

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 2022 to 2023 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 Delius |
| Number of pupils in academy | 171FTE |
| Proportion (%) of pupil premium eligible pupils | 31% (53 pupils) |
| 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 | Termly (January 2022) |
| Statement authorised by | Governing Body |
| Pupil premium lead | Emma Hardaker |
| Governor / Trustee lead | Pete Edwards |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £78,945 |
| Recovery premium funding allocation this academic year | £49,590 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £271 |
| Total budget for this academic year | £128,806 |
| 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

Co-op Academy Delius Pupil Premium Objectives:

- To ensure that quality first teaching is effective in all classes within the academy and impacting positively on pupil progress.
- To ensure the holistic needs of the pupils are considered and met to remove any additional barriers to learning.
- To ensure that all disadvantaged pupils make at least the same progress as their peers.
- To ensure that any barriers to pupils attending the academy are removed or interventions introduced to support pupils who cannot attend school due to medical needs.
- To ensure the complex communication needs of pupils in the academy does not impact upon the progress that they are capable of making.
- To ensure the most able pupils are challenged to meet their potential.
- To enable all pupils to have access to enrichment/cultural capital experiences and opportunities which will enhance their life experiences and support the progress they make.
- To enable families to support their child to make the progress they are capable of and lead safe and healthy lives.

The current pupil premium strategy will work towards achieving the objectives outlined through:

- Whole academy and bespoke CPD
- Academic and holistic interventions
- A range of strategies to support pupils attending the academy and accessing home tuition if required.
- A programme of before, after school and holiday provision
- Parent education and engagement programmes

Audits of individual need based on termly pupil progress will identify where progress is not on track to meet expectations or where a pupil is making accelerated learning and additional intervention is required.

Attendance information will enable the academy to target support for families that require this form of intervention

Although our strategy places an emphasis on the needs of our disadvantaged pupils, it will benefit all pupils in our school where funding will be spent on whole-school approaches that will be beneficial to all pupils resulting in improved outcomes for all pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupils within the academy have a range of additional needs which act as additional barriers to academic learning and personal development such as medical, social and emotional, sensory and behaviour. |

| | |
|---|---|
| 2 | Attendance can be compromised due to the complex medical and sensory needs of pupils and in addition the reliance on Local Authority transport provision. |
| 3 | The complex communication needs of the academy community acts as an additional barrier to learning. |
| 4 | <i>The local community has limited cultural capital and enrichment opportunities for the academy's pupils due to the complex needs of the pupils.</i> |
| 5 | Pupils have limited access to inclusive provision within the community to attend breakfast, after school and holiday clubs. |
| 6 | Sufficient support and education for parents of children with additional needs who are often isolated within the locality is not available. |

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 |
|---|---|
| <ul style="list-style-type: none"> All pupils make the progress that they are capable of and there are no attainment gaps due to a pupil's disadvantage. | <p>The quality of teaching and learning in the classrooms is of a high standard.</p> <p>The most able pupils are challenged to meet their potential.</p> <p>Through effective cpd staff skill sets have improved.</p> <p>High quality academic and holistic interventions are delivered to address attainment gaps and reduce barriers to learning.</p> <p>Termly pupil progress information shows that interventions have supported progress being made.</p> |
| <ul style="list-style-type: none"> Pupils are present and ready to learn at the beginning of the academy day. | <p>Breakfast club provides support for disadvantaged and the most vulnerable pupils in the academy.</p> <p>Additional/alternative transport provision supports pupils to attend who would otherwise be unable to.</p> |
| <ul style="list-style-type: none"> Pupils who are unable to attend the academy due to a complex medical needs are provided with educational provision. | <p>A home tuition programme is in place.</p> |
| <ul style="list-style-type: none"> All pupils within the academy have a voice and are able to communicate with others. | <p>Communication CPD has been planned and delivered to staff.</p> <p>An external provider has supported the academy to implement further communication strategies for pupils.</p> <p>All staff are competent in delivering a range of communication strategies.</p> <p>The academy has sufficient and appropriate resources to meet communication needs.</p> |
| <ul style="list-style-type: none"> There are a range of cultural capital and enrichment opportunities available during term time and the holidays. | <p>Inclusive lunchtime and after school clubs are in place and selected to support the wellbeing and personal development of pupils.</p> <p>Pupils have access to clubs and are able to form additional friendships.</p> <p>Pupils social and emotional needs are met</p> |

| | |
|---|--|
| | <p>Parents are provided with respite to support and enable them to be well prepared for meeting their child's needs in the home setting.</p> |
| <ul style="list-style-type: none"> Parents/carers are able to support their child to make the academic progress they are capable of and to keep them safe and healthy. | <p>Parents' wellbeing needs have been considered and met.</p> <p>A range of parent education has been delivered specifically to support their child's additional needs and also physical needs.</p> <p>The academy is an environment where parents feel supported.</p> <p>A varied programme is offered which supports families in a range of contexts which impacts on pupil outcomes e.g. healthy eating/financial</p> <p>Parents engage with the programme offered.</p> |
| <ul style="list-style-type: none"> To ensure the most able pupils are challenged to meet their potential and disadvantage does not act as a barrier. | <p>Interventions are in place for the most able pupils.</p> <p>Personalised learning goals demonstrate challenge for this cohort of pupils.</p> <p>Termly progress demonstrates challenging outcomes being set and met.</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 | £ 64,403 |
|---------------|----------|

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Phonics CPD is provided for staff | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start?utm_source=/projects-and-evaluation/projects/read-write-inc-and-fresh-start&utm_medium=search&utm_campaign=site_search&search_term=phonics | 1,3 |
| ACE communication support and cpd package | | 1,3 |
| HLTA employed to develop and improve | | 1,3 |

| | | |
|--|---|-------|
| communication across the academy | | |
| Recruitment of additional SNTA to enable a current SNTA to be employed as medical support ensuring teaching and learning is not compromised due to medical interventions required by pupils. | | 1,2 |
| 1 day a week home tuition cover supervisor employed | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=quality%20first%20teaching | 1,2 |
| Funding towards stunning starts and fabulous finishes which enhance the teaching and learning and cultural capital offer | | 1,3,4 |

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

| | |
|---------------|-------------|
| Budgeted cost | £ 32,201.50 |
|---------------|-------------|

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teacher employed to deliver academic 1-1 school led tutoring | | 1 |
| <i>HLTA's providing academic/holistic 1-1 and small group interventions</i> | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=quality%20first%20teaching | 1,2 |
| External holistic interventions e.g. aromatherapy. | | 1 |

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

| | |
|---------------|-------------|
| Budgeted cost | £ 32,201.50 |
|---------------|-------------|

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Part payment of parental involvement Officer</i> | | 6 |
| <i>Part payment of breakfast, after school and holiday provision staffing.</i> | | 4,5 |
| <i>Parent education programme</i> | | 6 |
| <i>Lunchtime and after school cultural capital and enrichment programme.</i> | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university | 4,5 |
| Provision of uniform | | 2 |
| Provision of transport | | 2 |

Total budgeted cost

| | |
|---------------------|-----------|
| Total budgeted cost | £ 128,806 |
|---------------------|-----------|

Part B: Review of outcomes in the previous academic year 2021-22

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

1. Closing identified attainment gaps identified PP pupils and Covid catch pupils make expected progress and are in line with peers with no disadvantage

In endeavouring to close the gap for PP pupils and those identified as Covid catch up, we identified key interventions in areas of learning from pupils areas within the EHCP. We then identified the relevant PLG (personalised learning goal) We used our HLTAs to work on in/out class interventions targeting the individual area of need and PLG. The data capture highlighted below shows that PP pupils on interventions were not disadvantaged and indeed the individual intervention time allowed all pupils to be 'on track' to meet their annual targets.

The data capture at end of academic year 2021/22 shows that our pupils receiving pupil premium funding are achieving the following in comparison to pupils not in receipt of pupil premium funding:

Pupil Premium attainment of EHCP outcomes

| EHCP area | Non-PP Pupils | PP Pupils | Difference +/- |
|-----------------------------|---------------|-----------|----------------|
| Cognition & Learning | 78% | 86% | +8% |
| Communication & Interaction | 84% | 95% | +9% |
| Social, Emotional & MH | 77% | 82% | +5% |
| Sensory & Physical | 78% | 80% | +2% |
| Overall | 79% | 86% | +7% |

The CPD training to all staff throughout year which was kick started by our Whole School training day on 'Importance of reading', and regular Wednesday CPD allowed staff to utilise the targeted training needs to ensure all gaps in learning across school were being met, and this was the same for pupils in receipt of Pupil Premium.

The work of the HLTAs in delivering and supporting pupil interventions was supported by our ability to increase the number of SNTAs in class, so no class was left with reduced staff.

2. Most able and pupils making accelerated progress regardless of background are challenged to meet potential

Identified pupils are identified and have access to further intervention making maximum progress they are capable of.

The cohort of pupils within our designated BD7 provision are our 'Most able' pupils, where the provision is designed to give greater challenge. The cohort at BD7 are on our Astronauts pathway where the focus is on subject specific learning.

Again the identified time through HLTA interventions and class teacher lead planned allowed us to ensure that all BD7 'Most able' pupils had set challenging learning within the PLGs and they would at least be #on track' or exceed.

Our Data Capture from July 2022 shows that within the 4 areas of the EHCP 78% of pupils are 'On track' to meet there annual targets, where 14% have exceeded their target, with only 8% showing a concern. The comparisons to whole school data below:

Comparative Progress data BD3/BD7

| Progress | BD3 | BD7 |
|----------|-----|-----|
| On Track | 79% | 78% |
| Exceed | 9% | 14% |
| Concern | 12% | 8% |

3. Improving attendance

Pupil attendance needs are met and agreed actions support an improvement in attendance, and this is reflected in improved pupil attainment.

Opportunities are in place for pupils with more complex medical needs to attend the academy supported, improving attendance.

Attendance in the school year 2021/22 still reflects a hangover from the Covid period, only improving towards the end of the academic year. School SLT and attendance leads worked hard to monitor attendance throughout the year whilst being aware of the Covid legacy on % figures. The push to improve the figure was aided more by the drop in Covid absence, but not helped by the increased % of pupils (mainly our south asian cohort) requesting leave of absence as borders opened to return home. This had a knock on effect across the whole school as well as pupil premium attendance data.

The designated safeguarding leads continued to challenge attendance through home visit and attendance conversations for those pupils where attendance was a greater issue.

The figures below show Pupils on pupil premium did not significantly differ in attendance, if anything they attended marginally better.

Pupil Premium Attendance data 2021/22

Attendance differentials

| Whole School Attendance | Pupil Prem Attendance | +% difference |
|-------------------------|-----------------------|---------------|
| 84% | 87% | +3% |
| 90% | 91% | +1% |
| 86% | 90% | +4% |
| 72% | 79% | +7% |

4. Home education engagement

Home education offers pupils with complex health needs regular support with their personalised learning needs

In relation to Covid catch up and pupils attendance affected both Covid and general health needs, the Safeguarding team continued Friday visits and agreed home education sessions to allow pupils to keep up with curriculum learning, PLG and annual targets. Attendance leads ensured SLT/Safeguarding team were aware of 5 day absence and ensured these pupils were seen weekly.

These sessions sign posted our HLTA/cover supervisors to visit pupils at home when unable to access full education.

Class teachers continued through the year to, when required, deliver home education from school for pupils 'able' to access learning during Covid isolation.

Our enhanced CPD allowed all staff to continue CPD on the new curriculum and use of Evidence for learning. This supported not only delivery in school but the delivery and assessment of pupil who were receiving home education.

5. Improved social, emotional and mental health

Pupils who have suffered in returning to school have begun to return successfully and re-engage in learning through a range of supported therapies and interventions

6. Holistic interventions enable pupils to be prepared and ready to access learning opportunities, resulting in progress being made.

Pupils have accessed holistic interventions and barriers to learning have been addressed. Pupils engage in academic timetable successfully and at least expected progress is made.

The use of external therapies planned only saw the use of one of our external therapists, Aromatherapy.

This was a regular planned session throughout the school year to support pupils who were finding the return to school difficult.

These sessions through aromatherapy focus on pupils' engagement (Communication/interaction) and sensory (sensory & physical) learning needs in re-engaging with school.

The data on interventions included progress for these pupils, and shows that all identified pupils on SEMH and holistic intervention (below) made at least 'on track' progress against their annual and PLG targets.

Certainly the pupils identified from a PP prospective had successful re engagement into school.

Targeted activities in extra curricular provision included work with Bradford Disability Football and Dance from 'Flamingo Chick'. These activities offer enhanced skills and opportunities to support curriculum learning.

The opportunity for these pupils was also supported through a variety of after school provision, such as 'Breakfast club', Multi Sports holiday clubs (Easter and Summer) and Active Club.

Both these identified holiday provisions targeted PP pupils who were identified as requiring additional enrichment opportunities.

The clubs offered a breadth of activity to meet a broad spectrum of needs, from 'most able' to those with complex needs. They ran over 4 days in the summer holiday. The multi-sports club used skilled sports coaches from Bradford Disability Sports as well as Delus staff. The active club offered a range of engagement activities from, rebound, swimming and soft play, activities these pupils would enjoy and actively engage with.

Latterly in July 2022, all pupils at Co-op Academy Delius were able to access a whole school trip to The Yorkshire Wildlife Park as a curriculum celebration of the themed topic, Our Fabulous finish brought together all the learning around 'The African Plains' in the visits which was funded by Pupil Premium Grant.

