

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 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 2024 to 2025 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	428
Proportion (%) of pupil premium eligible pupils	45.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	11.07.25
Statement authorised by	Mel Woodcock
Pupil premium lead	Louise Walsh
Governor / Trustee lead	Mel Woodcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,650
Recovery premium funding allocation this academic year	£27,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year

£308,345

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 (43.5% have free school meals, 43.5% 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 [Health profile overview for Gipton and Harehills ward](#)

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. Carefully chosen curriculum enrichment trips 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, our staff are part of the 'Thinking, Doing, Talking science' programme <https://tdts.org.uk/primary-programme/> that aims to make lessons more practical, creative and challenging and raise results and aspirations.

Wherever possible our curriculum is designed to raise aspirations as the percentage of young people claiming 'Out of Work' benefits in the local area is increasing and is more than three times the national average. ([Leeds Observatory – Economy & Employment – Profiles \(local areas\)](#)). Therefore 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. Children take part in the 'Co-op World of Work' week and 'Options after Oakwood' event as well as a careers fair. 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, The Co-op Trust World of Work Week and the 'Options after Oakwood' open evening.

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 via our onsite community fridge (fruit is readily available in every classroom every day); providing transport to school to a carefully selected group of children. 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 Rackets Cubed [Rackets Cubed](#), and the Henry Programme [Online Healthy Families Programme - Leeds | HENRY](#).

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	<p>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.</p> <p>Disadvantaged pupils historically in the academy have had greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
2	<p>From our observations and discussions with pupils and their families we have identified how generational high levels of unemployment affect attendance, punctuality 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.</p>
3	<p>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.</p>

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.	<ul style="list-style-type: none"> GLD for EY - 75% Reading KS1 - 64% Reading KS2 - 76% Writing KS1 - 64% Writing KS2 - 85% Maths KS1 - 69% Maths KS2 - 85% Phonics KS1 - 90%
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 pupils.
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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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

£141,280

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)	EEF research on phonics +5 DfE guidance on reading July 2023	1 3 4
Purchase resources to ensure phonics teaching is effective and pupils have well matched books to practise with.	EEF research on phonics +5 DfE guidance on reading July 2023	1 3 4
Joint monitoring with RWI consultant to ensure quality of phonics teaching Phonics monitoring and evaluation by subject leader	EEF research on phonics +5 DfE guidance on reading July 2023	1 3 4
Ensure all relevant staff (including new staff) have the knowledge they need to deliver the reading curriculum effectively	EEF research on reading comprehension +6 DfE guidance on reading July 2023	1 3 4
All staff have the knowledge they need to deliver a high	https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-	1 2

quality curriculum ensuring teaching and learning is at least good	the-new-education-inspection-framework ork	3 4 5
Purchase high-quality reading materials to ensure effective teaching of reading.	EEF research on reading comprehension +6 DfE guidance on reading July 2023	1 3 4
Monitoring of reading offer by subject leader	EEF research on reading comprehension +6 DfE guidance on reading July 2023	1 3 4
Development of the wider curriculum to support pupils' knowledge and vocabulary (including Trust Director support)	Ofsted EIF research 2019	1 2 3 4
Ensure teaching identifies and addresses pupils' gaps in learning	EEF diagnostic assessment and recovery	1 2 3 4 5
Subscriptions WhiteRose Maths Testbase NumberGym Lexia PiXL	https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf	1 2 3 5

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

Budgeted cost

£108,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for reading, writing and maths for disadvantaged pupils falling behind age-related expectations	EEF research on one to one tuition EEF research on small group tuition +4	1 2 3 4
Smaller class sizes (Year 6)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +2	1 2 3 4
RWI intervention - FastTrack tutoring	EEF research on phonics +5 DfE guidance on reading July 2023	1 3 4
Small group interventions for reading, writing and maths for disadvantaged pupils falling behind age-related expectations including SHINE interventions	EEF research on TA interventions +4	1 2 3 4
Speech and language therapy and interventions- NELI	https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html https://educationendowmentfoundation.org.uk/news/62000-reception-pupils-to-take-part-in-early-language-programme	1 3 4
Speech and language programme- Chatterbug	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-of-the-town	1 3 4
Use of Pixl therapies to target areas for development	EEF research on TA interventions +4	1 3 4

	https://www.pixl.org.uk/site/data/files/membership/B7E1CF5FCCAB241720AF97296B804474.pdf	
Use of Lexia programme	EEF research on TA interventions +4 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1 3 4

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

Budgeted cost	£58,725
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Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral team is in place to ensure the wellbeing, safety and behaviour for learning of pupils allows them to be ready to learn</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>1 2 3 4 5</p>
<p>Reduce persistent absenteeism</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance May 2022</p>	<p>1 2</p>
<p>Visits or visitors are part of the curriculum offer including: museums, galleries, libraries, parks, gardens, higher education institutes and workplaces</p>	<p>School trips help schools succeed Education Business</p> <p>‘The learning value of school trips for children with special educational needs from the perspective of primary school teachers’ by Jessica Wythe - November 2023 in Journal of Research in Special Educational Needs</p>	<p>1 2 3 4 5</p>
<p>A well-developed CRL programme to raise expectations and enrich the curriculum</p>	<p>Career-related learning in primary schools - A snapshot of current practice by Carol Davenport, Annie Padwick, Northumbria University (Jan 23) - accessed Sep 24</p> <p>Careers boost for young people - GOV.UK</p>	<p>1 2 3 4 5</p>
<p>Increase the parental engagement with the academy through workshops, hybrid parents’ evening and the availability of a safe space</p>	<p>https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement</p>	<p>2 4 5</p>

Total budgeted cost

Total budgeted cost	£ 308,345
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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 2022 to 2023 academic year.

Pupil premium strategy outcomes

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

Year Group	All children	Pupil Premium
Y1 Phonics	81%	78.6%
Y2 Phonics	90%	75%
Y3 Phonics	93%	93%
Early Learning Goal	72.25%	76%
Key stage 1 Reading	60%	58.1%
Key Stage 1 Writing	46.7%	41.9%
Key Stage 1 Maths	68.3%	61.3%
Key stage 2 Reading	54.1%	50%
Key Stage 2 Writing	55.9%	55.9%
Key stage 2 Maths	65.6%	61.8%

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

Reading results for all KS2 children has decreased by 1% since last year but children receiving pupil premium has increased by nearly 3%. The difference now between all children and children with pupil premium is now only 4%.

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

Phonics Screening Check (PSC) indicates at the end of Year 1 children are 3% below non pupil premium children. At the end of KS1 in Reading there is a 4% negative gap between PP and non PP children. At the end of KS2 there is a 9% negative gap between PP and non PP.

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

36% of pupils eligible for the Pupil Premium grant took part in after school clubs as against 25% of all children. 33 visits took place over the year for pupils across all year groups. 42 visitors came into the academy. All pupils experienced at least one visit and visitor throughout the year. Visits included trips to a local supermarket, the seaside, swimming, Yorkshire Agricultural Show, Drax power station as well as to Herd Farm residential for Year 5 children and Jamie's farm residential for a small group of pupils over the academic year. Visitors to the academy included visits by staff from The British Library, RAF personnel and even Samuel Pepys.

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

End of year feedback forms from families report a positive experience of the academy in all areas.

Feedback from our Edurio Survey indicated that families wanted their feedback to have more impact on the way the academy is run. As a result of this a 'You said we did' article will be included on a newsletter each half term. The survey also indicated that families wanted to know more about the relationship with the Co-op Trust and therefore a 'family friendly' version of the strategic plan will be shared with parents/carers.

Externally provided programmes

Programme	Provider
Rackets Cubed	https://www.connectsport.co.uk/organisation/rackets-cubed
Jamie's Farm Cultivating Change	https://jamiesfarm.org.uk/
Northern Ballet	https://northernballet.com/academy/works-hops-and-events/spotted