

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic, layered effect. The shapes are primarily located in the upper and middle portions of the page, leaving the bottom portion 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 2021 to 2022 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 Nightingale
Number of pupils in academy	411 (Jan 2022 census)
Proportion (%) of pupil premium eligible pupils	56.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 / 2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	Termly AGC meetings
Statement authorised by	Academy Governing Council
Pupil premium lead	Phil Pearce, Headteacher
Governor / Trustee lead	Angie Craig

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310, 240
Recovery premium funding allocation this academic year	£32, 480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£342, 720
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

Co-op Academy Nightingale is rich and diverse. Our pupils provide language, culture and experiences from around the world that creates our school setting - unique, diverse and vibrant. We are determined that all our pupils will receive a curriculum that is ambitious and reflects individual contexts. Our school will provide the opportunity to develop a sense of belonging: To our school, Leeds, Yorkshire and the United Kingdom. We are proud of our location in Harehills, Leeds and want our pupils to feel pride in who they are, what they are and who they represent irrespective of the barriers and challenges of socioeconomic local circumstance.

The area within which Co-op Academy Nightingale sits was ranked 474 out of 32,844 in England where 1 is the most deprived neighbourhood in the country. Statistically this puts the location of our school and surrounding area amongst the top 10% most deprived areas of the country. (Ministry of Housing, communities and local government, The English Indices of deprivation 2019) In addition the area within which Co-op Academy Nightingale sits is the lowest area in England for uptake of Covid-19 vaccinations. As of September 23rd 2021 only 28.1% of the population in the area had taken 2 doses of vaccine and 36.8% had taken one dose in the adult population of 16 and above.

With this context in mind half of our Pupil Premium funding is targeted at ensuring the best possible quality of education for pupils. This focus includes professional development to make sure that teaching is highly effective. Curriculum development work is also a key part of our strategy to ensure that our curriculum is coherently designed and that essential knowledge is prioritised. Learning about careers and employability is also a key focus running through every subject. We are also passionate about providing pupils with opportunities outside of their usual experiences and environment to build their capital.

Our school brings together children from around the world. They bring with them wide-ranging cultural experiences and this is a great resource for our school. Our pupils speak many different languages. For most of our pupils, developing English language and vocabulary is a high priority in securing their future Pupil Premium Strategy Statement 4 success at school and beyond. As a result, language, literature and vocabulary are at the heart of our curriculum and we take every opportunity to broaden our pupils' language skills. We acknowledge that some pupils need extra opportunities to practise, rehearse and revisit core knowledge including language, vocabulary, reading and number work. Therefore, we allocate a quarter of our Pupil Premium funding to enable small group interventions and tuition to take place.

Within our locality, rates of criminal activity are above average for the country. Instances of anti-social behaviour and violent/sexual assault (including domestic abuse) are particularly high. We acknowledge that our pupils (including our disadvantaged pupils) may have increased safeguarding vulnerabilities because of this. Through our curriculum, we prioritise keeping pupils safe and their moral development. We are passionate about our children having the courage to make the right moral choices, regardless of who is watching. This academic year we will be further developing our personal, social, health and economic curriculum to ensure our staff are confident, trained and supported to provide the targeted teaching that our school community needs. We will target further spending on additional support, for identified pupils, including: therapeutic sessions, social groups, attendance support, speech and language sessions, SEMH coaching and intervention.

A significant proportion of our children will only be with us for part of their primary education; some will arrive from or leave to a different area of the UK or a different country.

Some might arrive and leave more than once and some will have experienced multiple school moves before they join us. Some funding is used to up-skill our teachers so that they are best placed to identify any gaps in pupils' knowledge and adapt teaching to fill these. Some Pupil Premium funding is used to support pupils' induction and some is used to provide additional interventions or tuition to plug the gaps in their learning.

Finally, it must be considered that because of the transient nature of some of our school community some of our most vulnerable and disadvantaged pupils may not be eligible to the ever 6 model for part of all of their school journey. This consideration is applied by school leaders to ensure that decision making around support for our pupils considers our whole school community at all times.

## Challenges

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

Challenge number	Detail of challenge
1	Limited basic English Language and Communication skills, poor language also impact on poor achievement in the curriculum including maths and reading
2	Low starting points on entry in Early Years but also for children joining us at points other than typical transition times (including pupils from other countries)
3	Risk of attendance lower than national average
4	Risk of high percentage of Persistent Absence rates
5	Reduced levels of home learning and opportunities for extra-curricular activities
6	High mobility resulting in a disjointed incoherent education including periods of missed education
7	Rising numbers of SEN needs

## 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
Raised achievement for disadvantaged pupils by the end of KS2.	Disadvantaged pupils at the end of KS2 (who have been at the school consistently since KS1 - stable cohort) achieve attainment and progress measures in line with other pupils nationally

Raised attainment for disadvantaged pupils by the end of KS1.	Disadvantaged pupils at the end of KS1 (who have been at the school consistently since Pupil Premium Strategy Statement 6 Reception) achieve attainment measures in line with other pupils nationally.
Increased proportion of disadvantaged pupils in Year 1, 2 and 3 pass the phonics screening check.	Y1: Inline with national average for disadvantaged pupils Y2: Inline with national average for disadvantaged pupils Y3: 100%
Children at the end of the early years attain well and are ready for the Year 1 curriculum	Disadvantaged children attain in line with other children nationally: GLD ELG reading ELG writing ELG number ELG PSED
Good attendance for disadvantaged pupils (and reduced rates of persistent absence)	Disadvantaged pupils' attendance rates and rates of persistent absence are at least in line with disadvantaged pupils nationally.
Disadvantaged pupils access a wide range of carefully chosen experiences that build their cultural capital, raise their aspirations and help them to discover their talents and interests, including educational visits and extra-curricular clubs outside of normal school hours	All disadvantaged pupils: - attend extra-curricular clubs - participate in enhancement activities (inc educational visits, workshops etc) - be invited and encouraged to attend holiday camps hosting by the Academy

## 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	£ 171, 360
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Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff establishing a whole school approach to supporting pupils with attachment and trauma	<a href="#">EEF Effective Professional Development</a>	1, 2, 3, 7
Phonics training for CTs, TAs and reading leaders	<a href="#">Read Write Inc case studies and research</a>	1, 2, 5, 7
Continued implementation of Accelerated Reader to enhance a love of reading for all pupils	<a href="#">EEF Accelerated Reader research</a>	1, 2, 5, 7

CPD for EYFS staff to support their understanding of how children learn	<a href="#">EEF Improving language in Early Years research</a>	1, 2, 5, 7
Metacognition CPD for all staff, focusing around Rosenshine's principles	<a href="#">EEF Metacognition and self-regulated learning</a> <a href="#">Rosenshine research</a>	1, 2, 7
Skills builder curriculum training and establishing careers curriculum throughout all year groups	<a href="#">EEF Collaborative learning approaches</a>	1, 2, 5, 6, 7
Use of Iris to develop and improve the quality of teaching and learning across all year groups	<a href="#">EEF Iris connect research</a>	1, 2, 5, 7
Staff CPD for early communication, including Makaton, Race to English and EAL assessments	<a href="#">Bell Foundation assessment</a> <a href="#">EEF Boosting language skills</a>	1, 2, 5, 7
Non-teaching SENDCo to improve inclusive practice and outcomes for pupils	<a href="#">EEF Importance of a whole school SEND approach</a>	1, 2, 7
Release time for senior and subject/middle leaders to quality assure all curriculum areas, with a particular focus on development of middle leaders and their understanding of critical thinking	<a href="#">EEF Implementation and professional development</a>	1, 2, 5, 7

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

Budgeted cost	£ 85, 680
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of resources and staff CPD to enhance the teaching and learning of mathematics throughout the school, focusing on tracked and targeted interventions	<a href="#">EEF improving mathematics</a>	2, 5, 7
Shine (QLA) intervention		1, 2, 5, 7
Reading intervention including 1:1 tutoring, lowest 20%, RWi TA training and support	<a href="#">EEF Teaching assistant interventions</a>	1, 2, 5, 7

Small group teaching for lower attainers (in NtE)	<a href="#">EEF Reducing class size</a>	1, 2, 5, 7
Speech and language intervention (Chatterbugs)	<a href="#">EEF Oral and Language interventions</a>	1, 2, 7
PSED interventions (EYFS)	<a href="#">EEF Behaviour interventions</a>	2, 6, 7
Subscriptions: Ruth Miskin phonics (including virtual classroom) Power Maths Cornerstones TT Rockstars Oxford Owl Jigsaw Leeds Library service OTrack Nation College/National Online Safety	<a href="#">EEF Read Write Inc and Fresh Start</a> <a href="#">EEF diagnostic assessment and recovery</a> <a href="#">EEF One-to-one support for SEND pupils</a>	1, 2, 5, 6, 7

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

Budgeted cost	£ 85, 360
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops on communication (including non-verbal) and curriculum specific areas	<a href="#">EEF Parents to support children's learning</a> <a href="https://leedscitycollege.ac.uk/">https://leedscitycollege.ac.uk/</a>	1, 2, 3, 4, 5, 6, 7
Attendance support worker	<a href="#">EEF Attendance intervention and rapid assessment</a>	1, 2, 3, 4
Pastoral support workers (including SEMH interventions)	<a href="#">EEF Parents to support children's learning</a>	3, 4, 7
Extra-curricular activities, enhancements, including educational visits, clubs and workshops	<a href="#">EEF life skills and enrichment</a>	3, 4, 5, 6
Cluster services (including CAMHS, SENIT, REST team, Attendance improvement officer, Early help practitioner, play therapy, Area inclusion team)	<a href="#">EEF Attendance intervention and rapid assessment</a>	1, 3, 4, 6
Translation services	<a href="#">EEF life skills and enrichment</a>	3, 4, 6

Total budgeted cost

Total budgeted cost	£ 342, 720
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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 2021 to 2022 academic year.

### Pupil premium strategy outcomes

Pupil premium children in the end of key stage 1 SATs out-performed non-pupil premium children in reading, writing and maths combined:

PP = 39.4% at or above

Non PP = 35%

This trend is consistent across all individual subject areas for KS1 SATS results for Year 2 - reading, writing, maths and science

Pupil premium children in the end of key stage 2 SATs out-performed non-pupil premium children in reading, writing and maths combined

Assessments for pupil premium children vs non-pupil premium children - PSC

Pupil premium children in Year 1 out-performed non-pupil premium children in the phonics screening check in 2022:

PP = 83%

Non-PP = 74%

This trend continued in Year 2 for those children that retook the phonics screening check:

- PP = 94%

- Non-PP = 85%

Pupil premium children out-performed non-pupil premium children in achieving Good Level of Development at the end of Reception:

PP = 53%

Non-PP = 52%

Overall at Nightingale we continue to strive to improve attainment standards closer to national average for all pupils

Significantly more parents from disadvantaged families in regular contact with school. The work done by our attendance team has ensured that the overall annual attendance of pupil premium children is inline with non-pupil premium children. Frequent phone calls home, home visits and support from external agencies (if needed) have been used with a positive impact this academic year.

To further support families within our school community, we are building capacity in our attendance team and utilising an internal colleague to support attendance with administration and paperwork. Parent workshops for reading, curriculum and home learning took place throughout the summer term. Feedback from parents is that more of these are needed to support their understanding of what their children are learning in school. Pupil premium children have access to a free school breakfast and a family support worker each day.

Attendance and persistent absenteeism will continue to be a priority for our academy as we strive to close the gap to the national average.

Pupil premium children have access to extra-curricular clubs and activities. These have been led by staff internally or by external services such as Leeds Rhinos or Total Dance. Educational visits, including the Year 6 residential, were funded so that no child was unable to attend due to their disadvantaged circumstances. Further activities and visits will continue throughout the next academic year, ensuring every child has equal opportunities.

Pupil premium funding was used to develop staff understanding of effective provision for all SEND pupils. This included establishing SEND provision in a specific classroom which was led by our SENDCo and a specialist SEND teacher. Staff understanding of effective SEND provision has increased (evidenced through internal staff meetings) and progress of all SEND pupils through bespoke targets and support plans being put in place and monitored by the SENDCo. The whole school approach to inclusive SEND provision for all pupils will continue into the next academic year.