

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 one large, light blue shape curving from the left towards the center.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Brierley
Number of pupils in academy	55
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	February 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Harridge
Pupil premium lead	Mel Boffey
Governor / Trustee lead	David Luckin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,075
Recovery premium funding allocation this academic year	£23,604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,679
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 aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most; targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood

Challenges

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

Challenge number	Detail of challenge
1	Reading: Although pupils are making progress, assessments show that reading is still a priority for the school. A recent deep dive showed that Phase 1 Phonics and reading for the most complex is an area of development for the school. Children at risk of reading failure can easily become vulnerable learners, and lose their self-esteem, motivation and confidence without support. These children see reading as a barrier rather than a tool for learning.
2	Attendance of our disadvantaged pupils continues to be a barrier. Some pupils require a personalised and phased reintegration to support their emotional and mental health needs. Some pupils and their families require a multi agency whole family approach to help them to re-engage and value education.

3	Social isolation is a barrier for many of our students; many pupils have limited access to activities beyond the school day as they are part of a wide catchment area and are dropped off, and picked up, each day by local authority transport.
4	Increasing emotional regulation and positive behaviour through therapeutic approaches is a priority. Pupils in high states of dysregulation are unable to access the curriculum and demand significant staffing, space and resourcing.
5	A barrier to learning for our many of our learners is a lack of access to language and communication in the home (e.g. reading books and varied vocabulary) and/ or opportunities for "talk" and debate – the cornerstones of good literacy outcomes.

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
Address gaps and Improve reading skills of pupils eligible for Pupil Premium	Pupils eligible for Pupil Premium throughout school will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the academic year so that almost all pupils eligible for pupil premium make expected or above expected progress in reading.
Address gaps and Improve communication skills of pupils eligible for Pupil Premium	Pupils eligible for Pupil Premium throughout school will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the academic year so that almost all pupils eligible for pupil premium make expected or above expected progress in communication (EHCP outcomes and/ or SCERTS learning journey)
Reduce Persistent Absence of pupils eligible for Pupil Premium.	Overall school attendance data will show improvement and the attendance of PP pupils will increase in line with Non PP pupils or at least with National Averages. PA will remain below the National Average and in line or better than the PA for Non PP pupils.
Improve self and mutual regulation of pupils including pupils eligible for Pupil Premium, so that incidences of challenging behaviour are reduced and positive behaviours increase.	Overall Behaviour Watch incidents (assaults on staff and pupils) are reduced and SCERTS assessment data shows favourable outcomes for PP pupils in Self and Mutual Regulation. A reduction in CPOMS cause for concerns relating to emotional/ mental health concerns.
Improve involvement in extra-curricular activities of pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium throughout school have access to a varied programme of cultural, leisure and social activities that explore interests and create broader perspectives.

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

£ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all teaching staff have accessed Read Write Inc training	Read Write Inc is an evidence based model based on phonics. The Education Endowment Fund (EEF) cites that the evidence base for phonics based teaching is very secure and learners can make as much as 4 months of progress for moderate cost. A research project as to the effectiveness of this specific model is underway and led by the EEF.	1
Ensure all class based staff have accessed and completed STARS Autism training level 1 and 2	STARS are strategic partners for the Autism Education Trust and deliver their training in Leeds. The AET is a national initiative endorsed and partially funded by the Department for Education.	5,4

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

Budgeted cost	£ 21,250
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist in place 1 x day a week to support with communication for identified pupils. (50%)	We want all pupils to access teaching and learning opportunities at all levels regardless of their needs. The Education Endowment Foundation (EEF) Teaching and Learning Toolkit suggests that ensuring teachers and support staff have access to regular, ongoing, high quality training and development opportunities is an effective way to improve attainment. Effective communication supports behaviour for learning	3,4,5
Private OT time purchased from for direct and indirect Sensory Integration therapy with targeted pupils and to provide staff training. (50%)	Evaluation and treatment of basic sensory integrative processes is performed by occupational therapists and/or physical therapists. The therapist's general goals are: (1) to provide the child with sensory information which helps organise the central nervous system, (2) to assist the child in inhibiting and/or modulating sensory information, and (3) to assist the child in processing a more organised response to sensory stimuli.	3,4

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

Budgeted cost	£44,783
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker (C3 @ 37hrs)	The family support worker will enable the school to increase capacity and extend the school early help offer for families. As a school with 51% PP and thus a significantly higher than average proportion of pupils from disadvantaged backgrounds, the need for early help and family support is crucial in order to improve parental engagement, increase pupil attendance and pupils' preparedness for learning.	2,3
Attendance Support (10 hours a week)	Gov Guidance 2021 Improving school attendance: support for schools and local authorities Principles of an effective whole school attendance strategy	2,3

Total budgeted cost

Total budgeted cost	£76,033
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