

The background is a solid blue color with several overlapping, curved, lens-like shapes in varying shades of blue, creating a modern, abstract design.

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 Southfield |
| Number of pupils in academy | 310 |
| Proportion (%) of pupil premium eligible pupils | 29% of whole school (92 students); 46% of 11-16 age group. |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Michelle Farr |
| Pupil premium lead | Alison Read |
| Governor / Trustee lead | Currently vacant |

Funding overview

| Detail | Amount |
|---|----------------------------------|
| Pupil premium funding allocation this academic year | £89,389 |
| Recovery premium funding allocation this academic year | £171, 120 (covid recovery grant) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £260,509 |
| 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

Pupil premium is an allocation of money to improve the attainment of disadvantaged pupils. These pupils are those who have been eligible for Free School Meals at any point in the last six years. Pupils who are looked after by a carer other than their parent receive Pupil Premium Plus, and pupils whose parents are currently serving in the armed forces receive Service Pupil Premium.

At Co-op Academy Southfield all students who are looked after by a carer other than their parent are identified and receive Pupil Premium Plus. It is assumed that currently not all students who are eligible for Free School Meals, and therefore Pupil Premium, have applied. This assumption is based on the level of socio-economic disadvantage in the local area.⁽¹⁾ Discussions with parents also inform the school that parents are not always aware of the benefit of applying for FSM when pupils are fed via gastrostomies or prefer a packed lunch because not applying impacts upon the ability to access other allowances and support. The school does not have any students whose parents are currently serving in the armed forces.

Post sixteen pupils do not receive the pupil premium funding, however they are entitled to apply for the post sixteen bursary and we have included them in this strategy report. By doing so, pupils who have received Pupil Premium support up to the age of 16, continue to receive the rigorous and robust approach to how they are supported for the entire period that they remain within the school's care.

Evidence shows that more able pupils from disadvantaged backgrounds are most at risk of under-performing. The allocation of funding is designed to close the attainment gap for pupils from disadvantaged backgrounds and is to be used to support individuals or groups of pupils to make progress across all areas of the curriculum and enable pupils to engage fully with their education. We monitor the pupils who have been allocated additional funding to track what they have received that is above and beyond the standard provision. We cross-reference this with diagnostic assessment of pupil progress data to ascertain the impact of the additional resource they have received.

Pupil premium guidance advises us that it may be appropriate to spend a proportion of pupil premium funding in ways that do not solely benefit eligible pupils. We take an evidence based approach to identify the greatest need. We are mindful that the school does have a proportion of pupils who have not been awarded FSM but have or have had a social worker due to vulnerability and/or high levels of need. The school may therefore intentionally enable these students to also benefit from the pupil premium funding.

We draw on evidence of effective practice⁽²⁾ which suggests that pupil premium spending is most effective when a tiered approach is used of targeting spending across 3 areas, with a particular focus on teaching. Research informs us that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we inevitably benefit non-eligible pupils as well.

1. We invest in high-quality teaching through training and professional development for teachers and support for teachers early in their careers. The funding can be used to support staff recruitment and retention due to the importance of students working with familiar and trained staff.
2. We invest in targeted support focussed on pupil's specific needs which can include one-to-one tuition, small group tuition, or access to therapies such as speech and language therapy.
3. Finally, we invest in wider approaches to support pupils with issues that impact on success in school, such as attendance, behaviour and social and emotional challenges, or limited access to a breadth of experience and cultural capital. This includes access to the school's breakfast club, nurture sessions to support emotional health and wellbeing, expert advice from occupational therapists, CAMHs and the educational psychology service, and help with the cost of educational trips or visits.

Our pupil premium strategy focuses on ensuring we fund interventions because evidence and research suggests that they will best support the school's priorities for closing the disadvantage gap. We ensure that the school's capacity to manage, deliver and embed the intervention effectively has been evaluated and confirmed. By doing so, at the point of implementation, we ensure there is a relentless focus on maximising the impact of the intervention through a coherent and cohesive whole school approach. This is especially applicable to interventions and strategies that will be used in the classroom.

The school actively seeks collaboration with parents in order to share insights and promote coordinated use of the strategies which will best prepare each pupil for adult life. The school has access to bi-lingual staff who support parents where English is not their first language.

Teachers work over an extended period with individual students in order to ensure pupil voice is included meaningfully in the annual review process. The school also has an allocated student council lead to support a group of students from across the school to influence decision making and represent the views of student population. The importance and value of pupils who receive pupil premium being members of student council is recognised.

The school's leadership use staff meetings and pupil progress meetings to ensure all colleagues understand that closing the disadvantage gap is a collective school-wide responsibility. Leaders and teachers develop a clear and coherent understanding of their role and regular CPD is provided to secure this. Key areas of Teaching and Learning which support this are:

- a PSD curriculum which aims to ensure all students feel that they belong and are integral members of the school community
- all staff are encouraged to relentlessly capitalise on opportunities for students to feel successful
- students are provided with effective teaching and learning of emotional literacy and the language of behaviour and emotions
- the prioritisation of clear routines and structures so that all students can feel safe, secure and confident
- key knowledge and vocabulary is made accessible at the start of each lesson so that those without the necessary background knowledge are empowered and have the foundations they need for the learning ahead
- teachers use appropriate strategies to ensure language is accessible to all throughout lessons

- regular opportunities to read for pleasure are made available because this is proven to increase word knowledge by 26%
- feedback to pupils is personal and immediate. Staff take account of the likelihood that disadvantaged students may have a negative sense of themselves as a learning which makes receiving feedback a challenge
- positive relationships are formed between staff and students which enables feedback to have maximum impact. This is especially relevant to reluctant attenders

References and supporting documents:

- (1) "Bradford District is ranked 5th most income deprived and 6th most employment deprived local authority in England."
<https://ubd.bradford.gov.uk/about-us/poverty-in-bradford-district/>
<https://www.ons.gov.uk/visualisations/dvc1370/>
- (2) *Addressing Educational Disadvantage in Schools and Colleges*, Edited by Marc Rowland, Unity 2021
- (3) *Language for Behaviour and Emotions*, Stephen Parsons, Routledge 2020

The EEF Guide to Pupil Premium

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf>

Working with Parents to Support Children's Learning EEF

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>

Effective Teacher Feedback, EEF

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

Metacognition

EEF: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

Social and Emotional Learning Strategies EEF

https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Mastery of core and foundational skills and knowledge: experience and prior learning of basic literacy, numeracy, social skills and cultural capital are required so that the pupils can |

| | |
|---|---|
| | contextualise and connect with new learning, including how be healthy*. |
| 2 | Oracy and language comprehension: early reading and language skills are required to access the curriculum as a whole and to ensure every student can express their views |
| 3 | Metacognition and self regulation: sensory and emotional regulation are required in order to access all learning, social opportunities and participate fully in the community |
| 4 | Positive relationships with students and positive partnerships with parents: staff who know pupils and parents well can form impactful relationships which encourage attendance and the application of effective strategies in the home as well as school |

*Being Healthy in Adult Life is the EHCP Area of Need where students across Southfield made the least progress in 2021-22.

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 |
|---|---|
| Pupils make at least expected progress in literacy, numeracy and PSD | <ul style="list-style-type: none"> At least 75% of Annual Targets met across the whole school Bi-annual data shows that pupils receiving pupil premium funding make on average at least the same rate of progress in core maths skills as those not in receipt of pupil premium funding |
| Pupils are developing greater language skills in order to access the curriculum and express their views | <ul style="list-style-type: none"> Bi-annual data shows that pupils receiving pupil premium funding make on average at least the same rate of progress in phonics as those not in receipt of pupil premium funding All students' views have been sought and included in their annual review documentation |
| Through effective class teaching, pupils are self-regulated learners who are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning | <p>Deep dives into teaching and learning indicate that all teachers who have been employed at the school for at least 12 months are able to:</p> <ul style="list-style-type: none"> set appropriate levels of challenge use effective feedback and teach emotional literacy to enable all pupils to reflect on their strengths and development as a learner use routines, structures and praise to create positive and effective lessons <p>Parental feedback will indicate that all teachers have shared strategies to use in the home and have formed positive relationships</p> |

Relationships between teachers and pupils are strong and influential

Attendance rates will improve year-on-year

Recruitment and retention levels will improve year-on-year so that pupils have access to skilled and familiar staff

Student voice and incident monitoring will indicate year-on-year that students feel increasingly safe, secure and confident while at school

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

Recruitment: £13,390

CPD budget teachers: £25,000

CPD budget support: £4,000

Additional LSA support: £171,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| <p>Team-teaching of phonics between an experienced phonics specialist HLTA and teachers new to teaching phonics</p> <p>AHTs will complete walkabouts and visit lessons to offer support to teachers who are developing their phonics practice</p> <p>Regular phonics revision sessions will support the practice of all staff in terms of delivering phonics according to the training provided by Ruth Miskin</p> | <p>"Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy." EEF</p> | <p>1 x HLTA with phonics specialism to support 5 teachers (50 students)</p> <p>92 students aged 11-16 receive PP 2022-23</p> |
| <p>Educational psychology assessments to provide expertise and teaching strategies for teachers who have students with complex and additional cognitive and learning needs which are not yet fully understood.</p> | <p>"Make links with universities and external professionals who can provide essential expertise from the start of a CPD initiative, and then provide sustained collaboration while peers move into setting their own schedules for implementation, observation and reflection (Cordingley, Bell, Rundel, Evans)."</p> <p>"Education must actively seek input</p> | <p>2021-22: 3 EP assessments 2022-23: 5 EP assessments</p> <p>92 students aged 11-16 receive PP 2022-23</p> |

| | | |
|---|--|---|
| Annual Review chair to access the EP Hub and benefit from expert advice in relation to writing EHCP outcomes | <p>from external professionals." SEND CoP.</p> <p>All students who received an educational psychology assessment in 2021-22 achieved 100% of their annual targets.</p> | |
| <p>Subject leads for maths, English and PSD to join networking hubs provided by the Trust and local area.</p> <p>AHTs to visit outstanding special schools in order to develop curriculum, teaching and learning knowledge.</p> <p>KS3 AHT and subject leads to liaise with Delius primary school in order to create sequenced literacy, numeracy and PSD learning and effective transition across KS2 and KS3.</p> | <p>A strategic plan to monitor how CPD impacts on the quality of teaching over the medium to long term is required (National College) (EEF May 2019). The Carter Review (2015) suggests widening the pool of collaboration partners but focusing on relationships which contribute to achieving high quality evidence-based classroom practice. High value internal CPD, including peer-to-peer critical support, is a proven high-impact strategy (R.Coe & others, 2014).</p> <p>AHTs have reported to their line managers that they found visiting other schools to be one of the most useful experiences for their own development.</p> | 92 students aged 11-16 receive PP 2022-23 |
| Speech and language therapist to provide weekly advice, expertise and CPD for teachers in order for them to become more skilled and effective at improving students' access to learning and sharing of their views. | <p>"Ensure the young person is at the centre of a personalised plan... Plan for the young person to achieve their (and the parental) aspirations...Young people will have their own perspective and local authorities should have arrangements in place to engage with them directly." SEND CoP</p> | <p>In 2021-22 2 students in receipt of 11-16 pupil premium were members of the Student Council. A request will be made to the Co-Co for at least half of the members of student council to be in receipt of pupil premium: approximately 6 students</p> <p>Access to SaLT has been increased to enable more classes to benefit: 92 students</p> |
| <p>CPD for staff via Team Teach, National College, development of a CPD library, access to external training providers and SLT cascading EEF research to be scheduled and provided throughout the year to develop teachers':</p> <ul style="list-style-type: none"> ● maths, English and PSD subject knowledge | <p>Research into Remote Professional Development (EEF, Sept 2020) cites the importance of clarifying the purpose of the CPD to be undertaken. The Systematic Review of Professional Development (EEF, Jan 2021) states that "School leaders and teacher educators instead need to know which characteristics of PD matter to help them design or commission effective PD"</p> | 92 students aged 11-16 receive PP 2022-23 |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> ● behaviour management skills ● feedback skills ● knowledge of metacognition <p>The headteacher will promote the curriculum vision and importance of these subjects throughout the year.</p> | | |
| <p>SLT to receive internal CPD in coaching skills in spring and summer 2023 from an internal level 5 coach. Coaching texts and journals added to the CPD library. This will enable SLT to support teachers to reflect at a deeper level on their own practice.</p> <p>Formal coaching provided for teachers returning from maternity leave and other teachers or leaders where reflection on their practice will support raising standards, performance and retention.</p> | <p>“Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.” EEF</p> <p>Regular performance conversations with a strengths-based approach for ‘solid performers’ is advised by Grote, and maximising opportunities to work in areas that are known to energise (CIPD) in order to raise engagement is proven by MacLeod & Clarke to maximise performance.</p> | <p>92 students aged 11-16 receive PP 2022-23</p> |
| <p>Class Do-jo to be made available to all parents in order to increase communication and the sharing of classroom practice</p> <p>Planning and management of a calendar of regular events that enable parents to visit the school, meet key staff and learn more about the teaching and strategies used</p> <p>RSHE awareness presentations provided by PSD Lead and DSL to parents</p> <p>Admission presentations to be delivered to year 5 and year 6 prospective</p> | <p>“Professionalism: The wider responsibilities of the teacher include the important issue of working effectively with parents, carers and other professionals” (Teachers Standards). The EEF cost v impact indicator has parental engagement at very low cost for moderate impact of +4 months.</p> | <p>92 students aged 11-16 receive PP 2022-23</p> |

| | | |
|--|--|--|
| <p>parents by the KS3 leadership team</p> <p>All teachers to contact new parents for Sept in the summer term to introduce themselves. Follow up parents' evening in October.</p> | | |
|--|--|--|

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

| | |
|---------------|---|
| Budgeted cost | <p>Academic Mentor: £20,000</p> <p>HLTA Interventions: £26,000</p> <p>Educational equipment: £20,604</p> <p>Educational IT equipment: £27,000</p> <p>Speech and Language Therapist, Peripatetic music teacher, music therapist: £20,604</p> <p>Educational Psychology Assessments: £5,000</p> <p>Printing: £4,000</p> |
|---------------|---|

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|
| 1-1 or small group targeted academic support for literacy, numeracy and PSD | EEF research recommends 'structured interventions with reliable evidence of effectiveness' within 'structured settings with high quality support and training'. TEF achieved 70% Annual Target success rate for 32 students in 2021-22. | 92 students aged 11-16 receive PP 2022-23 |
| Music tuition and music therapy to develop cognition and communication skills. | In 2021-22 students who received this intervention achieved 88% of their annual targets which was above the average. | 5-10 students |

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

| | |
|---------------|---|
| Budgeted cost | <p>Breakfast club: £2,000</p> <p>Free School Meals admin: £500</p> <p>Educational Trips and Visits: £16,500</p> <p>Aromatherapy, Sensory Occupational Therapy, Clinical Psychology: £16,000</p> |
|---------------|---|

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|
| <p>All teachers to have active working knowledge of which students are in receipt of pupil premium (to be achieved by highlighting the importance of this in PPDR meetings)</p> <p>CPD to be provided by SLT to staff to raise awareness of strategies that promote a sense of belonging and motivation to attend school</p> <p>AHTs and senior teachers to promote the importance and value of attendance in assemblies</p> <p>Teachers to explicitly communicate to parents the value placed in their efforts to achieve good attendance for their child</p> | <p>"Teacher effectiveness is the strongest school-related determinant of student success,¹ but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance" (National Centre for Educational Statistics)</p> | <p>92 students aged 11-16 receive PP 2022-23</p> |

Total budgeted cost

| | |
|---------------------|----------|
| Total budgeted cost | £260,509 |
|---------------------|----------|

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 |
|---------------------------------|

| ATTENDANCE (Target: 95%) | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Average attendance for PP students (not including PMLD or PP+): | 83.9% | | |
| Average attendance for PP+(CLA) students: | 92.3% | | |
| Average attendance for PP students with PMLD as a primary need: | 83.5% | | |
| No of PP students who received an attendance meeting | 2/14* | | |

*The attendance of these two PP students so far this academic year 2022-23 is 5.9% and 0%.

| Annual Target Achievement (Target: 75%) | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|---------|
| Annual Targets achieved by PP students: | 55% | 61% | | |
| Annual Targets achieved by PP+/CLA/LAC students: | 45% | 50% | | |
| Annual Targets achieved by PP pupils in receipt of targeted 1-1/small group intervention for literacy and numeracy | 84% | 70% | | |

Annual Targets achieved by all students from across the school who had the most reliable evidence-based judgements (38% of all students) was 75%. Therefore, the students in receipt of pupil premium are not currently making equal progress to their peers. (When compared to all non-PP peers across the whole school who achieved 59% of their Annual Targets, PP students perform marginally better).

Disadvantaged students would benefit from there being greater staff awareness of the need to provide valuable learning opportunities to students who have been identified as disadvantaged. 14 (30%) of the 46 students who received intervention to support emotional and behavioural needs received PP in 2021-22. Student council in 2021-22 was made up of 11 students. Only 2 of these students were 11-16 pupils in receipt of pupil premium. Therefore, representation from both of these examples is disproportionately low.

Data from Sept 2020 to July 2022 indicates that the following interventions and/or access to CPD or expertise have had a positive impact and are value for money. Students who received these interventions achieved, on average, a greater number of Annual Targets than the cohort who received best practice/most reliable data in that academic year. The data sets for some of these groups are currently too small to be reliable and so they will be tracked year-on-year:

- 1-1 or small group targeted intervention with an experienced practitioner
- PECs training delivered to a select group of teachers (2020-21)

- Educational psychology assessment (2021-22)
- Music tuition or therapy (2021-22)
- Rebound Therapy (2021-22)
- Aromatherapy (2021-22)
- Access to breakfast club: (2021-22)

Current data indicates the the following intervention has not had a positive impact and was not value for money:

- Additional LSA allocated to a pathway without a remit for targeted intervention or academic support

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| None | |

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |