

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

Pupil Premium Strategy Statement

Co-op Academy Friarswood

Pupil premium strategy statement

2024 - 2025

This statement details our school's use of pupil premium 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 Friarswood
Number of pupils in academy	198
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 2024
Date on which it will be reviewed	September 2025
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	£16,150
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	£16,150
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
- liaise with parents / carers to highlight and discuss any concerns
- 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 Attendance	Some of our disadvantaged pupils have missed a lot of education due to a variety of issues. We will work with specific families to monitor, support and engage these families in order to reduce absences. 2023 - 2024 attendance was 94.2% for Pupil Premium children 2023 - 2024 attendance was 96.5% for non Pupil Premium children (whole school 96.3%)
2 External factors	Some of our disadvantaged families have external factors which can impact on school life, learning, focus and home learning. We will work with these families to ensure that the right support is in place for the particular needs. We will ensure that the child has opportunities to speak to staff to support their mental health needs. We will ensure that any home learning can be completed during time at school if it is felt that it can't be

	<p>completed at home, or we can offer home learning that can be completed independently by the child. This will allow the child to feel the same as the rest of the class but with the reassurance needed.</p>
<p>3 Gap between their peers</p>	<p>There is a gap between some of our disadvantaged pupils and their peers. This is due to either attendance or the specific needs of the child. By giving support during class time so that the child has teacher input and 1:1 support at least 3 times a week, we can help the children to make further progress with their learning.</p> <p>Being in the class will ensure that the child won't miss any valuable teaching and conversations between their peers and staff.</p>
<p>4 Experiences for children</p>	<p>Not all of our children have the same experiences as each other which impacts on socialising, wellbeing and impacts on academic areas too. Families struggle to pay for school trips. Very few, if any, disadvantaged children take part in extra curricular activities. Staff invite children, speak to parents but still it is rare that these children take part in any of the clubs.</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	Success criteria
1 Attendance	All pupils achieve at least 96% or above attendance.
2 External factors	<p>Support is in place and actions are moving forward to support the child and their family. This in turn will impact positively on the well being of the child both inside and outside of school.</p> <p>Breakfast club available at no charge to all disadvantaged children to enable these children to have the best start to their learning day.</p> <p>We will work with these families to ensure that the right support is in place for the particular needs. We will ensure that the child has opportunities to speak to staff to support their mental health needs. We will ensure that any home learning can be completed during time at school if it is felt that it can't be completed at home, or we can offer home learning that can be completed independently by the child. This will allow the child to feel the same as the rest of the class but with the reassurance needed.</p>
3 Gap between their peers	<p>All disadvantaged children have made expected or better than expected progress.</p> <p>At least 50% of these children are at National expectations or above.</p>
4 Wider experiences	<p>Disadvantaged children are invited to 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.</p> <p>By speaking to parents, they see the benefits of allowing their child to take part in these clubs.</p> <p>All children attend school trips to support their wider learning experiences.</p>

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

£500

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.	EEF 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, including how to keep children (and their families) engaged with school, SEN support and wellbeing support. Use National College training	EEF research states that using the tiered approach has the most significant impact on disadvantaged pupils.	1,2, 3

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

Budgeted cost	£15,000
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Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support with the TA or teacher	EEF research 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
Phonics support support for KS1 children	This direct approach to address phonics needs for individuals will support both reading and writing academic outcomes RWInc Ruth Miskin	3

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

Budgeted cost

£ 650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Newsletters, website information, policies and ongoing correspondence to all families.</p> <p>Individual correspondence to specific families when necessary.</p> <p>Building relationships between school and families.</p>	<p>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.</p> <p>WPA Education Welfare Services</p>	1,2
<p>Support funding towards costs of visits.</p>	<p>Supporting the wider learning activities of pupil premium children alongside their peers benefits academic progress as well as the child's wellbeing and mental health.</p> <p>EEF research</p>	3, 4
<p>LST support</p>	<p>KCSIE 2024 states that early help for children is essential in safeguarding a child. This will support their wellbeing, mental health and education outcomes. It will also support the child's family, impacting positively on the whole family.</p>	2
<p>Strong relationships with families to support attendance</p>	<p>Being at school on a regular basis and attending all lessons will have a huge, positive impact on the child's learning. It will allow them to follow the structures, planned learning and help them with their social skills and self esteem too.</p> <p>School Attendance Guidance</p>	1,2
<p>Extra curricular clubs - invite all children to the clubs which match their likes / needs. Teachers may need to speak directly to the parents to try and find a way for the child to attend the club.</p>	<p>These clubs help all children to take part in further learning and experiences which develops character and can positively impact on academic standards too.</p> <p>(EEF research)</p>	4
<p>Breakfast club - invite these children to Breakfast club (no charge) where they are able to be at</p>	<p>Supporting the wider learning activities of pupil premium children alongside their peers benefits academic progress as well as</p>	1, 2, 3

school before the start of the school day, they can have breakfast and play with friends before learning begins.	the child's wellbeing and mental health. This also supports attendance. EEF research	
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Total budgeted cost

Total budgeted cost	£ 16,150
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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 2023 to 2024 academic year.

Pupil premium strategy outcomes

No pupil premium child has fallen back with their learning in any area. 50% have made value added progress.

Pupil premium children who have pupil passports have all made progress against their individual targets.

More focus on learning within lessons due to adult support focusing on individuals and their needs within the class setting whilst the teacher was teaching. This allowed for instant support where needed along with opportunities of pre-teaching.

Confidence built due to support and gaining better understanding of learning.

Phonics support built up confidence and impacted positively on both reading and writing.

Phonics assessments show vast improvement for all children who had 1:1 for phonics interventions. 100% of Year 2 children passed their phonics test and 95% of Year 1 children passed.

All children took part in visits and met visitors in school building up their experiences.

Ongoing communication with social services and local support team meant that school was up to date with home issues. School put in support to address issues and was prepared with activities to support wellbeing of children.

Uniform support was given, including named hoodies and sports clothing. All ensuring the children felt they were part of their class, building on their self esteem and confidence.

SENDCo and Attendance Officer supported families with identified needs both at home and at school.

Further information

We work closely with the LA Music Hub and will support all pupil premium pupils who wish to play an instrument.

This will give the children further opportunities to take part in activities which their peers take part in, developing their further passions and wellbeing.

The Trust made available funds so that all of our disadvantaged children can attend breakfast club, should they wish to do so. This will help children to be more settled and ready to learn as they will start school having had breakfast and in a calm environment. Letters will be sent to individual families. Not all families took advantage of this last year.

This year, although not funded by the Trust, we will continue this. We aim to follow up each family more closely and give reassurance regarding the benefits of coming to school early.