

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

Pupil Premium Strategy Statement

Pupil premium strategy statement

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

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

Academy overview

Detail	Data
Academy name	Co-op Academy Leeds
Number of pupils in academy	914
Proportion (%) of pupil premium eligible pupils	58.97% (539 eligible students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	October 2021
Date on which it will be reviewed	Sep 2022
Statement authorised by	Brian Kelly
Pupil premium lead	Paula Baigent + John Cafferky
Governor / Trustee lead	Gary Dewin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 514,745
Recovery premium funding allocation this academic year	£77,430
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	£592,175

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

The Academy mission and vision states that we are ambitious for ourselves and our diverse communities and we will endeavour to make the world a better place through our actions. We will be determined to succeed and show respect, kindness and integrity to everyone, everyday. We want our students to have every opportunity open to them to be happy, healthy and successful in their life. For this to happen, we need these students in school regularly and attending lessons. From those lessons, they need to acquire powerful knowledge, so they can develop into confident, resilient and independent learners. This will help them to be happy, healthy and successful themselves but also help them to contribute well to society. We want our disadvantaged students to experience a curriculum that has the potential to elevate them, so they feel empowered to engage in the world around them and beyond but to also question and challenge this world and the negative impression it can create. Our curriculum is carefully designed to counterbalance some of the negative messages they may receive through the media, notably English units that focus on rhetoric (Y7), gender debate (Y8), social media (Y9). We understand that quality, first wave teaching will have the greatest impact on the outcomes and life chances of Pupil Premium students and that will be an important part of our focus in raising standards for all.

We know that the diversity within our school is part of its strength but we also know that developing English language and vocabulary is a high priority. For this reason, we have put language, literature and vocabulary at the heart of our curriculum, taking every opportunity to broaden our pupils' language skills, so that it is functional and academic. We want all our students to be equipped with a vocabulary and powers of expression that will remove barriers to success.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students' attendance and punctuality is worse than that of non Pupil Premium students and this presents a barrier to progress and attainment.
2	Pupil Premium students need to access a broad and balanced curriculum offer successfully so that every opportunity is open to them.
3	Securing outcomes that will provide opportunities for the next phase of education / training / employment.
4	Raising the level of numeracy and literacy of students as they join the academy. The starting points in terms of literacy and numeracy for some year 7 students at KS3 are low and this leads to lower attainment outcomes in English and Maths
5	Offer a wide range of opportunities and experiences that the students will engage in and benefit from

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
Disadvantaged students are attending school and lessons more regularly	<ul style="list-style-type: none"> Attendance for disadvantaged students improves in every year group PA falls and is in line with national average PA figures will be below the national average of 13.7% and students who historically fall into PA will be mentored and this will see students come out of PA. The attendance of disadvantaged students will begin to rise above 95%. There will be a gap of zero between disadvantaged students and non-disadvantaged students. High quality support and challenge for students in tutor times will see strong practice rise across tutor groups and attendance will rise to 95%+. Students who fell below 92% the previous year will be offered mentoring in order to help increase their attendance. Students aspire to achieve 96%+ attendance.
Accessing a broad and balanced curriculum offer successfully	<ul style="list-style-type: none"> Climate for Learning is consistent across the school as demonstrated by QA and behaviour data Praise is used consistently to motivate students Teaching Principles are seen consistently across the academy as demonstrated by QA Coaching with every teacher helps them to enhance their practice as demonstrated by QA Interventions evident in books and teacher folders that show how all students are supported in accessing an ambitious, broad and balanced curriculum. High level of active participation in Engage Programme, with positive student voice. Students progress through EAL levels so they can access the mainstream curriculum as quickly as possible
Disadvantaged students take the opportunity to explore wider curricular experience..	<ul style="list-style-type: none"> Engage Programme enables students to explore new talents and develop new skills, with positive Student Voice recognising this. Peri teachers are able to give more students the chance to learn a musical instrument.
Securing outcomes that will provide opportunities for the next phase of education / training / employment	<ul style="list-style-type: none"> Reduced Level 1 courses Increased Ebacc uptake Improved KPI (Basics 5+) Improved Attainment 8 figures Improving Progress scores Reduction in NEET figures
Raising level of numeracy and literacy of students	<ul style="list-style-type: none"> Improvement in reading ages as measured in GL Assessments in year 7, 8 and 9. Effective tracking and monitoring is in place to measure student progress and the impact of the intervention. SEN referrals are timely and build a holistic picture of need.

- Book studies show evidence of improvement of time of literacy and numeracy levels
- Literacy across the curriculum embedded in departmental schemes of learning and evidenced through QA (book studies)
- Use of academy qualities embedded.

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, PDL, recruitment and retention)

Budgeted cost

£296,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching - 1 lesson per fortnight PAS Platform	<p>Rationale</p> <p>There is a huge amount of evidence to support the use of instructional coaching to improve teaching and learning. references can be found here: https://samsims.education/2019/02/19/247/</p> <p>PAS is used by many schools as well as by Ambition Institute as its coaching provider for the ECF. Meaning it has credibility as a tool for implementing instructional coaching and the set up means low lead in time needed and we are starting with a bedrock of expertise to build upon.</p> <p>Impact</p> <p>Coaching utilised by all staff and QA of this demonstrates consistency and fidelity to principles and procedures. QA demonstrates an improvement in the quality of teaching.</p>	2, 3 and 4
Extra lessons for Year 10 and 11 in English and Science	<p>EEF research reference: +3 months</p> <p>To support students and the lost learning, we have extended the school day and week, so year 10 and 11 students will have 27 learning hours a week and Key Stage 3 students will all take part in the Engage curriculum - offering extra curricular activities and opportunities for all children. £72,000</p>	

2 hour PDL every week	<p>Rationale PDL structure is evidence based (references can be found here: PDL Facilitator Guidance).</p> <p>PDL journal used to support implementation of and reflection on strategies and knowledge covered (£180 / term).</p> <p>Department time is used to develop subject specific implementation of whole school strategies. Time is also dedicated to subject teams collaboratively planning based on the whole school strategies to ensure opportunities for learning from one another and to produce resources that the team can all use.</p> <p>Impact PDL will be evaluated using Guskey's 5 levels: participants' reactions, participants' learning, organisation and support, participants' use of new knowledge and skills and student outcomes.</p> <p>Ref - Evaluating Professional Development (Guskey TR, 2000, Thousand Oaks, CA: Corwin Press)</p>	2, 3 and 4
Director support - Maths, Science - 2 days a week MFL, DT	The director of Maths attends the academy two days during the week supporting the department with teaching KS4 classes. Joint learning walks are carried out and this is assessed against the previous ofsted AFIs and the academy climate for learning. This forms the basis for bi-weekly Maths staff CPD training, the Year 11 strategy and provision for SEND within the department. The director, having previous knowledge of the department, also helps to provide mentor support for the department lead and through this, helps to develop the leadership in the Maths department bespoke for the academy.	2,3 and 4
PDL library	To support teachings in participating in personalised PDL opportunities.	2, 3 and 4
Visualisers for classrooms	To enable better modelling and scaffolding to support Challenge for All. (x40 = £3870)	2, 3 and 4
Professional Development - NPQ, Masters in Education	<p>We have the following numbers of staff taking part in external leadership PDL to increase leadership capacity across the academy:</p> <p>NPQLT - 5 NPQLBC - 1 NPQH - 1 Masters in Education Leadership and Management - 4 CSLE (Leadership Matters) - 1 NASENDCo - 1</p>	All

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

Budgeted cost		£148, 000
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NTP Academic mentors scheme</p> <p>Tuition in session ratios of 80% at 1:3, 10% at 1:2 and 10% at 1:1 whilst ensuring it focuses on those who are eligible for pupil premium, or those that may have been impacted by disruption to their education.</p> <p>AMs provide at least a minimum of 15 hours of AM Tuition each to at least 70 children who are eligible for pupil premium</p>	<p>EEF research reference - Small group intervention: +4 months</p> <p>EEF research reference - One to One Tuition: + 5 months</p>	3 and 4
<p>NTP tutors</p> <p>Planned for half term 2: 20 PP students in Year 10 for each subject- science, humanities and MFL- 15 sessions x 3 subjects x 20 students</p>	<p>This is a national strategy to improve students attainment, progress and confidenceThe National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic.</p>	3 and 4
<p>PET XI</p> <p>18th, 19th and 20th Oct - full days.Year 11 and will be aimed at 25 students (60% PP) over 3 full days.</p>	<p>PP students selected who are underachieving or are on the borderline of grades that they need to achieve.</p>	3 and 4
<p>Tutor Trust</p> <p>Tutor Trust: One-to-three tutoring - (start date TBC)</p> <p>This program is aiming to improve grade 5s in Year 11 and will be aimed at 30 students (60% PP) over 15 weeks</p>	<p>Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. .</p>	3 and 4
<p>Maths and science revision guides provided to all year 11 students</p> <p>Science - £900</p> <p>Maths - £900</p>	<p>Academic mentor x2, in English and Maths. English AM will work alongside the English department to improve basic literacy levels, this work will be predominantly in KS3. This will be evidenced by reading ages and progress from their baseline.</p>	2, 3 and 4

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

Budgeted cost	£148,000
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase profile and scrutiny of behaviour at ALT - incidents, exclusions, hotspots. This will enable better communication and swifter intervention.</p> <p>Implement operational timetable increasing the efficacy of staffing and pupil's movement around the academy.</p> <p>Embedded system of rewards - ratio of at least 5:1 for praise: sanction promoting a positive culture within the academy.</p> <p>Staff will constantly use Climate for Learning including meet and greet and dismissing of classes.</p> <p>Students will have a clear understanding of the high standards and expectations of behaviour - this is being supported with work with the government funded Behaviour Hub</p>	<p>EEF research reference - Behaviour intervention: +4 months</p> <p>EEF research reference - Parental Engagement: +4 months</p>	1, 2
<p>Class charts training provided to all staff to enable a more efficient and effective platform to record and intervene in behaviour incidences. Pastoral teams and ALT will have a new reactive approach to supporting behaviour which will increase the pace at which interventions are put in place. Parental communication will be more frequent and purposeful.</p>	<p>EEF research reference - Behaviour Intervention: +4 months</p>	2
<p>Appointment of one additional Inclusion support worker</p> <p>Staffing structure has moved from 3 ISWs in 2020-2021 to 4 ISWs 2021-2022 (£29,000)</p> <p>This will enable targeted behaviour support for year 7,8,9,10 pupils. Interventions will improve the behaviour culture</p>	<p>EEF research reference - Parental Engagement: +4 months</p> <p>EEF research reference - Social and Emotional Health Intervention: +4 months</p>	1, 2
<p>Mentoring will be offered to PP students who are at risk of becoming PA and slipping below 90% attendance. Staff will build purposeful relationships with the students and their families. Mentoring will also be offered to those students with the highest number of withdrawals from</p>		1, 2

<p>lessons. The impact will see the number of withdrawals decrease and attendance rise</p> <p>Students will be rewarded for their attendance and improved behaviour through half termly initiatives with the aim of improving the attendance of those below 95% (which is the minimum target).</p> <p>Extra attendance officer (£29,000)</p> <p>Voucher draws for those students on 100% attendance will take place during each half term. There will also be prize draws for those students who have the most improved attendance and behaviour. Prize draws for PP students with 100%, 96% and the most improved attendance.</p> <p>Attendance is also included in the whole academy rewards policy and students will be rewarded with merit points for reaching certain attendance milestones.</p> <p>For the students below 90% and PA or at risk of becoming PA, we will work more closely with these families (phone calls home, parent meetings and home visits) and aim to improve attendance and reward this with family rewards such as cinema vouchers, family dining vouchers etc if they can help us to achieve 90%+ attendance. As they approach 95%, individual rewards will</p>	<p>EEF research reference - Parental Engagement: +4 months</p>	<p>1</p>
<p>Reparation conversations for students with 3 or more lates in a week</p>		<p>1</p>
<p>Safer Schools Officer</p>	<p>PC Riddington - £35,000</p>	

Total budgeted cost

Total budgeted cost	£592,000
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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 2020 to 2021 academic year.

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Using 2019 outcomes, some key measures show a small gap between PP students and all students. There was a 1% attainment gap in students achieving 5+ in English and a 1.05 gap in the Average Attainment 8 score Pupil Premium and all students. The difference in Progress between PP and all students was 0.1 (compared to a usual national difference of approximately 0.37). Some of these differences increased with 2021 TAGs, but not significantly so and the attainment of PP students in Maths at 5+ improved by 7.5%

Outcomes

	2019 All (%)	2019 PP (%)	2021 TAGS All (%)	2021 TAGs PP (%)
5 GCSEs at 5+ inc EM	18.8	12.9	19.9	16.5
5+ EM	21.1	14.9	20.0	18.4
5+ English	43.6	44.6	36.3	33
5+ Maths	22.4	16.8	26.3	23.3
A8	33.93	32.88	35.11	33.47
A8 Grade	3.39	3.29	3.51	3.35

Behaviour Data

Sanctions for Pupil Premium students and non Pupil Premium students are broadly in line with the proportion of students in the academy:

Detentions	2019/20	2020/21	Room for Improvement	2019/20	2020/21
PP	58%	59%	PP	61%	39%
Non PP	42%	41%	Non PP	60%	40%

In 2019/2020, there was a significant disparity between Pupil Premium students and non Pupil Premium students in terms of suspensions from school. 93% PP and 7% non PP. In 2020/21 there was a better balance with 73% being PP and 27% being non PP. There were no permanent exclusions in place during this time.

The number and proportion of Pupil Premium numbers in receipt of Praise and Reward was in line with pupil numbers.

Your Voice Survey:

Student feedback from the Your Voice survey was strong and positive. It shows improvement in the views and perceptions of Co-op Academy Leeds' students of the support, advice and guidance. From 2020 to 2021, the average scores awarded to students around how they are prepared for the next stage of their career and life, all improved and were some of the highest scores in the Trust. This high level of advice and guidance will have a significant advantage for PP students as they move forward.

	2020	2021
There are lots of opportunities to get involved in activities outside of lessons	6.1	7.4
I feel I have the power to change my future	6.6	7.9
I am encouraged to be ambitious about my future and what I can achieve	7.0	7.9
I can see the value of going to school	7.0	8.1
I feel the skills I am developing will help me when I go to college/ further education /work	6.8	8.0
I am helped in understanding the different careers I may want to follow and what qualifications and skills I will need	6.4	7.6

Destination Data

Year 11 2021	
Cohort size	169
Number going to P 16 Education	150
Number going to Employment	
Number going to Apprenticeship	1
Number NEET	18

(NEET - 2 left Leeds, 1 left Uk, and 1 on roll with another school = 14 students: 8.28%)

The funding school puts in to pay for peri staff equates to approx £330 per pupil per year.

Last year's Year 11 cohort in music 19 of 31 students were PP

95% gained grade 4+

63% gained grade 5+

17% gained grade 7