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Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Co-op Academy Delius
Number of pupils in academy (September 2025)	191 (R-Y6)
Proportion (%) of pupil premium eligible pupils	47% (88 pupils eligible for pupil premium funding based on the FSM element and 1 pupil who is a Looked after Child)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	The Academy Governing Council
Pupil premium lead	Aimee Helie
Governor / Trustee lead	Melissa Jayne Oballim & Janine Rice

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,320
Pupil Premium Plus funding allocation for this year (as at September 2024)	£2,630
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	£135,950

Part A: Pupil premium strategy plan Statement of intent

Statement of intent

Co-op Academy Delius is a specialist primary provision in inner city Bradford, an area of high socio-economic deprivation and high unemployment. The area within which Co-op Academy Delius operates was ranked 1,753 out of 32,844 in England where 1 is the most deprived neighbourhood in the country. [IMD](#) 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](#)). English is an additional language for 53% of the pupils who attend the academy. As the academy is a specialist provision all of the pupils on role are SEND pupils and have an Education Health and Care Plan.

Co-op Academy Delius has the highest of aspirations for the pupils that attend the academy regardless of their prior attainment, background or economic position. The academy aims to improve the life chances of the pupils that attend the academy equipping them with the aspiration, knowledge and skills that they will require to succeed in the next phase of their life and beyond.

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.

Our strategy aims to use a three tiered approach as endorsed by The Education Endowment Foundation [The EEF Guide to the Pupil Premium](#): High Quality Teaching, Targeted Academic Support and Wider Strategies. This approach is intended to support removing the barriers that our pupils are faced with whether they are disadvantaged or not.

As an additional tool to evaluate and inform our approach to ensuring that Pupil Premium Funding is spent to achieve impact the academy has welcomed Children's North East into the academy to undertake a Poverty Proofing Audit. [Poverty Proofing Audit Report](#)

Evidence confirms that high quality teaching is key to securing the best possible outcomes for all pupils. This evidence underpins our approach to addressing disadvantage within the academy and 50% of pupil premium funding is used to secure this. The academy delivers an ambitious curriculum with programmes of learning that challenge pupils to develop their knowledge and skills whilst engaging them in exciting and engaging themes which motivate them to want to learn and achieve. It is essential that our curriculum is taught by staff who have an understanding of pedagogy relevant to subjects and the very specific needs of the pupils who attend the academy.

A high proportion of pupils within the academy have complex communication needs and it is essential that disadvantage does not act as an additional barrier to the pupils making the progress that they are capable of, as a result the academy places an emphasis on ensuring all pupils will have access to communication strategies and resources.

Effective cpd is key to enabling these priorities and the academy is committed to prioritising that staff are exposed to and access a CPD rich environment supported by the use of pupil premium funding. The academy recognises the importance of effective monitoring systems and high quality support for staff where required and it strives to implement them to ensure a high quality education is being delivered to all pupils. Therefore a bespoke CPD and Monitoring Calendar has been developed to achieve this goal.

25% of allocated Pupil Premium funding is ring fenced for targeted intervention work within the academy. Targeted interventions are undertaken in whole class situations, small group and 1-1 situations and the academy ensures that interventions are delivered by staff suitably qualified to do so. It is the academy's intention to ensure that through this strategy in addition to delivering high quality teaching higher attaining pupils are continually challenged to make the progress they are able alongside those that have been identified as showing a concern in the area of progress and attainment. Classes with higher numbers of disadvantaged pupils benefit from additional support at points throughout the academic year. A strategic approach with systems and processes in place that routinely identify pupils requiring intervention and the impact of interventions is monitored.

As an academy we recognise that a multi faceted approach must be taken to identify and remove barriers to learning. The academy uses a range of data sources to identify and inform the practices required and implemented and these consist of attendance, punctuality behaviour, wellbeing, wider holistic needs, parental engagement and cultural capital experiences. The Poverty Proofing Audit and Reporting process has contributed significantly to this element of the Academy's Pupil Premium Strategy. The academy acknowledges and intentionally implements wider strategies to remove these barriers and 25% of funding is allocated to this area.

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.

Challenges

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

Challenge number	Detail of challenge
1	Increased risk of pupils not being on track to meet educational outcomes sought.
2	Reduced communication and language development impacts on pupil progress holistically and academically.
3	Risk of high rates of absence, persistent absence and severe absence.
4	Punctuality of pupils attending the academy is negatively impacted.
5	Reduced opportunities for extra curricular activities and enriching experiences outside of the academy.
6	Increased risk of reduced rates of parental engagement.
7	The cost of living crisis has led to higher levels of social deprivation.

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
<ul style="list-style-type: none"> The quality of teaching across the academy is strong and pupils are taught by skilled and well trained staff. Interventions (academic and holistic) are effective in ensuring pupils meet the educational outcomes sought. 	<p>There are no attainment gaps due to a pupil's disadvantage, with a particular focus on reading and writing.</p> <p>% of behaviour incidents for disadvantaged pupils will not be over represented in the behaviour logs.</p> <p>Progress information for disadvantaged groups for the area of SEMH is in line with non disadvantaged groups.</p>
<ul style="list-style-type: none"> All pupils within the academy have access to high quality teaching and resources that promote communication and language development. 	<p>Pupil progress across the academy for communication and interaction shows further improvement on last academic year.</p> <p>There is no gap in pupil progress for communication and interaction between disadvantaged and non disadvantaged pupils.</p> <p>Staff continue to access CPD in relation to communication and interaction, there are two makaton tutors trained and 75% of staff are trained at Level 1 and 2 by the end of the 3 year strategy.</p> <p>Academy reviews and audits identify high standards of practice in this area.</p>
<ul style="list-style-type: none"> Children are attending regularly and where there are barriers to attendance these are addressed. 	<p>Whole academy attendance remains at least in line with national and their is no gap between disadvantaged and non disadvantaged. PA and SA is significantly reduced and in line with national and disadvantaged pupils are not disproportionately represented in this category.</p> <p>A robust attendance strategy is in place and weekly reports identify pupils requiring improvement. The strategy enables the academy to identify barriers and implement solutions and data shows improvement for these pupils.</p> <p>A free breakfast club is available to all families regardless of advantage or disadvantage.</p>

	<p>Data shows pupils who are disadvantaged are prioritised and well represented.</p> <p>Pupil's where attendance requires improvement information shows pupil's are targeted to attend.</p>
<ul style="list-style-type: none"> Children are punctual when arriving at the academy and where there are barriers to punctuality these are addressed. 	<p>Academy information demonstrates a reduction in pupils attending the academy late and there is no difference between disadvantaged and non disadvantaged punctuality.</p> <p>Pupils who attend late are identified for Breakfast club provision and evidence shows improvements in punctuality.</p>
<ul style="list-style-type: none"> Increased opportunities beyond the classroom gives children cultural capital and increased life experiences. 	<p>An experiences roadmap has been developed and data shows that there is no gap between disadvantaged and non disadvantaged pupils accessing this offer and disadvantaged pupils will be prioritised for each extra curricular offer.</p> <p>There is no gap regardless of pathway/cohort for disadvantaged and non disadvantaged pupils.</p> <p>There is an increase in extra curricular and enrichment opportunities at the academy year on year throughout this strategy timeframe.</p> <p>The lunchtime extra curricular offer increases and disadvantaged and pupils who are not able to attend after school enrichment are identified and well represented.</p> <p>The number of pupils participating in extra curricular/enrichment/holiday activities increase particularly among the disadvantaged group.</p> <p>Pupils have an increased number of educational/cultural capital opportunities and experiences beyond the locality of the academy and a pupil's disadvantage does not reduce this.</p>
<ul style="list-style-type: none"> An increased holistic parental engagement offer is accessed by parents/carers and disadvantage does not act as a barrier to engagement with the academy. 	<p>There is an increase in the number of parents accessing and engaging with the academy.</p> <p><u>Delius Family Engagement Offer</u></p> <p>There is an increase in the range/type of parental engagement activities.</p>

	<p>Academy information demonstrates that parents of disadvantaged pupils access the academy in line with parents of pupils who are non disadvantaged.</p> <p>Academy information is able to provide evidence of the positive impact on progress for areas that are a focus of parental engagement activity e.g. behaviour, communication and reading.</p> <p>There is a reduction in external early help referrals.</p>
<ul style="list-style-type: none"> • Social deprivation does not negatively impact on pupil attendance, attainment or accessing extra curricular and enrichment opportunities. 	<p>An 'Identification dashboard' systematically identifies and removes barriers resulting in improved outcomes and engagement for pupils and their families.</p> <p>There is no gap between disadvantaged and non disadvantaged pupils attendance and it is at least in line with national average.</p> <p>The provision of breakfast club improves the punctuality of pupils across the academy particularly those identified as disadvantaged.</p> <p>There is an increase in disadvantaged pupils accessing extra curricular and enrichment activities. provision.</p> <p>Academy information demonstrates that there is no attainment gap due to a pupils disadvantage.</p> <p>The Action Plan following the Poverty Proofing Audit is implemented.</p> <p>Delius Poverty Proofing Action Plan temp...</p> <p>A Parent Survey reflects the impact.</p>

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	£ 67,975
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Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality research based CPD is provided for staff to continue to improve the quality of teaching and learning, particularly in the areas of Autism, reading writing and language and communication.	EEF blog: Understanding the relationship between implementation and professional development EEF Effective Professional Development Report EEF RWI Trial	1, 2
Makaton Tutor and staff training (level 1 and 2)	The Links between language and communication and social disadvantage	
Talk for writing CPD and implementation package	How effective is talk4writing?	
Communication team further strengthened to include a qualified SaLT x2 days a week, a teacher with a TLR for communication and a highly skilled HLTA employed with a focus on improving language and communication across the academy.	EEF Communication and language approaches	1,2

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

Budgeted cost	£33,987.50
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled HLTA's providing academic/holistic 1-1 and small group intervention		
HLTA's will work with pupils identified as requiring intervention from academic and wider school	The Effective use of Teaching Assistants	1,2

<p>information 1-1 and in small groups with a specific focus and produce evidence of impact.</p> <p>HLTA's will add additional value to classes with a high proportion of PP pupils promoting an increase in teacher and HLTA input.</p>		
Internal/External holistic interventions		1,2

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

Budgeted cost	£33,987.50
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part payment of breakfast, after school and holiday provision staffing.</p> <p>Contribution to cultural capital extra curricular and enrichment programme including lunchtime, after school holiday provision, out of school visits and residential</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 2, 3, 4, 5, 7
<p>Part payment of parental involvement Officer</p> <p>Parent education programme including Makaton (language development) and Cygnet (Autism)</p>	<p>Working with parents to support children's learning</p> <p>Cygnet Autism Training for Parents</p>	1, 2, 3, 4, 6

Provision of wider resources to families who are disadvantaged or identified by the academy which act as a barrier including transport, uniform, enrichment, food, wider curriculum resources identified in the Poverty Proofing Audit undertaken	Co-op Delius Poverty Proofing Audit	1,2,3,4,5,7
Staff Training to develop and maintain "Identification Dashboard"	'Identification Dashboard' creation and training is supported by evidence, it is a vital investment in staff expertise (Tier 1) that enables the school to successfully execute the diagnostic phase (Step 1) and ensure timely, targeted interventions (Tier 3) are delivered, ultimately addressing the non-academic barriers that disproportionately prevent disadvantaged pupils from succeeding.	

Total budgeted cost

Total budgeted cost	£135,950
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Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupil premium strategy outcomes						
Overall EHCP annual target progress information Summer 25						
The below table shows the comparison of pupils who were assessed as On Track (met their annual target, A Concern (didn't meet their annual targets) and Exceeding (exceeded their annual targets):						
	Whole school %		PP %		Differential %	
	23/24	24/25	23/24	24/25	23/24	24/25
On Track	84.8	87.15	86.17	92.6	+1.37	+5.45
Concern	12.78	11.73	11.1	6.45	-1.68	-5.28
Exceedi	2.45	1.2	2.75	0.9	+0.3	-0.3

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Green indicates improvement in differential for PP pupils on last academic year 23/24

Red indicates decline in differential for PP pupils.

In the academic year 24/25 the positive differential between disadvantaged (PP) and whole school pupils has increased significantly in excess of 5% for pupils both on track and a concern. The differential for pupils exceeding targets has declined slightly (less than 1%) in the academic year 24/25.

On track EHCP annual target progress information for each of the four areas of the EHCP

	Whole school %	PP %	Differential %
Overall EHCP progress	87.15	92.6	+5.45
Cognition & Learning	87.3	90.1	+2.8
Communication & Interaction	90.2	95.1	+4.9
Social Emotional & Mental Health	86.1	95.1	+9
Sensory & Physical	85	90.1	+5.1

The information shows attainment in relation to annual targets for the 4 areas of the EHCP, in all areas there is a positive differential in favour of disadvantaged (Pupil Premium) pupils in the academic Year 24/25, with SEMH seeing the greatest gains in favour of disadvantaged pupils.

Targeted interventions

Termly progress information and pupil progress meetings identify pupils whose progress is a concern. Those identified receive intervention for the specific area they show a concern. In the academic year 23/24 69.84% of Pupil Premium pupils moved from a concern to on track following intervention. The table below shows information for those pupils who moved from being a concern to on track following receiving intervention. Whilst 24/25 information shows there is a small differential that continues to be required to be addressed between whole school and pupil premium pupils of 0.89% moving from a concern to on track there has been a significant increase in Pupil Premium pupils moving from a concern to on track from 23/24 to 24/25 of 22.39%.

Pupils moving from on a concern in EHCP outcomes to on track following intervention:

	23/24	24/25
Whole school		93.14%
Pupil Premium	69.86%	92.25%

Attendance

Pupil Premium attendance was higher than the whole school average across the year and in each individual term.

Whole School V Pupil Premium Attendance

Sub group	Autumn	Spring	Summer	End of year
Whole School	89.32	89.97	89.16	89.45
Pupil Premium	92.24	92.71	92.14	92.4

Within our pupil premium cohort we can see a +2.95% difference from our whole school cohort, this is a slight increase from last academic year of +2.9%, showing a sustained continued positive differential for Pupil Premium attendance as a result of the strategies being implemented.

Further analysis of cohorts of pupils has been undertaken and within every pathway disadvantaged pupils attend more regularly than the whole pathway cohort.

Whole School V Pupil Premium Late marks

Sub group	Autumn	Spring	Summer	End of year
Whole School %	1.97	2.53	2.55	2.31
Pupil Premium %	1.09	2.02	1.45	1.38

In terms of late marks disadvantaged pupils are late to school less often than the whole school cohort.

Whole School V Pupil Premium Attendance

Sub group	Persistent Absence	Severe Absence
Whole School %	29.2	16.3
Pupil Premium %	25.6	10.7
Differential %	-3.6	-5.6

Disadvantaged pupils are persistently and severely absent less often than the whole school cohort.

Co-op Academy Delius attendance is above local, regional and national averages.

Family Engagement

By the end of the academic year 24/25, 70.3% of families attended an event organised by the academy, this is a slightly higher percentage than the whole school cohort at 68%. The strategy will continue to further improve this in the 25/26 academic year.

Enrichment and extra curricular Activities

There has been an increase in enrichment and extra curricular opportunities during the 24/25 academic year. Priority is given to disadvantaged students for all enrichment and extra curricular activities, information shows that each term a higher percentage of disadvantaged students accessed opportunities than non disadvantaged peers.

100% of disadvantaged pupils accessed a lunchtime club and an out of school visit.

81.4% of disadvantaged pupils accessed 3 or more out of school visits in the academic year 24/25.

Breakfast club is available to all pupils free of charge and the academy is a DFE Breakfast Club pilot school.

