

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, with some extending towards the bottom.

# 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 Oakwood
Number of pupils in academy	464
Proportion (%) of pupil premium eligible pupils	48.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024/2025
Date this statement was published	
Date on which it will be reviewed	11.07.23
Statement authorised by	Helen Whitworth
Pupil premium lead	Rimah Aasim
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,540
Recovery premium funding allocation this academic year	£29,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year

£312,120

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

Our vision is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The intention of our pupil premium strategy is to support disadvantaged pupils (45% have free school meals, 49% pupil premium) to achieve that goal, including progress for those who are already high attainers.

Our evidence informed approach is based upon a thorough understanding of our children and the local community from where they come: an area of Leeds that has been historically and continues to be in the top 1% of deprivation nationally (<https://observatory.leeds.gov.uk>) and has all the associated aspects that this entails such as low life expectancy, childhood obesity and mental health issues

<https://observatory.leeds.gov.uk/wp-content/uploads/2019/04/Gipton-and-Harehills-Ward-April-2019.pdf>.

We have developed our own 'barriers to learning' document and have an in-house dedicated team that works with our most disadvantaged families so that we can improve attainment for all our children. We regularly undertake work across the Co-op Academies Trust so that we can share good practice and constantly improve our offer.

Quality First Teaching (QFT) forms the heart of our approach. Our staff have designed a broad, exciting and ambitious curriculum to develop the children's knowledge and cultural capital to provide *insight*, *creativity* and *experience* in all areas and subjects. Curriculum enrichment trips and longer therapeutic residential visits help support this vision. Robust assessment for learning takes place regularly and is overseen by the Senior Leadership Team (SLT) to inform small group and individual interventions to maximise and accelerate progress. As well as offering high quality teaching and learning, our pupil premium strategy plan includes details of targeted academic support for those pupils who are in the bottom 20% and are not yet achieving Age-Related Expectations (ARE). The regular review of effective pedagogical choices is also essential to providing the children with engaging lessons so staff regularly undertake CPD to ensure their skills remain current. For example, we are part of the Primary Science Quality Mark <http://www.psqm.org.uk/what-is-psqm> and to support the practice and expertise of our staff we are also part of the 'Thinking, Doing, Talking Science programme <https://tdts.org.uk/primary-programme/>.

Wherever possible our curriculum is designed to raise aspirations as the local area has a very high rate of people seeking jobseeker's allowance (<https://observatory.leeds.gov.uk>) so for example, in science we use a scheme of work designed in cooperation with other Co-op schools that serve similarly deprived areas of the country. We have developed a Career Related Learning (CRL) programme based on our own children's survey that provides the opportunity to meet and speak to people working in different fields on a regular basis so they

get to learn about potential future careers and employability. We are also part of the Skills Builder Partnership <https://www.skillsbuilder.org/> where our children are explicitly taught eight different skills to boost academic outcomes, perseverance and self-belief.

Wider strategies are employed to work towards our objectives such as working with families to increase both pupil and parental engagement; providing a breakfast club and other meal provisions on a case-by-case basis. We believe it is important that all our learners play a role in the wider school life so we support this through after school clubs, out-of-term holiday clubs, our participation with Leeds United through the Premium League Primary Stars <https://plprimarystars.com/clubs/leeds-united> and the Children’s University <https://www.childrensuniversity.co.uk/about-us/>. We also work hard to reduce persistent absenteeism amongst those pupils who access the pupil premium grant. Last but not least, we have a clear focus on the wellbeing of all pupils and as a Co-op school we strive to ensure our children develop a strong sense of: self-help, self-responsibility, democracy, equality, equity and solidarity.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that EY, KS1 and KS2 pupils are achieving lower than national average age related expectations in reading, writing and maths. Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	From our observations and discussions with pupils and their families we have identified how generational high levels of unemployment affects lateness and emotional readiness to work. We have seen a correlation between social deprivation and health related absences and how this negatively impacts disadvantaged pupils’ attendance, resilience and attainment.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from when a child begins at our academy through to the end of KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

4	Our observations, assessments and evaluations (internal & external) indicate that children accessing the Pupil Premium grant are more likely to have SEND and SEMH needs which impacts upon their progress.
5	Our assessments (including My Health, My School survey), observations and discussions with pupils and their families have identified social, economic and emotional issues for many pupils, as well as a lack of enrichment opportunities in the local area. These challenges particularly affect disadvantaged pupils, including their progress and attainment.

## 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
Increase the proportions of pupils achieving ARE in all areas.	See Trust targets
Ensuring that the difference between pupil premium and all remains low.	Data from FTT shows that pupils accessing the pupil premium grant are in line with 'all'.
Progress of pupils remains average or above at the end of KS2.	Progress scores remain or improve from being 'average' at 0.
Pupils have experienced an extended offer from the academy through extra-curricular, educational visits and careers related learning.	All pupils have had the opportunity to be part of extra-curricular clubs. All pupils have had the opportunity to attend educational visits. All pupils have had a visit, visitor or experience related to future careers.
Increase the proportion of parents/carers actively engaging with their child's education.	Number of parents attending parents' evenings increases. Number of parents attending parental workshops increases. Number of parents reading at home with their child increases. On the Your Voice Survey the response score to the statement 'I often talk about my school work with people at home' increases.

## 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	£145,362
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively (working with the English Hub)	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a>	1 3 4
Purchase resources to ensure phonics teaching is effective and pupils have well matched books to practise with.	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a>	1 3 4
<p>-Joint monitoring with RWI consultant to ensure quality of phonics teaching</p> <p>-Phonics monitoring and evaluation by subject leader</p>	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a>	1 3 4
Ensure all relevant staff (including new staff) have the knowledge they need to deliver the reading curriculum effectively	<a href="#">EEF research on reading comprehension</a> <a href="#">DfE guidance on reading</a>	1 3 4
All staff have the knowledge they need to deliver a high quality curriculum ensuring teaching and learning is at least good	<a href="https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework">https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework</a>	1 2 3 4 5
Purchase high-quality reading materials to ensure effective teaching of reading.	<a href="#">EEF research on reading comprehension</a> <a href="#">DfE guidance on reading</a>	1 3 4
Monitoring of reading offer by subject leader	<a href="#">EEF research on reading comprehension</a>	1 3

	<a href="#">DfE guidance on reading</a>	4
Recruitment of two tutors to ensure teaching is precisely matched to pupils' needs	<a href="#">EEF research</a>	1 3 4
Development of the wider curriculum to support pupils' knowledge and vocabulary (including Trust Director support)	<a href="#">Ofsted EIF research</a>	1 2 3 4
Ensure teaching identifies and addresses pupils' gaps in learning	<a href="#">EEF diagnostic assessment and recovery</a>	1 2 3 4 5
Subscriptions WhiteRose Maths TTRockstars Sumdog Testbase NumberGym Lexia PiXL	<a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a>  <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>	1 2 3 5

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

Budgeted cost	£107,000
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for reading, writing and maths for disadvantaged pupils	<a href="#">EEF research on one to one tuition</a>	1
	<a href="#">EEF research on small group tuition</a>	2
		3
		4



falling behind age-related expectations		
Smaller class sizes (Year 6)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1 2 3 4
RWI intervention - FastTrack tutoring	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a>	1 3 4
Small group interventions for reading, writing and maths for disadvantaged pupils falling behind age-related expectations including SHINE interventions	<a href="#">EEF research on TA interventions</a>	1 2 3 4
Speech and language therapy and interventions- NELI	<a href="https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html">https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html</a>  <a href="https://educationendowmentfoundation.org.uk/news/62000-reception-pupils-to-take-part-in-early-language-programme">https://educationendowmentfoundation.org.uk/news/62000-reception-pupils-to-take-part-in-early-language-programme</a>	1 3 4
Speech and language programme- Chatterbug	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-of-the-town">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-of-the-town</a>	1 3 4
Use of Pixl therapies to target areas for development	<a href="#">EEF research on TA interventions</a> <a href="https://www.pixl.org.uk/site/data/files/membership/B7E1CF5FCCAB241720AF97296B804474.pdf">https://www.pixl.org.uk/site/data/files/membership/B7E1CF5FCCAB241720AF97296B804474.pdf</a>	1 3 4
Use of Lexia programme	<a href="#">EEF research on TA interventions</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	1 3 4

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

Budgeted cost

£62,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team is in place to ensure the wellbeing, safety and behaviour for learning of pupils allows them to be ready to learn	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</a>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	1 2 3 4 5
Reduce persistent absenteeism	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1 2
Visits or visitors are part of the curriculum offer including: museums, galleries, libraries, parks, gardens, higher education institutes and workplaces	<a href="https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021">https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1 2 3 4 5
Leeds United Premier League Primary Stars	<a href="https://plprimarystars.com/about">https://plprimarystars.com/about</a>	1 2 3 4 5
A well-developed CRL programme to raise expectations and enrich the curriculum	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a>	1 2 3 4 5

<p>Increase the parental engagement with the academy through workshops, hybrid parents' evening and the availability of a safe space</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement">https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement</a></p>	<p>2 4 5</p>
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## Total budgeted cost

<p>Total budgeted cost</p>	<p>£ 314,570</p>
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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 2020 to 2021 academic year.

### Pupil premium strategy outcomes

1. Increase the proportions of pupils achieving ARE in all areas.

See Trust targets.

2. Ensuring that the difference between pupil premium and all remains low.

EY - at the end of Summer, there is no longer a notable difference between disadvantaged pupils and all. See internal data.

3. Progress of pupils remains average or above at the end of KS2.

For pupil premium pupils, the percentage of pupils getting expected standard has increased. See internal data.

4. Pupils have experienced an extended offer from the academy through extra-curricular, educational visits and careers related learning.

Twenty-seven trips occurred over the year including a residential trip for Year five, swimming for Years 3, 4 and 5.

5. Increase the proportion of parents/carers actively engaging with their child's education.

There has been a notable increase in the return of End of year feedback forms from families.

Feedback from our Your Voice survey indicated that families wanted to know how to help their children at home. As a result our half termly newsletters now show what families can do to support their child's learning.

Attendance for our parent's evenings has improved via the use of a hybrid model of using an online platform (School Cloud) as well as face to face and telephone calls.

# Externally provided programmes

Programme	Provider