

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic and modern aesthetic.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year, with the intention of helping to improve the outcomes of our disadvantaged pupils.

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

Academy overview

Detail	Data
Academy name	Co-op Academy New Islington
Number of pupils in academy	September 2022: 381 September 2023: 383
Proportion (%) of pupil premium eligible pupils	September 2022: 17.1% September 2023: 19.06%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	AGC
Pupil premium lead	Jen Morris
Governor / Trustee lead	Scott Bennett-Pearce

Pupil premium strategy plan

Statement of intent

Statement of intent

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

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

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

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

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

We create a culture amongst our staff where:

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

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

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

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

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

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

Challenges

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

Challenge number	Detail of challenge
1	The majority of our children eligible for pupil premium have complex social and emotional and mental health difficulties, experiencing a number of Adverse Childhood Experiences
2	41% our children eligible for pupil premium have SEND needs or are being monitored for low attainment.
3	A number of our children eligible for pupil premium have low levels of parental engagement. Attendance of PP parents is lower than other parents. EEF states ' <i>it is crucial to consider how to engage parents to avoid widening the attainment gap.</i> '
4	Newly arrived pupils / pupils in the early stages of language acquisition are unable to access the National Curriculum and need additional support to develop basic skills / transition to mainstream schooling / class tasks.
5	Pupils enter EYFS with listening and speaking skills that are significantly below their developmental age.
6	Lack of a language-rich home environment in some households result in fewer opportunities to speak and listen in English. There a low levels of english language upon entry into EYFS

Funding overview 2022/23

Detail 2022/23	Amount
Pupil premium funding allocation the academic year (2022/23)	£87,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for the academic year (2022/23)	£87,200

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan 2022-2025, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><i>Complex social and emotional needs and low levels of resilience have a detrimental impact on friendships, perception of 'self' and the ability to deal with disappointment.</i></p> <p><i>For our pupils to learn how to regulate their emotions, and to develop a resilience thus enabling them to cope better with life's challenges</i></p>	<p><i>Disadvantaged children will be supported emotionally and socially to enable them to thrive as a whole round individual.</i></p> <p><i>Targeted support groups will be prioritised and an EAA will be made available to these children.</i></p>
<p><i>To achieve academically at least in line with national outcomes</i></p>	<p><i>Disadvantaged children's outcomes in reading, writing and maths are narrowing rapidly to be in line with children who are not disadvantaged within two years, shown in internal assessments and at all national assessment points</i></p> <p><i>Disadvantaged children are prioritised for in-school booster sessions</i></p>
<p><i>Disadvantaged children have equality of opportunity for all trips, residential and after school opportunities in line with their non disadvantaged peers</i></p>	<p><i>Disadvantaged pupils are actively targeted for attendance on all school trips and residential opportunities with additional financial support where required.</i></p>

Activity in last academic year

This details how we spent our pupil premium (and recovery premium funding) in the academic year 2022/23 to address these challenges:

Teaching

Budgeted cost 2022/23	£35,506
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Direct Academic Support costs</p> <p>Little Wandle</p>	<p><i>Training and resourcing for Little Wandle Letters and Sounds</i></p> <p><i>An effective phonics programme is essential in order that the children learn to read quickly and therefore can access rich texts and learning experiences. Our 1,2,4,5</i></p>	2, 4, 5, 6
<p>Direct staff costs</p> <p>Forest School sessions, bespoke music therapy sessions</p>	<p><i>A bespoke timetable enriching children's experience with the outdoors. Sensory experiences through music, performing, feeling rhythm. Forest Schools are multi-sensory and can help improve concentration and the motivation to learn. Forest Schools can help children with learning disabilities or additional needs to gain more independence and self-confidence, reduce anxiety, build resilience, and improve their communication skills.</i></p>	1, 3,
<p>Direct academic support costs</p> <p>Speech and Language Therapist To screen all children on entry and bespoke programmes are put in place.</p>	<p><i>Use of tutor catch up funding to provide intensive interventions with TA's</i></p> <p><i>&LT interventions programme to develop both receptive and expressive skills</i></p>	4, 5 6
<p>Specialist music tuition provided to PP children across KS1 and KS2</p>	<p><i>EEF identifies teaching of the arts has a positive impact on academic outcomes Music approaches help to increase children's confidence and perseverance</i></p>	1, 2

Budgeted cost 2022/23	£28950 total
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Direct staffing costs</i></p> <p><i>Targeted Teacher Assistant interventions</i></p>	<p><i>Gaps in learning since the start of the pandemic show that less children are working at ARE and making the progress we expect.</i></p> <p><i>Specific intervention to close these gaps is necessary.</i></p>	2, 4, 6
<p><i>Direct structured intervention costs</i></p> <p><i>Speech & Language Therapists to target identified children.</i></p>	<p><i>Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening & a combination of the two show positive impact on attainment.</i></p>	2, 4, 5, 6
<p><i>Direct structured intervention costs</i></p> <p><i>School-led tutoring</i></p>	<p><i>Focus on intensive academic booster work delivered by trained teacher</i></p>	2, 4

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

Budgeted cost 2022/23	£ 22744
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Forest school and targeted music therapy</i></p>	<p><i>A bespoke timetable enriching children's experience with the outdoors.</i></p> <p><i>Sensory experiences through music, performing, feeling rhythm.</i></p> <p><i>Forest Schools are multi-sensory and can help improve concentration and the motivation to learn. Forest Schools can help children with learning disabilities or additional needs to gain more independence and self-confidence, reduce anxiety, build resilience, and improve their communication skills.</i></p>	1
<p><i>Provision of wider opportunities:</i></p> <p><i>Educational Visits, Musical Instrument Tuition, Residential Visit, RSC Lead School Status, Arts provision</i></p>	<p><i>Provision of after school clubs, educational visits and residentials to enrich the learning and school experience</i></p> <p><i>Residential Costs</i></p>	1, 2, 4, 5, 6,

<i>SEMH adults Thrive CPD to train staff in approaches to mental health</i>	<i>Senior Mental Health Lead training Learning Mentor To support the Nurture and Behaviour Lead to stop issues before they start</i>	1
<i>Lunchtime Support to provide high quality games and activities to engage pupils</i>	<i>Additional coaches for lunchtimes and games lessons to ensure smaller groups can focus with an adult on developing skills</i>	1

Funding overview 2023/24

Detail (as at September 2023)	Amount
Pupil premium funding allocation the academic year (2023/24)	Predicted £90,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for the academic year (2023/24)	£90,000

Intended outcomes 2023/24

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

Intended outcome	Success criteria
<i>Complex social and emotional needs and low levels of resilience have a detrimental impact on friendships, perception of 'self' and the ability to deal with disappointment.</i>	<i>For our pupils to learn how to regulate their emotions, and to develop a resilience thus enabling them to cope better with life's challenges</i>
<i>To achieve academically at least in line with national outcomes</i>	<i>Disadvantaged children's outcomes in reading, writing and maths are narrowing rapidly to be in line with children who are not disadvantaged</i>

	<i>within two years, shown in internal assessments and at all national assessment points Disadvantaged children are prioritised for in-school booster sessions</i>
<i>Disadvantaged children have equality of opportunity for all trips, residential and after school opportunities in line with their non disadvantaged peers</i>	<i>Disadvantaged pupils are actively targeted for attendance on all school trips and residential opportunities with additional financial support where required.</i>
<i>To increase parental engagement and family support that is provide for disadvantage children and their families.</i>	<i>Participation in family learning events, parents evening and parent workshops.</i>

Intended Activity in academic year 2023/24

Teaching

Budgeted cost 2023/24	£41,935
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Direct Staffing costs</i> <i>SEMH Teaching Assistants</i> <i>Forest School Teachers</i> <i>Sports Coaches</i> <i>Trauma Informed Practitioner</i>	<i>A bespoke timetable of 1:1 and small group teaching to support our more vulnerable pupils who have experienced Trauma.</i> <i>A Trauma informed practitioner to support pupils mental health and wellbeing, developing a sense of self worth in order to cope with the complexities in their lives.</i>	2, 4, 5, 6
<i>Direct academic support costs</i> <i>Speech and Language Therapist</i>	<i>S&LT interventions programme to develop both receptive and expressive skills</i>	4, 5 7
<i>Maths lead to deliver regular CPD on White Rose including effective same day interventions</i>	<i>EFF completed research into Improving Mathematics in Key Stage 2 and recommended that schools should provide regular support and training for developing mathematical teaching approaches</i>	2, 5, 6
<i>Phonics CPD for all staff to able them to deliver catch up interventions in lower KS2</i>	<i>Phonics has a positive impact overall with very extensive evidence and it is an important component of early reading skills</i>	2, 3, 5, 6

Ongoing coaching for KS1 staff		
Primary Jigsaw Scheme of work	A personal, social, health and economic scheme of work that supports the PSHE national curriculum expectations for children from EYFS - Year 6.	1, 2, 5, 6
Little Wandle	A government backed early reading and phonics scheme to teach pupils the fundamental skills needed to read and write.	2, 3, 5, 6

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

Budgeted cost 2023/24	£40,168
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct staffing costs Targeted Teacher Assistant interventions	Gaps in learning since the start of the pandemic show that less children are working at ARE and making the progress we expect. Specific intervention to close these gaps is necessary.	2, 4, 6
Direct structured intervention costs Speech & Language Therapists to target identified children.	Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening & a combination of the two show positive impact on attainment.	2, 4, 5, 6
Direct structured intervention costs School-led tutoring	Focus on intensive academic booster work delivered by trained teacher	2, 4, 6
Maths lead to develop same day interventions throughout the school to plug the gaps in learning that have risen that day	EEF - Small group tuition Small group tuition is defined as an educator working with 2-5 pupils. It enables a teacher to focus on a small step in a maths process. It is likely to be effective in targeting pupils' specific needs	2

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

Budgeted cost 2023/24

£4,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School provision</i>	EEF Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 2, 4, 5
<i>Chimp Management Programme</i>	<i>A bespoke 4 session programme for Year 3 and 6, to develop the pupils' resilience, and to teach pupils how to manage emotions in order to learn effectively.</i>	1, 2, 6
<i>Provision of wider opportunities: Educational Visits, Musical Instrument Tuition, Residential Visit, RRSA Lead School Status, Arts provision</i>	<i>Provision of after school clubs, educational visits and residential to enrich the learning and school experience</i> <i>Residential Costs</i>	1, 2, 4, 5, 6, 7
<i>SEMH trauma Informed Practitioner diploma</i>	<i>SEMH TA to complete the Trauma Informed Practitioner Diploma. They work closely with children with high ACE scores and underlying trauma.</i>	1
<i>Lunchtime Support to provide high quality games and activities to engage pupils</i>	<i>Additional coaches for lunchtimes and games lessons to ensure smaller groups can focus with an adult on developing skills</i>	1
<i>Targeted Swimming top up sessions</i>	<i>A small number of year 6 children attend weekly swimming lessons with year 4 to ensure they meet the age related expectations. These children are PP</i>	
<i>Range of family learning opportunities to be arranged throughout the school year involving learning alongside your child.</i>	<i>Parental engagement has a positive effect on attainment</i>	3

<p><i>Behaviour policy to be reviewed through pupil voice, walk arounds, Arbor records and parent feedback</i></p>	<p><i>Both targeted interventions and universal approaches have positive overall effectiveness. Development is an important part of ensuring high quality and consistency across school</i></p>	<p>1, 4, 7</p>
<p><i>The offer of breakfast club to disadvantaged children with low attendance or issues around being late to school on a regular basis</i></p>		