

Pupil premium strategy statement

This statement details our school's use of Pupil Premium for the 2024 - 2025 academic year to help improve the progress and 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	1,626
Proportion (%) of pupil premium eligible students	50.1% (814)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Allan Glover Academy Principal
Pupil premium lead	David Scott Vice Principal
Governor / Trustee lead	Olu Oganbambo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£790,650
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£790,650

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background, talents, barriers or challenges, make great progress and attain well throughout their time at Co-op Academy Manchester. Our Pupil Premium Strategy sets out to support all disadvantaged students and ensure they are given the knowledge and tools needed to achieve well.

Our aim is that all students acquire, retain and apply knowledge to unlock their potential as knowledge experts, whilst developing long lasting knowledge through our broad and balanced curriculum. We also aim to develop confident, competent readers who are equipped with the vocabulary knowledge they require to access a wide range of subjects. At the same time, creativity, individuality and difference are celebrated in our curriculum and the Pupil Premium strategy looks to remove barriers to students being able to embrace this.

Expert teaching is central to our approach as an academy and our key teaching techniques have been devised with pupil premium students in mind. We aim to teach in a predictable and consistent way which utilises the best techniques and resources for our learners and their needs.

We want our school to be a GREAT place to learn, a GREAT place to work and at the heart of a GREAT community.

We also approach supporting our pupil premium students through our 'Ways of Being Co-op'.

Do what matters most...

- Every pupil premium student in the academy will experience high quality teaching in every classroom with high expectations and strong academic outcomes.

Be yourself, always...

- All pupil premium students are challenged, so that they develop and excel in their own talents, skills and abilities.

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.

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.

Challenges

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

Challenge number	Detail of challenge
1	Different starting points and unknown gaps in knowledge from across the curriculum 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. Many students do not have a range of cognitive strategies to draw upon. Due to this, some students are not motivated to tackle potentially challenging tasks and work independently.
2	Literacy barriers Assessments and observations show that some Pupil Premium students have gaps in literacy including reading, the use of key vocabulary, and writing skills.
3	Lack of basic routines constructive to learning Observations suggest that many Pupil Premium students do not have a consistent and predictable routine inside and outside the academy. This means some students lack structure to their day and are unclear of boundaries. Observations also show that some students struggle to control their emotions and have a lack of social and emotional skills to share how they are feeling. This can then lead to poor behaviour choices in lessons and around the academy.
4	Poor attendance levels.

	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.
6	<p>Lack of engagement with curriculum offer and extra-curricular opportunities</p> <p>Data show that some pupils are disengaged with the curriculum and may need additional support and motivation when it comes to identifying future pathways.</p> <p>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>

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 attainment and progress of disadvantaged students especially when compared to non disadvantaged students	<ul style="list-style-type: none"> ● Increased attainment across all subjects, when compared to 2024 outcomes, including the correlation of those achieving in English and Maths ● A greater proportion of pupil premium students achieve grade 4 and above in at least 8 subjects ● Reduced gap between disadvantaged and non-disadvantaged students
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 ● All students have the opportunity to access post-16 education, no NEETS ● More PP students working towards higher/further education ● All student access careers guidance and support

<p>Improved attendance for disadvantaged students</p>	<ul style="list-style-type: none"> ● Increase in attendance, narrowing the gap between PP / Non PP pupils ● Reduced PA figures ● Students are educated in barriers preventing attendance ● Action plans created to support where attendance is a concern
<p>Improved behaviours for learning for disadvantaged students</p>	<ul style="list-style-type: none"> ● Increased recognition for PP students, including number of positive logs in school ● Decreased behaviour figures, including narrowing the gap between disadvantaged and non-disadvantaged students ● Fewer Pupil Premium students accessing off-site education or being directed off-site
<p>Improved engagement with curriculum offer and extra curricular opportunities</p>	<ul style="list-style-type: none"> ● Student voice will be positive in relation to the options process ● Improved behaviour data, reflecting high engagement in lessons ● Greater attendance at extra-curricular clubs ● Increase in completion of homework through analysis of Sparx Reader and Sparx MATHs
<p>Wider range of experiences in and out of the classroom accessed.</p>	<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 ● Broader extra curricular offer widening students' experience beyond the classroom
<p>Wider range of careers experiences accessed both within and outside of the classroom</p>	<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

	<ul style="list-style-type: none"> Students are exposed to a varied diet of CEIAG education so they make informed choices
Targeted intervention to address gaps in knowledge	<ul style="list-style-type: none"> Improved attainment and progress figures, showing gaps in knowledge have been readdressed Narrowing the gaps between PP and non PP students

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 development through the Coop Manchester Teaching Playbook.	EEF Research Reference Feedback +6 Collaborative Learning Approaches +5 Individualised Instruction +4 Mastery Learning +5 NFER Whole school ethos for attainment for all High quality teaching	1, 2, 5
Teachers adapt teaching and learning to meet the needs of all students, focusing on knowledge and knowledge gaps. This is in line with the	EEF Research Reference Feedback +6 Collaborative Learning Approaches +5 Individualised Instruction +4 Mastery Learning +5 NFER	1, 2, 5

school's strategy of 'banding'	Whole school ethos for attainment for all High quality teaching	
To continue to ensure Pupil Premium students have access to high quality teaching across the curriculum. Teachers access quality professional development in line with the academy's Teaching Playbook.	EEF Research Reference Collaborative Learning Approaches +5 Feedback +6 Individualised Instruction +4 Mastery Learning +5 NFER High quality teaching Deploying staff effectively	1, 2
Diagnostic assessment to identify gaps across all year groups. All students access: Access Reading Tests Cognitive Ability Tests Pupil Attitude to Self and School surveys	NFER Data driven and responding to evidence	1, 2, 3
Promotion of Reading for Meaning within tutor time, in line with the academy's Teaching Playbook.	EEF Research Reference Reading comprehension strategies +6	1, 2

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
Bespoke interventions for those students with the most significant gaps in reading and literacy, including SEND students	EEF Research Reference Individualised instruction +4 One to one tuition +5 Oral language interventions +6 Small group tuition +4 NFER Clear, responsive leadership	1, 2, 5

	Meeting individual needs	
Use of academic mentors in core subjects to support the progress and attainment of key groups of students	EEF Research Reference Individualised instruction +4 One to one tuition +5 Oral language interventions +6 Small group tuition +4 NFER Clear, responsive leadership	1, 2, 5
Targeted, in-house after school intervention sessions across the curriculum to address gaps and misconceptions, delivered by subject specialists	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	1, 2
On site alternative provision provided for our most vulnerable students. Students may access Elevate (Year 7) or The Bridge (Year 8-11) to support their transition/return to mainstream learning.	EEF Research Reference Small Group Tuition +4 NFER Effective Alternative Provision	1, 2, 3, 4, 5

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 and subsequently removing attendance barriers	EEF Research Reference Behaviour interventions +4 Mentoring +2 NFER Clear, responsive leadership Meeting individual needs	3, 4

such as transport, uniform, resources etc.		
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	5
Increased access to wider educational opportunities to promote higher aspirations.	EEF Research Reference Arts participation +3	1, 5
Subject trips and visits which enhance learning and give equal access to enrichment.	NFER Clear, responsive leadership Meeting individual needs	5
Access to college and university trips to explore subjects in greater depth.	NFER Meeting individual needs EEF Research Reference Aspiration intervention	5
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	5
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	2, 4, 5

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 2023 to 2024 academic year.

The pupil premium strategy has continued to have a positive impact on students in the academy, leading to improved academic outcomes, increased post 16 destinations data and additional support for disadvantaged students.

Careers and destination outcomes

	2023/24 Leavers Expected
Pupils staying in education	98.5%
Pupils staying in apprenticeships	1.5%
NEET	0%
Unknown	0%

Academic outcomes

Data for 2024 Year 11 (Leavers) shows that the progress and attainment gaps between Pupil Premium and Non-Pupil Premium students is still significant, with non-disadvantaged students making over half a grade more of progress on average. .

In the academic year 2023-24 there was a 0.71 gap between the average total Progress 8 for disadvantaged and non-disadvantaged students. The P8 of disadvantaged students was -0.41 with that of their non-disadvantaged peers being +0.30. This does show an increase in the progress of disadvantaged students from 2023 (-0.44).

In the academic year 2023-24, the percentage of Pupil Premium students achieving 9-4 grades in both English and Maths increased from 42.7% (2023) to 48.1% (2024)

The percentage of students achieving 9-5 in English and Maths increased slightly to 29.3% (2024) from 29.2% (2023).

There was also a greater focus on narrowing the gap in attainment through curriculum design and implementation, 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 pupil

premium 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 support, online tutoring and face to face small group tuition.

We continue to prioritise reading and literacy through our Reading for Meaning strategy, which will support disadvantaged students to further develop their literacy knowledge - this continues to be an area of focus due to starting points on entry to the academy. Support staff were employed to support Pupil Premium students with academic challenges and gaps in learning. They have supported in lessons and led bespoke interventions.

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: The brilliant club, Eden Project Trip, museum, theatre and concert trips and access to educational experiences in school.

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
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

In2University

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