

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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.

School overview

Detail	Data
School name	Co-op Academy Manchester
Number of students in school	1601
Proportion (%) of pupil premium eligible students	44.3% (709)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Oct 2023
Date on which it will be reviewed	Sep 2024
Statement authorised by	Phil Quirk Executive Principal
Pupil premium lead	David Scott Vice Principal
Governor / Trustee lead	Olu Oganbambo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£844,800
Recovery premium funding allocation this academic year	£221,904
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	£1,066,704

Part A: Pupil premium strategy plan

Statement of intent

At Co-op Academy Manchester, we believe that success is not defined by a postcode, circumstance, need or any other characteristic. We are committed to ensuring equity of provision for all students, in order to diminish the difference in progress and attainment whilst ensuring a rich and fulfilling curriculum provision. The academy has three core values of fairness, ambition & respect. Through the lens of this document, these can be seen as :

FAIRNESS - *"Fairness does not mean everyone gets the same. Fairness means everyone gets what they need."* (Rick Riordan)

AMBITION - *"Ambitions tend to remain undisturbed by realities."* (Frank Herbert) It is our job to alter these realities, broaden horizons and unlock the power that lies in students wanting their own success.

RESPECT - *"Destiny is not a matter of chance, it is a matter of choice"* (William Jennings Bryan) At the heart of the academy's mindset is the principle that we want students to have the self-respect and self-belief to be the architects of their own destinies.

Approaching Pupil Premium through our 'Ways of Being Co-op':

Do what matters most...

- Every pupil premium student in the academy, every day will experience high quality learning and teaching in every classroom with high expectations and strong academic outcomes.
- We provide a curriculum that is multifaceted, so that all of our pupil premium

students have the best chance in life to succeed and become cooperative, considerate and contributing members of society.

Be yourself, always...

- We encourage our pupil premium students to be excellent readers, orators and writers, so that they develop a breadth and depth of language acquisition to support them as they progress into their chosen pathways.
- All pupil premium students are challenged, so that they develop and excel in their own talents, skills and abilities.
- Every pupil premium student will broaden their horizons through a curriculum provision that is designed to inspire them to be their best self.

Show you care...

- Our classrooms are inclusive, and built upon equity, because every student is valuable to us, their local community and the wider world.
- We plan for our curriculum provision to be based on the right to experience learning through an interwoven web of opportunities, so that each pupil premium student is developed as a whole person.
- We provide high quality pastoral care and support to our pupil premium students, in order to support and develop their wellbeing, resilience and mindset.
- We understand that the best way that we can show we care is to effectively provide an equitable academic and pastoral provision so that PP students can compete with their peers and have their life chances improved.

Succeed together...

- We collaborate with external partners to support pupil premium students in building a growth mindset. This creates a sense of belonging to the academy and wider community through immersion in a range of opportunities.
- We make sure that we use collaborative learning techniques to enable students to work together to ensure the best possible outcomes.
- We strive to become an expert in identifying best practice in provision for our pupil premium students. Therefore, we have designed a provision that will have the strongest impact on their attainment and mindset, sharing best practice across the academy and the cooperative Academies Trust.

Resilient

We ensure that we empower pupil premium students to succeed by addressing misconceptions in learning and building in time for students to correct and improve their own work.

Resourceful

We provide opportunities for pupil premium students to explore ideas through a range of mediums. We ensure that they have access to the highest quality learning resources in order for them to achieve their full potential and level the playing field in provision of resources.

Reflective

We have high expectations of all of our pupil premium students and want them to see the strengths in their own work and others work. We provide opportunities for them to work with external partners and academy staff to explore opportunities for their futures so they make the best possible decisions.

Responsible

Staff at the academy have a sense of collective responsibility and understand the barriers that pupil premium students face, ensuring that they do their best to remove obstacles to success for individuals and groups of pupil premium students.

Reasoning

Through a rich and varied curriculum provision, we ensure that pupil premium students have the opportunity to overcome challenges.

Challenges

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

Challenge number	Detail of challenge
1	<p>Different starting points and unknown gaps in knowledge from across the curriculum</p> <p>Assessments and observations indicate that there are a range of starting points and significant knowledge gaps leading to students falling further behind age-related expectations in education.</p>
2	<p>Communication barriers including lack of oracy skills</p> <p>Assessments and observations indicate a lack of confidence in oracy skills and a limited vocabulary among many of our disadvantaged students.</p> <p>Some students possess a narrower vocabulary coming into KS3 and lack the skills needed to verbalise their feelings and responses.</p>
3	<p>Literacy barriers</p> <p>Assessments and observations show that Pupil Premium students have gaps in literacy including the use of key vocabulary, reading and writing. Some students have low reading ages, evidenced in the ART data. In addition, some students struggle with inference skills that can add an extra barrier to learning.</p>
4	<p>Numeracy barriers</p>

	Assessments and observations show that Pupil Premium students have gaps in basic maths knowledge, including the use of key vocabulary, timetables, interpretations of graphs and problem solving.
5	<p>Difficulties in metacognition and using memory effectively</p> <p>Assessments and observations suggest that many students do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. Due to this, some students are not motivated to tackle potentially challenging tasks.</p>
6	<p>Lack of basic routines constructive to learning</p> <p>Observations suggest that many students do not have a routine inside and outside the academy or a space to study at home. This means some students lack structure to their day and are unclear of boundaries.</p> <p>Observations also show that some students struggle to control their emotions and have a lack of social skills to share how they are feeling. This can then lead to poor behaviour choices.</p>
7	<p>Availability of learning resources (IT access, pens, pencils etc)</p> <p>Observations suggest that many students do not have access to learning resources to aid them in extending their learning outside of the classroom. This is also an extra barrier when encouraging students to be prepared for learning inside the classroom. This includes access to the Internet and / or digital devices.</p>
8	<p>Poor attendance levels.</p> <p>Attendance data shows a disproportionate number of disadvantaged students are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.</p>
9	<p>Wellbeing issues including physical, mental and safeguarding concerns</p> <p>Assessments and observations show that a significant proportion of disadvantaged students have social, physical and mental health concerns.</p>
10	<p>Lack of or low aspirations. Lacking cultural capital.</p> <p>Observations show that some disadvantaged students have low aspirations as they have not been exposed to the wider world around them so have a limited cultural capital. This includes enrichment experiences which help expose students to social, moral, cultural and spiritual diversity as well as academic enrichment such as educational visits, experiences and access to see further and higher education in action.</p>
11	Barriers to parental engagement and/or support

	Observations show that parental engagement needs to increase within the academy. Data supports this in relation to Pupil Premium students and attendance at academy events such as parents' evenings.
12	Lack of engagement with curriculum offer and curriculum design Assessments and observations show that some pupils are disengaged with the curriculum and need additional support and motivation when it comes to choosing option subjects and future pathways.

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 / Needs	Success criteria
Improved progress and attainment of disadvantaged students especially when compared to non disadvantaged students	<ul style="list-style-type: none"> • Increased attainment across all subjects • Increased progress in all measures, including the correlation of those achieving in English and Maths • No gap between PP and NPP • Improved positive destination data so that students can access their choice of courses at post-16 • Increased options at post-16
Improved destinations for disadvantaged students including no NEET students	<ul style="list-style-type: none"> • Improved positive destination data so that students can access their choice of courses at post-16 • Increased options at post-16 • All students will have the opportunity to access post-16 education, no NEETS • Increase in A Level, Apprenticeships and Level 3 courses for PP students • More PP students will embark on a university course
Improved attendance for disadvantaged students	<ul style="list-style-type: none"> • Increase in attendance, narrowing the gap between PP / Non PP pupils • Reduced PA figures • An understanding of barriers preventing attendance

	<ul style="list-style-type: none"> ● HoYs to build relationships with families / create an action plan to support attendance
Improved behaviours for learning for disadvantaged students	<ul style="list-style-type: none"> ● Increased recognition for PP students, celebrating success ● Decreasing behaviour figures, narrowing the gap between PP and NPP ● Increase in positive classcharts points being awarded ● Decrease in negative classcharts logs being recorded ● Less PP students accessing off-site education
Improved wellbeing	<ul style="list-style-type: none"> ● Improved attendance for our students that are involved with external agencies ● Reduced number of MH referrals ● Improved results on student mental health surveys ● Reduced numbers of students with exam anxiety ● Support from key staff e.g. HoY, counsellor, SEN team
Improved engagement with curriculum offer	<ul style="list-style-type: none"> ● Student voice will be positive in relation to the options process ● Improved classcharts data, reflecting high engagement in lessons ● Greater attendance at extra-curricular clubs ● Increase in completion of independent learning tasks (homework) ● Improved ATL scores for disadvantaged student ● Increased uptake of Ebacc offer for disadvantaged students
Wider range of experiences in and out of the classroom accessed. Improved cultural capital.	<ul style="list-style-type: none"> ● Increased engagement in an academic curriculum resulting in improved academic outcomes. ● Reduction in NEET figures due to raised aspirations. ● Increase in positive logs due to students' wider engagement in school life ● Reduction in negative behaviour logs due to links with rewards

	<ul style="list-style-type: none"> ● Broader extra curricular offer widening students' experience beyond the classroom
Wider range of careers experiences accessed both within and outside of the classroom	<ul style="list-style-type: none"> ● Improved positive destination data, ensuring more choice for PP students at post-16 ● Students have access to relevant and bespoke guidance to ensure they are making choices which are right for them ● Students are exposed to a varied diet of CEIAG education so they make informed choices ● Sustained positive data is improved
Targeted intervention to address gaps in knowledge	<ul style="list-style-type: none"> ● Improved confidence ● Improved progress and attainment, showing gaps in knowledge have been readdressed ● Narrowing the gaps between PP and non PP students ● Increased uptake in Ebacc subjects ● Increased number of students attending XL sessions

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: £452,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement and monitor a shared framework for curriculum implementation development (Teacher Walkthru's)	<p>EEF Research Reference</p> <p>Feedback +6</p> <p>Collaborative Learning Approaches +5</p> <p>Individualised Instruction +4</p> <p>Mastery Learning +5</p> <p>NFER</p> <p>Whole school ethos for attainment for all</p> <p>High quality teaching</p>	<p>1</p> <p>5</p> <p>6</p> <p>12</p>

Continue to implement and monitor instructional coaching as part of teacher development	EEF Research Reference Collaborative Learning Approaches +5 Feedback +6 Individualised Instruction +4 Mastery Learning +5 NFER High quality teaching	1 2 3 4 5
To continue to ensure Pupil Premium students have access to high quality teaching across the curriculum. Use of Learning Walks to share and promote best practice. Staff to observe.	EEF Research Reference Collaborative Learning Approaches +5 Feedback +6 Individualised Instruction +4 Mastery Learning +5 NFER High quality teaching Deploying staff effectively	1 2 3 4 5
Diagnostic assessment to identify gaps across all year groups, specifically in Literacy and Numeracy.	NFER Data driven and responding to evidence	1 2 3 4
Promotion of reading skills in all year groups including parental engagement evenings, increased use of the library and rewards to promote.	EEF Research Reference Reading comprehension strategies +6	3 11
Promotion of reading within tutor time, use of Reading for Meaning Strategies.	EEF Research Reference Reading comprehension strategies +6	3 11
Commitment in staff CPD with a focus on 'Literacy Across the Curriculum', including use of disciplinary literacy strategies in the classroom, vocabulary and oracy.	EEF Research Reference Reading comprehension strategies +6 Oral Language Interventions +6	3
Staff training sessions on memory, metacognition and	EEF Research Reference Metacognition and self-regulation +7	5

resilience in the classroom.		
Staff visits to other schools to observe best practice, the dissemination of this to relevant staff. Impact discussed.	NFER Clear, responsive leadership	1 2 3 4 5
Professional development of staff including access to courses, subject experts, etc.	NFER Clear, responsive leadership	1 2 3 4 5
Curriculum development with a focus on the knowledge rich curriculum and teaching to the top to raise aspirations, including increased training time spent in subject areas.	EEF Research Reference Mastery learning +5	1 2 3 4 5 10
Specific training for IE/AP leaders.	NFER Clear, responsive leadership Meeting individual needs	2 3 4 5

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

Budgeted cost: £226,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring / mentoring provided for those students who have been identified as having gaps in their	EEF Research Reference Individualised instruction +4 One to one tuition +5 Oral language interventions +6 Reading comprehension strategies +6	2 3 4 5

knowledge, progress or attainment.	Small group tuition +4 NFER Meeting individual needs	
Maths tuition for catch up at Key Stage Three and Four.	EEF Research Reference Individualised instruction +4 One to one tuition +5 Oral language interventions +6 Small group tuition +4 NFER Meeting individual needs	4
Targeted, in-house after school intervention sessions across the curriculum to address gaps and misconceptions	EEF Research Reference Individualised instruction +4 One to one tuition +5 Oral language interventions +6 Small group tuition +4 NFER Clear, responsive leadership Meeting individual needs	2 3 4 5
Use of mentor(s) to support interventions	EEF Research Reference Individualised instruction +4 NFER Clear, responsive leadership Meeting individual needs	1 2 10 11

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

Budgeted cost: £226,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking of PP students to identify anomalies on attendance and behaviour,.	EEF Research Reference Behaviour interventions +4 Mentoring +2 NFER Clear, responsive leadership Meeting individual needs	8 9

Tracking of parents' evening attendance and engagement with those who have failed to attend and engage by HOYs, AHOYs and AVPs.	EEF Research Reference Parental engagement +4	11
Increased access to arts initiatives.	EEF Research Reference Arts participation +3	7 10 12
Increased access to outdoor learning.	EEF Research Reference Physical activity +1	7 10 12
Welcome bids from teachers to engage with subject trips and visits which enhance learning and give equal access to enrichment.	NFER Clear, responsive leadership Meeting individual needs	7 10 12
Removal of attendance barriers such as transport, uniform, resources etc.	EEF Research Reference Behaviour interventions +4	7 8 9 11
Access to college and university trips to explore subjects in greater depth.	NFER Meeting individual needs EEF Research Reference Aspiration intervention	10
Engagement with a Careers Advisor including bespoke interviews to discuss options and pathways and raise aspirations.	NFER Meeting individual needs EEF Research Reference Aspiration intervention	10
Promote and monitor access to careers opportunities, including digital and STEM opportunities led by the STEM team.	NFER Meeting individual needs EEF Research Reference Aspiration intervention	10

Therapy training sessions for relevant staff to conduct with students.	EEF Research Reference Behaviour interventions +4	6 9
Breakfast club to allow students to access a healthy meal before beginning their studies everyday.	NFER Whole school ethos of attainment for all Meeting individual need	6 7 9

Total budgeted cost: £905,876

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.

The pupil premium strategy has continued to have a positive impact on students in the academy.

Careers and destination outcomes

	2022/23 Leavers Expected	2021/22 Leavers Destinations
Pupils staying in education	86.3%	90.7%
Pupils staying in apprenticeships	8.2%	2.6%
NEET	0%	1.3%
Unknown	5.5%	2%

Academic outcomes

Unvalidated data for 2023 Year 11 (Leavers) shows that the progress and attainment gaps between Pupil Premium and Non-Pupil Premium students is still significant. It is difficult to compare to previous years due to the use of teacher assessed and centre assessed grades and adjustments made to some courses in 2021-22.

In the academic year 2022-23 there was a 0.56 gap between the average total Progress 8 of disadvantaged and non-disadvantaged students. The P8 of disadvantaged students was -0.41 with that of their non-disadvantaged peers being +0.14. This also shows a decrease in progress from 2021 (-0.19) and 2019 (-0.10).

In the academic year 2022-23, the percentage of Pupil Premium students achieving 9-4 grades in both English and Maths decreased to 42.9% from 60.4% in 2022.

This was also similar at the 9-5 measure, which dropped to 28.3% from 33.3%. However, this is in line with 2019 (pre-Covid) 9-5 attainment.

Of the 184 Pupil Premium students, 65 students achieved a positive SPI Score (35.8%). Of these 184 students, 25 had no KS2 Prior.

There is continues to be a significant gap between more able Pupil Premium and Non-Pupil Premium students and this is a focus for this academic year.

There was also a greater focus on narrowing the gap in attainment through curriculum and pedagogy, with all staff new to the profession, new to the academy or in a supporting role, trained on barriers to learning and successful strategies to support disadvantaged students in the classroom. This was alongside shared knowledge of pastoral mechanisms of support. Classroom drop-ins and work scrutinies, when possible, focused on assessing the learning of PP students and this was shared through Directors of Learning Zones and Heads of Subjects to share best practice. Additionally, departments were able to put in requests for a range of resources and experiences for Pupil Premium students.

Interventions at Key Stage 3 and Key Stage 4 took place through inhouse and online tutoring.

We continue to prioritise reading and literacy through our Reading for Meaning Strategy, which will support disadvantaged students to develop literacy further - this continues to be an area of focus due to starting points on entry to the academy. Support staff (including HLTAs) were employed to support Pupil Premium students with academic challenges and gaps in learning. They supported in lessons and led interventions. This academic year Pupil Premium students will benefit from reading in form three times a week, as another strategy to engage and promote reading and literacy.

Additionally, pupil premium students had priority access to resources to support CEIAG, mental health and well-being.

Cultural Capital

Use of the Pupil Premium has ensured that additional opportunities have been offered to our students to raise their cultural capital.

The list is extensive but includes Jamies Farm, Eden Project Trip, I, museum, theatre and concert trips.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia
Universify	Universify
The Punctuation Show	The Punctuation Show

Fresh Start Phonics	Read Write Inc.
Big Solutions	Big Solutions
Girls Out Loud	Big Sister
Green Power	Green Power Education Trust
The Girls Network	The Girls Network
Ambition for Generation	Ambition for Generation
GM Higher	GM Higher
Bedrock	Bedrock
Seneca	Seneca
Accelerated Reader	Accelerated Reader
Pathways to Healthcare	Pathways to Healthcare
In2University	In2University