Pupil premium strategy statement – Co-op Academy Belle Vue

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	730
Proportion (%) of pupil premium eligible pupils	53.55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Scott Fletcher, Principal
Pupil premium lead	Stephen Holt, Vice Principal
Governor / Trustee lead	Shanta Aphale, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 435,750
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 435,750

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment from studying our Belle Vue curriculum. The core focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our aim is that all students will be able to access powerful knowledge through our broad and balanced curriculum. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension.

Our aims are to :

- Remove barriers to learning for learners that are free school meals.
- Narrow the attainment gap between PP and non-PP learners
- Ensure all learners have the literacy levels to enable them to access the breadth of the curriculum.
- Ensure all learners have the ability to communicate effectively in a wide range of contexts.
- Enable all learners to look after their social and emotional wellbeing, developing their resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support, which we have ascertained through assessment and not an assumption. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will ensure, through this strategy, that we 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	Vocabulary and Reading Fluency Our CAT4 data, internal curriculum reviews and discussions with teachers suggests that disadvantaged students generally have lower levels of reading comprehension and reading ages compared to their peers and nationally. This has a significant impact on students being able to access their range of subjects across the curriculum. The most recent reading age data indicates that 10% of our disadvantaged students have a reading age below 9 years, whilst 16% have a reading age below 10. Overall 18% of our cohort have a reading age below their chronological age Our internal knowledge expert data indicates that this has a subsequent impact on attainment causing a widening gap between disadvantaged and non-disadvantaged students.
2	Attendance Our attendance data since our on PP strategy started indicates attendance among disadvantaged students is on average lower than non-disadvantaged students. For our disadvantaged students average attendance YTD is 93.2% compared with our non-disadvantaged students at 97.7% a difference of 4.5%. 19.3% of our disadvantaged students have been 'persistently absent' (YTD) compared with 5.5% for non-disadvantaged. Our internal qualitative data gathered through our curriculum reviews and book looks indicate that for a proportion of the sample, our disadvantaged students have greater knowledge gaps compared with our non-disadvantaged students. In summary, our internal and external data indicates that at present our disadvantaged students are being negatively impacted by being absent from school.
3	Achievement Our internal and external assessment data, observations and discussions with students during curriculum reviews suggest that our disadvantaged students continue to perform lower on average to non-disadvantaged students. Our internal knowledge expert data indicates disadvantaged students underperform across all subjects when compared to non-disadvantaged students.
4	Emotional regulation and wellbeing Our internal data, observations and discussions with students and families through our pastoral systems has identified social and emotional issues for many students which has led to an increase in SEMH needs. Current data shows that the proportion of removals from lesson for disadvantaged students compared to non-disadvantaged students is 26% for non-disadvantaged and 74% for disadvantaged, a gap of 48%
5	Metacognition and self-regulation

	Our internal observations through curriculum reviews, drop-ins, teacher and student voice and book looks indicate disadvantaged students tend to lack metacognitive / self-regulation strategies. In particular, disadvantaged students find it more challenging to use metacognitive and self-regulation strategies to prepare for their internal assessments and complete independent silent study without scaffolds. This is also reflected in the use of knowledge expert books for self-study at home with fewer disadvantaged students demonstrating evidence of successful completion on a weekly basis.

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. Vocabulary and Reading Fluency Improved reading comprehension among disadvantaged pupils across KS3 to close the gap in preparation for KS4.	Reading comprehension to show improvement by 2026/27 demonstrated by: ● An increase in reading comprehension test scores for disadvantaged students compared to previous tests. ● A decrease in the gap in reading comprehension test scores between disadvantaged and non-disadvantaged students. A recognition by teachers that disadvantaged students reading comprehension is improving through conversations during curriculum reviews, drop-ins and book looks. ● A narrowing of the gap between chronological age and reading age.
2. Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained and improved attendance by 2026/27 demonstrated by: ● The unauthorised absence rate for all students to reduce by 2%. ● The difference between disadvantaged and non-disadvantaged absence to school to be reduced by 4%.
3. Achievement Improved attainment for all students and the disadvantaged gap closing across the broad range of subjects.	Improved attainment for all students by 2026/27 demonstrated by: ● An average knowledge expert score for disadvantaged students of at least 70% across the year. ● An average diagnostic assessment score for disadvantaged students of at least 50%. ● Attainment data showing a narrowing (and better than national) gap between disadvantaged and non-disadvantaged students smaller than the national gap (national gap A8 APS (2023) disadvantaged 35, non-disadvantaged 50.3, gap 15.3 - average grade ¾ compared to average grade 5)

4. Emotional regulation and wellbeing Improved emotional regulation and wellbeing for all students.	Improved and sustained emotional regulation and wellbeing by 2026/27 demonstrated by: ● Qualitative data from student voice using the PASS survey indicate improvements in wellbeing. ● Qualitative data from parents surveys and teacher observations indicate improvements in wellbeing. ● Pastoral data indicating a falling proportion of removal from lessons for disadvantaged students
5. Metacognition and self-regulation Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Improve metacognitive and self-regulation by 2026/27 demonstrated by: ● Increase in disadvantaged students using their knowledge expert books during self-study. ● Increase evidence from drop-ins that disadvantaged students are able to show an increase in monitoring and regulating their learning during the do now and independent silent study phase of the Belle Vue lesson. ● Increase in disadvantaged students presenting their knowledge expert books at the ambition table. ● Evidence in lessons that teachers are developing these skills within lesson by working with students to identify key command words in text

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: £107,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press) The National Literacy Trust demonstrates research which shows the issues that can arise when there is a reading deficit. https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/ EEF Toolkit "the average impact of reading comprehension strategies is an additional six months' progress over the course of a year."	1,3,5
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support using our teaching lab and practice lab CPD Sessions.	Teaching and modelling metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths and science attainment: Metacognition and self-regulation	Teaching and Learning Toolkit	EEF https://researchschool.org.uk/durrington/	1,3,5

	news/why-is-metacognition-so-important-yet-ellusive EEF Toolkit: "The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year."	
Deliver high quality research driven training to develop high quality teaching and learning approaches.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. https://educationendowmentfoundatio n.org.uk/education-evidence/teaching-l earning-toolkit EEF Toolkit: "great teaching is the most important lever schools have to improve pupil attainment."	1,3,5
Deliver well-evidenced reading sessions during community ambition slots to support students with reading comprehension and fluency.	The National Literacy Trust demonstrates research which shows that reading can improve wellbeing. https://literacytrust.org.uk/research-serv ices/research-reports/reading-for-menta l-wellbeing-in-2023/	1,3,5

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

Budgeted cost: £116,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver well-evidenced literacy interventions for students that require additional support with reading comprehension both within and outside of the classroom	The Ruth Miskin Fresh Start programme shows clear evidence of improving reading ages. https://educationendowmentfoundatio n.org.uk/projects-and-evaluation/proj ec ts/read-write-inc-and-fresh-start EEF "The average impact of the deployment of teaching assistants (learning coaches) is about an additional four months' progress over the course of a year.	1,3,5
Deliver well-evidenced cognitive and well-being interventions for students that require additional support to access the wider curriculum. Sufficient training to ensure lead staff know how to deliver the intervention sessions effectively.	The EEF guidance on the use of teaching assistants for both in-class and out-of class interventions shows positive improvements for students. https://educationendowmentfoundati on.org.uk/education-evidence/teachi ng-learning-toolkit/teaching-assistant -interventions EEF Toolkit: "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."	3,4,5

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

Budgeted cost: £211,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on [working together to improve school attendance.](#) Staff training and release time to develop and implement procedures. Attendance/support officers used to improve attendance., e.g. Race to 50 cards	The DfE guidance demonstrates that consistent engagement from schools will contribute towards improved persistent absence levels.	2,3,5
Adoption of behavioural therapy interventions where appropriate to support students who require help with regulating their behaviour and emotions. Time to be set aside to ensure staff leading on these interventions are appropriately trained and teaching staff have an understanding of strategies that could help support students during lessons.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: [Cognitive Behavioural Therapy (Youth Endowment Fund)](#) Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: [Adolescent mental health: A systematic review on the effectiveness of school-based interventions](#)	2,4

Total budgeted cost: £435,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1 : - Higher attendance for our disadvantaged students

Outcome: Attendance was identified as our biggest challenge as we had had little impact the year in the previous year. The appointment of an attendance officer in the 2023-24 academic year had a large impact and allowed for targeted interventions of individuals and groups. At the end of the 2023-24 academic year our attendance was in line with national figures (92.8%) which was an improvement on the previous year (school 90.1% : national 90.7%). Our FSM6 attendance group was slightly above the national figures (school 90.74% :national 88.9%). Figures show improvement from the previous year, national figures have also improved.

Intended Outcome 2 : - Students will show a higher reading age at the end of the academic year

Outcome:. A literacy coordinator was appointed with the responsibility of a whole school approach to literacy. Students were given weekly literacy lessons as a part of the whole school approach. Both the literacy review for the trust and the Academy Review highlighted literacy as an area of strength and, using data from a whole school trust reading test, showed that the reading age of Year 7 increased. In 2023-24 15% of our students had a reading age below 9. The figure currently stands at 10%. The number of students whose reading age is below their chronological age has reduced from 179 to 129.

Intended Outcome 3 : Students will show a higher vocabulary level from their starting points

Outcome: Following limited success in 2023 there was a larger focus on developing literacy through the Teaching and Learning programme. All subjects have identified key vocabulary which is explicitly and consistently taught in classrooms using TLAC strategies. These are now embedded through all subject areas, not just the CARE curriculum.

Intended Outcome 4 : Students will get expected or good outcomes in English, Maths and Science this year

Outcome: data from knowledge expert assessments show an improving picture with the retention of key knowledge in each subject. In the first KE assessments in 2024 the average percentages for each year groups have shown an improvement on last academic year and the gap between disadvantaged and non-disadvantaged students has narrowed, with both groups performing better than last academic year. Data from Year 9 Trust assessments showed that students at Belle Vue outperformed their peers in English, maths and science. There were gaps in performance of disadvantaged to no-disadvantaged students: English -3%, maths -9%, science -2%. Work continues in this academic year to further embed TLAC strategies and identify students that are at risk of underachieving to ensure that the curriculum delivers the good outcomes we aim for all of our learners, no matter their barrier.