-type: none"> <li>◦ receive a well-sequenced curriculum that builds on their prior learning experiences;</li> <li>◦ have a strong understanding of school routines and expectations;</li> <li>◦ and benefit from opportunities to establish new friendships.</li> </ul> </li> </ul> <p>Moving Forward, Making a Difference- School Planning Guide 2022-23 EEF</p> <p>Direct instruction model (Adams &amp; Engelmann, 1996),</p> <p>Dunlosky et al. (2013), Improving students' learning with effective learning techniques.</p> | 1, 2, 3, 4, 5, 6 |

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

|               |                                      |                               |
|---------------|--------------------------------------|-------------------------------|
| Budgeted cost | £ 96,787                             |                               |
| Activity      | Evidence that supports this approach | Challenge number(s) addressed |

|  |   |                   |
|--|---|-------------------|
| <p>Extended school day for all students- Year 7, 8 and 9 reading for fluency programme, Y10 and 11 addition AM form time to ensure a full CIEAG and PD programme</p> | <p>Part of post covid action plan to support pupils with their literacy and reading fluency and enable pupils to access the full Academy curriculum. Evidence suggests that pupil reading fluency has declined as a result of covid pandemic.</p> <p>Evidence from the EEF suggests that disadvantaged students are less likely to be secondary ready in comparison to their peers from non disadvantaged backgrounds.</p> <p>CEIAG can be more effective for disadvantaged students by providing targeted support and resources to overcome barriers like a lack of information and access to experiences. Disadvantaged students are more likely to miss out on high-quality Careers Education, Information, Advice and Guidance (CEIAG) and face challenges such as limited exposure to diverse career pathways, lack of work experience, and stereotypes that limit their aspirations- Career Development Institute</p> | <p>2,3,4,5</p>    |
| <p>Extended school day for Year 10 and 11 cohorts</p>  | <p>Bespoke revision and coaching sessions which target gaps in knowledge and consolidate current understanding. Frequent changes of grouping as part of a responsive teaching and marking approach. Evidence seen through year on year improvement in attainment for PP students and the narrowing of the gap between NPP and PP pupils within the Academy.</p> <p>An extended school day can benefit, not disadvantage, disadvantaged students by providing crucial support, a safe space for learning, and access to enrichment activities that may be otherwise unavailable to them- <a href="#">GOV.UK</a>- Length of school day paper</p>  | <p>2,3, 5</p>     |
| <p>Targeted Academic support across all year groups</p>  | <p>Successful programmes already established within the Academy:</p> <p>In School Tutor Programme - 1-1 tutoring programme for targeted students in English and Maths Y11. High levels of participation and engagement and offers bespoke English and Maths intervention. Evidence from EEF says that disadvantaged students who achieve highly in primary school are less likely than their peers to receive top grades at GCSE. Targeted 1-1 tuition can help to prevent this by supporting pupils by filling gaps in their knowledge and embedding current knowledge further.</p> <p>School based reading Intervention - daily reading programme for years 7, 8 and 9 which focuses upon reading fluency in order to help improve pupil comprehension. The pupils are reading novels collectively as a group using pedagogical techniques</p>  | <p>2, 3, 4, 5</p> |

|   |   |                 |
|---|---|-----------------|
|   | <p>from evidence-informed research. Evidence showed pupils made progress in Access Reader assessments after taking part in the reading intervention. Evidence from EEF states that accelerated reading programmes show significant progress made in reading for those pupils involved in the programme in comparison to similar pupils not involved. For pupils who are eligible for FSM the progress is even more significant.</p> <p>Form time intervention programme - bespoke intervention which involves targeted pupils working within specific subjects for a period of time to close gaps in knowledge. Evidence from EEF says it is beneficial to students to address gaps in knowledge or lack of skills with effective classroom intervention</p> <p>Subject Intervention sessions - Pupils working in small groups on filling gaps in knowledge. Intensive sessions designed to be delivered over short periods of time and cover small chunks of knowledge, theory and skills. for example 15 days of 30 minutes of intensive maths support for pupils identified with the same gaps in knowledge.</p> <p>Evidence from the EEF says that targeted small group interventions have the potential for the largest immediate impact on attainment especially when linked to classroom teaching and targeted at pupils's specific needs.</p> |                 |
| <p>Dedicated tutors for Core subjects (1 Eng, 1 Ma.)</p>                                  | <p>Using our pupil premium money and the ability to have our own tutors we have employed and English tutor to work 10-5pm daily both in the classroom alongside classroom teachers during the school day and as well as 1-1 and small targeted group intervention sessions outside of the day</p> <p>Evidence from the EEF suggests that high quality targeted interventions are embedded when the teaching assistant/tutor holds excellent subject knowledge and is experienced. In addition to this linking the intervention to the classroom teaching by ensuring explicit connections are made has an impact on pupil attainment and adds value to classroom learning.</p>  | <p>2,3,4, 5</p> |
| <p>Student leadership opportunities and initiatives such as Student Leaders Programme</p> | <p>5 members of staff now responsible for driving extracurricular and leadership across years 7 to 11. Academy relaunch of the extra curricular, interform events and student leadership programme.</p> <p>Evidence from National college research states that 'Often the experience of PP students is the home to school journey. PP students need greater knowledge of the wider world.'</p> <p>In support of this, evidence from the EEF states that aspiration interventions are low cost and the</p>   | <p>4, 5, 7</p>  |

Sandringham research school (2019) states that opportunities provided within extra-curricular programmes create a sense of belonging, build resilience and confidence, therefore impacting on self esteem.

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

Budgeted cost £ 154,788

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Increased capacity in Attendance team to support PP attendance  | <p>Improvement in PP attendance in previous academic years needs to be sustained and improved.</p> <p>Dedicated Attendance officers for each year group to work with families and Head of Year in supporting attendance and pupil mental wellbeing where this is a barrier to attendance. Bespoke support packages through the Academy stepping stones programme in place to support return to education for pupils who have been out of education for a period of time. Enhanced links with the Local Authority attendance service to offer additional layers helps to create a multi agency approach to support pupils and their attendance where wider stakeholders may be needed.</p> <p>Evidence from EEF suggests that bespoke pastoral support packages which include attendance support have a positive impact on pupil attainment as the child and family are more likely to engage in the package.</p> | 1,2,4,5,6                     |
| Increased capacity in Pastoral care within the Academy  | <p>Dedicated non-teaching Head of Year, Assistant head of year for each year group and two senior pastoral managers in the Academy to provide pastoral support for all pupils. To ensure that all pupils are ready to learn, any barriers to learning (internal and external factors addressed) are removed quickly and smoothly so that all pupils can access their teaching, learning and curriculum to their full potential. Year teams move with their year groups throughout their daily timetable to ensure that this approach remains effective at all points of the day.</p> <p>Evidence of this approach has seen a significant improvement in pupil engagement and positive learning behaviours in classrooms resulting in a better culture for learning all.</p>  | 1, 2,4,5                      |
| Engaging parents in supporting their child's education and wellbeing through emails and text messaging. | <p>Informing parents with key messages about upcoming assessments, attendance updates, key safeguarding messages, homeworks, rewards, positive news and what their child is learning at school through text message and email aims to increase the involvement of hard to engage parents in their child's education through a simple yet effective communication approach.</p> <p>Evidence from EEF suggests that this approach can engage parents in their child's education and improve pupil</p>  | 1,2,4,5                       |

attainment in key subject areas, reduce absenteeism and parent buy-in is high.

## Total budgeted cost

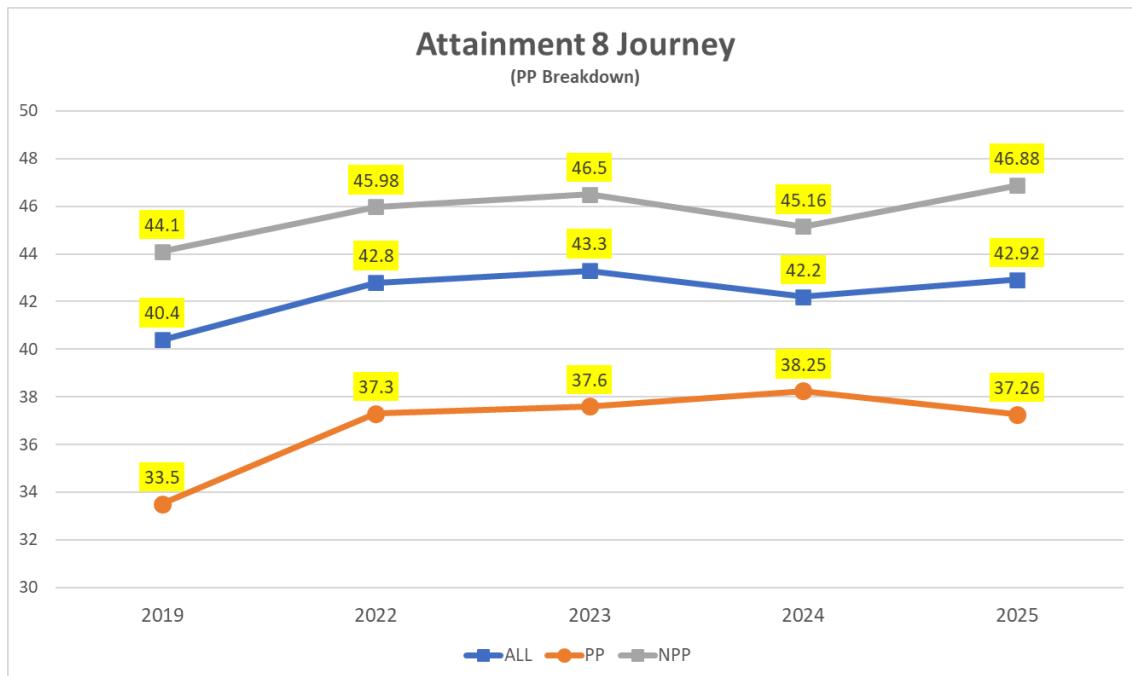
Total budgeted cost

£ 1,071,479

# 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 students during academic years 2019- 2025



### Pupil premium strategy outcomes

Action 1 - To improve the quality of education within the classroom through focus and implementation of :

- A focus on implementation of classroom practice with a particular focus on TLAC strategies
- An academy-wide focus on formative assessment
- 7-11 curriculum written and resources produced in response to the new curriculum
- Investment in pedagogy of teaching staff and CPD

Action 2 - To improve progress of literacy and numeracy by identification of students who are not secondary ready

- Effective implementation of reading intervention programmes for Year 7-11 pupils identified with low reading and literacy levels.
- All students completed the Access Reading test as set out by the Trust which gave baseline data and allowed identification of pupils for intervention. Repeat assessment used to assess progress from the intervention
- Baseline reading assessments completed for all years 7 - 11 and retesting for those accessing intervention/who are below chronological reading ages

Action 3 - To diminish the gap between PP and NPP for High Ability students. To ensure PP students classed as High Ability achieve their potential

- Independent learning calendars for all pupils

- Parental contact and engagement established with regular parental contact made for updates and tips on how to support their child in preparation for their GCSEs.
- All pupils accessed tutor sessions/intervention sessions targeting gaps in knowledge
- coaching walks with a focus on the engagement of these pupils in classrooms
- 1-1 mentoring for these pupils led by Head of Year and Assistant Headteacher Key Stage 4
- University, Brilliant Clubs and UoM programme access for all pupils.

Action 4 - To implement a year 11 strategic plan for all PP students to ensure any gaps in knowledge and skill are covered to close the attainment gap

- Tutor programme for all targeted pupils in Maths and English
- Period 6 prioritising PP and High Ability PP students to ensure these pupils are accessing the subjects where progress is not at expected level and significant gaps in knowledge occur.
- PP pupils with Grade 4 predictions but on the borderline with Grade 3 were taught by postholders.
- Thursday period 6 for PP students with significant gaps in knowledge in place.
- Early morning and Period 7 private study sessions ran by the Head of Year for all pupils to access school equipment and facilities to support revision.
- Full mapping of Y11 curriculum to resequence learning and account for gaps due school closure.
- Additional pastoral support and structured conversations in place to support pupils with the exam preparation and during the exam period.
- Introduction English and Maths intervention session during form time

Action 5 - All PP students to achieve their target grade or better:

- All students have aspirational targets
- Granular approach to tracking and monitoring students attainment
- the CO2025 were measured using A8 rather than P8 due to no KS2 data- with this cohort we saw a drop in attainment in 2025- see graph above

Action 6 - To improve the behavioural climate for all students including PP students.

- New behaviour policy introduced in May 2022 and is now embedded, reviewed at key point throughout each academic year- the focus has now shifted to excellence in academic ethos, thriving and belonging,
- Significant reduction in the number of pupils who are displaying repeat patterns of behaviour.
- Daily average of pupils receiving sanctions has decreased year on year.

Action 7 - Attendance to stay above 95% for all students in particular PP students.

- Attendance nationally continues to be a concern for all especially PP students where the gap is widening.
- Attendance support is in place for all pupils whose attendance is not at the Academy expectation.
- Improved partnership working with the local authorities for Manchester and Oldham to ensure families are supported through a multi agency response where appropriate.
- Increased capacity throughout the Academy to support and challenge low pupil attendance

Action 8 - To work towards poverty proofing the school.

- Hardship money used effectively to ensure that no pupil went without uniform or equipment
- Uniform exchange introduced with over 1350 items provided to families in need.
- Period Poverty programme implemented with successful pupil engagement and has now expanded to providing other period items such as tights, underwear where needed.
- Academy Community Fridge opened with good community engagement
- Academy partnership with local Morrisons to provide food parcels for families in need. Pastoral and attendance team delivering packages as part of extended pastoral provision.
- Magic breakfast programme providing breakfast to any pupil that needs it
- Working in partnership with LA to ensure that families with external services involvement (Children's Social Care, Early Help, Youth Justice, CAMHS) are able to access the right levels of financial support and grants in order to support their child's education more effectively. Such things include the purchase of annual bus passes, music lessons and sports specific clothing.
- Revision material provided for all Y11 and Y10 students to ensure all have access to the materials required for GCSEs

## Externally provided programmes

| Programme                                    | Provider                                     |
|--|--|
| Year 6 to Year 7 Transition programme        | Oldham Local Authority                       |
| Read, Write, Inc. / Fresh Start              | Ruth Miskin Literacy                         |
| Abram Wilson project Abram Wilson Foundation | Abram Wilson project Abram Wilson Foundation |
| Jamie's Farm                                 | Jamie's Farm                                 |
| Duke of Edinburgh Awards                     | Duke of Edinburgh                            |
| Envision Project                             | Envision                                     |
| Reading Plus                                 | Reading Plus                                 |
| Universify                                   | Universify                                   |

## Service pupil premium funding (optional)

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

## Further information (optional)

Further information