

# 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	478
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)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Scott Fletcher, Principal
Pupil premium lead	Michael Chiles, Vice Principal
Governor / Trustee lead	Shanta Aphale, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 198,720
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£198,720

# 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	<p><b>Vocabulary and Reading Fluency</b></p> <p>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.</p> <p>The most recent reading age data indicates that 15% of our disadvantaged students have a reading age below 9 years. Our internal knowledge expert data indicates that this has a subsequent impact on attainment causing a widening gap between disadvantaged and non-disadvantaged students.</p>
2	<p><b>Attendance</b></p> <p>Our attendance data since our on PP strategy started indicates attendance among disadvantaged students is on average lower than non-disadvantaged students.</p> <p>For our disadvantaged students average attendance YTD is 90.4% compared with our non-disadvantaged students at 96.6% a difference of 6.2%. 26.6% of our disadvantaged students have been 'persistently absent' (YTD) compared with 10.4% 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.</p>
3	<p><b>Achievement</b></p> <p>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.</p> <p>Our internal knowledge expert data indicates disadvantaged students tend to score an average of 60% across all subjects compared to 76% for non-disadvantaged students.</p>
4	<p><b>Emotional regulation and wellbeing</b></p> <p>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.</p>
5	<p><b>Metacognition and self-regulation</b></p>

	<p>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.</p>
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## 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
<p><b>1. Vocabulary and Reading Fluency</b> Improved reading comprehension among disadvantaged pupils across KS3 to close the gap in preparation for KS4.</p>	<p>Reading comprehension to show improvement by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An increase in reading comprehension test scores for disadvantaged students compared to previous tests.</li> <li><input type="checkbox"/> A decrease in the gap in reading comprehension test scores between disadvantaged and non-disadvantaged students.</li> <li><input type="checkbox"/> A recognition by teachers that disadvantaged students reading comprehension is improving through conversations during curriculum reviews, drop-ins and book looks.</li> </ul>
<p><b>2. Attendance</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained and improved attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The unauthorised absence rate for all students to reduce by 2%.</li> <li><input type="checkbox"/> The difference between disadvantaged and non-disadvantaged absence to school to be reduced by 4%.</li> </ul>
<p><b>3. Achievement</b> Improved attainment for all students and the disadvantaged gap closing across the broad range of subjects.</p>	<p>Improved attainment for all students by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An average knowledge expert score for disadvantaged students of at least 66%.</li> <li><input type="checkbox"/> An average diagnostic assessment score for disadvantaged students of at least 50%.</li> </ul>

<p>4. Emotional regulation and wellbeing</p> <p>Improved emotional regulation and wellbeing for all students.</p>	<p>Improved and sustained emotional regulation and wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Qualitative data from student voice using the PASS survey indicate improvements in wellbeing.</li> <li><input type="checkbox"/> Qualitative data from parents surveys and teacher observations indicate improvements in wellbeing.</li> </ul>
<p>5. Metacognition and self-regulation</p> <p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Improve metacognitive and self-regulation by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase in disadvantaged students using their knowledge expert books during self-study.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Increase in disadvantaged students presenting their knowledge expert books at the ambition table.</li> </ul>

## 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: £66,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a></p> <p>The National Literacy Trust demonstrates research which shows the issues that can arise when there is a reading deficit. <a href="https://literacytrust.org.uk/research-services/research-reports/children-and-youth-peoples-reading-in-2023/">https://literacytrust.org.uk/research-services/research-reports/children-and-youth-peoples-reading-in-2023/</a></p>	1,3,5
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support using our teaching lab and practice lab CPD sessions.</p>	<p>Teaching 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 attainment: <a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a></p> <p><a href="https://researchschool.org.uk/durrington/news/why-is-metacognition-so-important-yet-ellusive">https://researchschool.org.uk/durrington/news/why-is-metacognition-so-important-yet-ellusive</a></p>	1,3,5
<p>Deliver high quality research driven training to develop high quality</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment,</p>	

teaching and learning approaches.	particularly for socio-economically disadvantaged students.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £66,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver well-evidenced literacy interventions for students that require additional support with reading comprehension.	The Ruth Miskin Fresh Start programme shows clear evidence of improving reading ages. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	3,4,5

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

Budgeted cost: £66,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance/support officers used to improve attendance.</p> <p>e.g. Race to 50 cards</p>	<p>The DfE guidance demonstrates that consistent engagement from schools will contribute towards improved persistent absence levels.</p>	<p>2,3,5</p>
<p>Adoption of behavioural therapy interventions where appropriate to support students who require help with regulating their behaviour and emotions.</p> <p>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.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy (Youth Endowment Fund)</a></p> <p>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: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></p>	<p>2,4</p>
<p>Deliver well-evidenced reading sessions during community ambition slots to support students with reading comprehension and fluency.</p>	<p>The National Literacy Trust demonstrates research which shows that reading can improve wellbeing. <a href="https://literacytrust.org.uk/research-services/research-reports/reading-for-mental-wellbeing-in-2023/">https://literacytrust.org.uk/research-services/research-reports/reading-for-mental-wellbeing-in-2023/</a></p>	<p>1,3,5</p>

Total budgeted cost: £198,720



## 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. Our whole school approach had a high impact, alongside the additional funding found for the early recruitment of an attendance officer which allowed for targeted interventions of individuals and groups. We were celebrated within the trust as the Secondary with the the highest attendance by the end of the academic year. In comparison to national figures, our overall attendance was down by 0.5% on national (school 90.1% : national 90.7%) which is closer to national than the prior year. Our FSM6 attendance in comparison was much more positive than the national picture, up 2.7% (school 87.9% : national 85.3%).

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

Outcome : There was a high focus this year on the literacy and vocabulary levels of the students of Belle Vue. 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.

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

Outcome : Our literacy journey started earnestly this year with the employment of our Literacy Coordinator. As part of our 3 year plan, it was decided that we needed to implement our reading strategies first and embed them before moving onto oracy development. We did take part in debating competitions with our fellow schools across the trust however this impacted the vocabulary of the few rather than the many.

This year, a high number of our Teaching and Learning strategies are focused on developing literacy and it has been embedded throughout the CARE curriculum.

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

Outcome : With a new Head of school came a new vision for Curriculum and our Curriculum journey began in January of this year. All of our Core departments received positive feedback from their Trust department reviews and the Knowledge expert data shows that students are retaining the information that our teachers feel is our Key Knowledge. This years focus, with the appointment of a new Quality of Education Team, is to ensure that the curriculum delivers the good outcomes that we aim for all of our learners, no matter their barrier.