

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. The shapes are primarily located in the upper and middle portions of the page, leaving the bottom section 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.

\*\*\* PLEASE NOTE THAT THIS VERSION HAS BEEN SIGNIFICANTLY EDITED SO AS TO PROTECT THE IDENTITY OF CHILDREN AND FAMILIES OF THE SCHOOL. THIS IS DUE TO SUCH LOW NUMBERS. A FULL VERSION IS IN PLACE FOR TRUST STAFF, GOVERNORS AND OFSTED.

## Academy overview

Detail	Data
Academy name	Co-op Academy Friarswood
Number of pupils in academy	199
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Craig Livesey
Pupil premium lead	Mrs Lindsey Wilmer (headteacher)
Governor / Trustee lead	Mr Craig Livesey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7245
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£9245
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

We want our disadvantaged children to thrive as much as their peers. To do this, the children will not miss out on educational experiences, they will receive support directly meeting their learning needs in the class so that they don't miss valuable class teaching and learning.

Most importantly, due to a low number of disadvantaged children, we do not want these children to be singled out, so we will give support in a discrete manner.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intent is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1 Gap between their peers	There is a gap between some of our disadvantaged pupils and their peers. Being in the class will ensure that the child won't miss any valuable teaching and conversations between their peers and staff.
2 Experiences for children	Not all of our children have the same experiences as each other which impacts on socialising, wellbeing and impacts on academic areas too.

## 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
1 Gap between their peers	All disadvantaged children have made expected or better than expected progress. At least 50% of these children are at National expectations or above.
2 Wider experiences	Disadvantaged children take part in extra curricular activities, allowing them the same experiences as their peers, helping to further develop social skills and impacting positively on attainment.

## 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	£ 0
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all children so that they learn and develop with their peers. Any support is offered within the class.	<a href="#">EEF</a> findings show that children remaining in the classroom with a high quality teaching will impact positively on all children's attainment and achievement.	3
CPD to develop and widen teacher's understanding of ways to adapt approaches to best support disadvantaged children. Use National College training	<a href="#">EEF research</a> states that using the tiered approach has the most significant impact on disadvantaged pupils.	1,3

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

Budgeted cost	£ 8745
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Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support	<a href="#">EEF research</a> shows that 1:1 support at least 3 times a week for at least 20 minutes each time, has the biggest impact on a child's academic development. Remaining in the class and experiencing high quality teaching, peer conversations and support off a dedicated TA will help to raise attainment and achievement. By not singling a child out, the TA will also work alongside another child of similar ability to support further attainment of other pupils.	3

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

Budgeted cost	£500
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Newsletters, website information, policies and ongoing correspondence to all families. Individual correspondence to specific families when necessary. Building relationships between school and families.	Research shows that effective engagement often leads to increased attendance and it can also be linked to higher academic achievement and to a positive effect on pupil's attitude to learning and on their behaviour. <a href="#">WPA Education Welfare Services</a>	1
Support funding towards costs of visits and residential visits.	Supporting the wider learning activities of pupil premium alongside their peers benefits academic progress as well as the child's wellbeing and mental health. <a href="#">EEF research</a>	3
Extra curricular activities	These clubs help all children to take part in further learning and experiences which develops character and can positively impact on academic standards too. <a href="#">(EEF research)</a>	

Total budgeted cost

Total budgeted cost	£ 9245
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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 2021 to 2022 academic year.

### Pupil premium strategy outcomes

#### End of Year in School Academic Data

2021 - 2022 whole school	Reading	Writing	Maths
expected progress	100%	100%	100%
better than expected progress	63%	13%	25%

KS2 SATs - all disadvantaged children made expected progress.





