

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 Delius
Number of pupils in academy	174.6
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	17th September 2021
Date on which it will be reviewed	reviewed termly (jan 2022)
Statement authorised by	Governing Body
Pupil premium lead	Rob Cameron
Governor / Trustee lead	Alex Horridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71.285
Recovery premium funding allocation this academic year	£15.370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£86,655
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 Delius Pupil Premium Objectives.

- To ensure that all pupils in receipt of pupil premium funds make at least the same progress as peers if not better.
- To ensure the most able pupils are challenged to meet their potential.
- To ensure that the individually assessed needs gaps are closed and individual PP pupils progress from their individual starting point
- To ensure our pupils with attendance related issues due to complex health needs have access to home tuition to support recovery back into school and progress based on assessed individual need.
- To enable all pupils to have access to cultural capital experiences and opportunities which will enhance their life experiences and support the progress they make.

How will we fulfil our objectives?

Audit of individual need based on 2020/21 pupil attainment identifies areas where progress is not on track to meet pupils EHCP/PLG or a pupil is making accelerated learning and requires additional intervention to meet potential and access further challenge (Education Health Care Plan & Personalised Learning Goals). Termly reviews will be undertaken to evaluate progress made and additional intervention required. We will target our delivery through academic support:

- Increase our SNTA (special needs teaching assistants) in class to release HLTAs (higher level teaching assistants) to deliver key academic interventions for our identified PP and covid recovery pupils.
- Enhanced CPD (continuing professional development) for all staff to ensure related interventions improve the quality of teaching and learning and ultimately pupil achievement.
- Specific CPD related to the interventions delivered for key staff.
- Identified holistic internal and external intervention support with HLTAs to support pupil behaviour, physical development and social emotional and mental health issues where identified. This will include both lunchtime and after school clubs as well as during the school day.

Wider Strategies to include:

- targeted attendance support where triggers are hit with individual pupil attendance action plans (reviewed half termly)
- Home tuition support for pupils with complex health needs
- Access to sparkle suite for pupils with identified attendance needs alongside parents with internal/external support and intervention.
- transport cost support to encourage pupils into school where issues arise.
- lunchtime and afterschool clubs available for cultural capital, holistic and academic interventions provided by external providers with additional support from familiar SNTA's and transport to support attendance.
- Pupil premium pupils have access to free school uniform
- Parent education programmes to support pupil attainment and school engagement.

## Challenges

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

Challenge number	Detail of challenge
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1	Pupil attendance which may affect pupil access to learning.
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2	Parental engagement and educational ability in supporting home education. Home issues relating to the level of poverty in the home, time in engaging social service or early help referrals
3	Pupil transport issues which may arise (waiting time for schools transport allocation)
4	Resourcing home education materials
5	Ensuring all pupils attain either expected progress or better than expected progress with their annual EHCP targets and PLGs
6	Most able pupils or pupils making accelerated progress are challenged to meet potential.

## 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
Closing identified attainment gaps	identified PP pupils and Covid catch pupils make expected progress and are in line with peers with no disadvantage.
Most able and pupils making accelerated progress regardless of background are challenged to meet potential.	Identified pupils are identified and have access to further intervention making maximum progress they are capable of.
Improving attendance	Pupil attendance needs are met and agreed actions support an improvement in attendance, and this is reflected in improved pupil attainment. Opportunities are in place for pupils with more complex medical needs to attend the academy supported, improving attendance.
Home education engagement	Home education offers pupils with complex health needs regular support with their personalised learning needs.
Improved social, emotional and mental health	Pupils who have suffered in returning to school have begun to return successfully and re-engage in learning through a range of supported therapies and interventions
Holistic interventions enable pupils to be prepared and ready to access learning opportunities, resulting in progress being made.	Pupils have accessed holistic interventions and barriers to learning have been addressed. Pupils engage in academic timetable successfully and at least expected progress is made.

## 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		£ 34,970 + £7830 (recovery) =£42,800
Activity	Evidence that supports this approach	Challenge number(s) addressed

Enhanced CPD to support all staff with the new curriculum and evidence for learning. Pathway leads and SLT leads to support HLTA intervention on academic catch up and maximising progress	Scheduled CPD on calendar SLT monitoring of intervention quality and pupil progress mapped against CPD	1, 5 & 6
All staff to access a direct focus on reading CPD to enrich and improve pupils access to reading at their level	Training day to kick start our approach to reading - 3rd Sept 2021 Scheduled CPD on training calendar Monitored through ILW and regular pupil progress meetings termly. SLT lead and pathway leads to hold regular catch up meetings on interventions	1, 5 & 6
Increased number of SNTAs in class to support pupil learning and to release HLTAs/ to deliver quality interventions to target individual pupil needs and to release cover supervisors to allow teachers and pathway leads to focus on delivering a quality curriculum and to support colleagues	increased class capacity will allow HLTA timetabled time to support individual interventions across the timetable Pupil progress meetings and termly data capture will show progress of all classes, pupils and targeted interventions.	5 & 6

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

Budgeted cost	£ 18,159
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Activity	Evidence that supports this approach	Challenge number(s) addressed
All HLTAs are to lead on pupil targeted academic interventions to close any attainment gaps in learning & support accelerated learning	Termly pupil progress meetings. Pathway leads and SLT lead checks on intervention work via ILW. Progress of PLGs and EHCP annual targets	5 & 6
External therapy support to ensure all pupils social, emotional and mental health needs are met, linked to PLGs <ul style="list-style-type: none"> <li>Play therapy</li> </ul>	from identified audit of need and identified SEMH intervention , therapy termly reports and PLG progress checks. Pupil progress meetings termly EHCP annual review progress checks annually	5

<ul style="list-style-type: none"> <li>• Animal therapy</li> <li>• Sensory therapy</li> </ul>		
<p>Targeted home tuition to support pupils re engagement with school and to ensure continuity of learning and progress</p> <ul style="list-style-type: none"> <li>• Office weekly attendance checks (5 day alert)</li> </ul>	<p>Identified pupils who require home tuition from weekly safeguarding meetings and attendance checks. Home tuition reports and ELPGs to monitor and report on progress.</p>	2, 4 & 5
<p>Targeted lunchtime clubs to support academic catch up on literacy and numeracy</p>	<p>In addition to identified in class interventions. Lunchtime literacy and numeracy clubs to support pupil catch up and progress. Pupil progress meetings and interventions reports to highlight progress.</p>	5

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

Budgeted cost	£ 18,156 + £7540 (covid recovery) =£25,696
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted after provision to support pupil wellbeing and social, emotional and physical development</p> <ul style="list-style-type: none"> <li>• Delius Arts (Art &amp; craft opps)</li> <li>• Sports (Bradford disability sports)</li> <li>• Dance and movement (Flamingo chicks)</li> <li>• Extra family swim club</li> <li>• Lunchtime football skills</li> </ul>	<p>Coop Delius staff supporting after school clubs to use pupil PLGs and identified intervention programmes to report progress Pupil wellbeing and family engagement questionnaire to show improvements in levels of engagement. Progress measure on sports specific, such as football skills to show pupil progress on physical skills Art therapy work with Delius Art group to report against pupils fine motor writing targets where appropriate</p>	5
<p>Targeted individual life skills learning with community visits , supporting pupils cultural capital, in accessing the local community to support parents and family</p>	<p>Where identified life skills/functional skills are required to be worked on, these will be measured against the appropriate SEMH or related PLGs Reported via pupil progress meetings</p>	1 & 2

difficulties and improve life skills experiences.		
Targeted parent education to support and enhance pupil learning <ul style="list-style-type: none"> <li>• literacy</li> <li>• numeracy</li> <li>• makaton</li> <li>• home education and engagement I</li> </ul>	Impact questionnaires via school PIO to measure how the support to parent education is benefiting the both pupil/parent engagement but also the delivery of homework and home education support.	1, 2 &4
Parent/pupil 1:1 wellbeing sessions with identified therapies in Sparkle suite. PIO time to support parent/pupil in community visits	Impact questionnaires via school Attendance data	1, 2, 5
Targeted attendance support through weekly attendance data checks half termly monitoring and individual pupil action planning. PIO visit to home with immediate attendance concerns Agreed PP budget to support transport to school to ensure pupils attend. PIO outreach and home tuition to support those pupils who have complex health and medical needs.	PIO and attendance team targeted visits and report to DHT Half termly attendance measures. DHT termly attendance reports Termly attendance meetings to measure impact of identified attendance action plans Financial measure of spend on taxi support to families on attendance improvements.	1, 2, 3
The provision of school uniform to all pupil premium pupils	Our budget of £3,300 for school uniform, shows £63 per pupil. An increase of £13 per pupil from last year.	2

## Total budgeted cost

Total budgeted cost	£86,655
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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 2020 to 2021 academic year.

### Pupil premium strategy outcomes

#### Attendance for 2020 -21

Whole school attendance = 88.38%

Pupil premium attendance = 87.5%

The difference of 0.88% is a negligible difference, showing our pupil premium pupils attendance is on par with whole school attendance.

Our main attendance concern with pupil premium pupils was to monitor 17 pupils, of which 8 (47%) have complex health and medical needs, whose attendance is naturally low.

Of the 8 complex needs pupils 63% made progress on their attendance from their starting point. 25% remained constant and 12% saw attendance drop.

The remaining pupil premium attendance pupils being monitored (9), saw a 44% improvement, 33% remain constant and 23% drop.

The covid pandemic will have certainly had a skewed effect on the attendance data.

#### Attainment:

As can be seen from the graphs below there is negligible difference in the levels of attainment between PP pupils and whole school progress.



The same can be seen with Cognition and learning with 73% on track, however marginal a difference in favour of pupil premium pupils those exceeding progress of 8% to 5%.

In Communication and Interaction we have both shown 69% on track. However in terms of a concern with progress towards their EHCP annual targets 39% of PP had a concern as opposed to 27%. This may be down to a factor affected by the covid disruption to school.

In SEMH we see 71% of all pupils making expected progress, with a 2% difference in those with a concern at 27% PP and 25% for the whole school. Again such high percentages of concern are likely to be due to the covid disruption to education.

In sensory and physical we had 75% of PP making expected progress towards their annual targets with 69% in the whole school, with 19% PP having a concern as opposed to 27% whole school.

Interventions on Ready to learn, Rainbow and Home pathway:

75% of pupils on both the Ready to learn and rainbow pathways were on track to meet expectations, with 19% showing a concern. These are marginally better than the homeschool figure by 2%. The Home path has 57% on track with 41% showing a concern. These pupils are the ones who have suffered most during the covid disruption and will be a focus for our intervention work in 2021/22

Behaviour:

There was only one pupil within our PP cohort who presented behaviour challenges, which were all down to re-engaging with school. This case was a success after many challenges, but with the persistence of school and an outside agent we were able to reintegrate into class seeing a 52% improvement in attendance. This young person has now moved to secondary school.

School Uniform:

The offer of a £50 voucher towards school uniform was a real success with a projected budget of £2940, we closed at a spend of £2663.83. This offer has been carried over to 2021/22 with the request of an increase in the voucher to parents, to allow for replacement items.

Summary:

On the whole with a very disrupted school year we were able to maintain parity for our pupil premium pupils. Attendance was a real challenge with a varied number of pupils adversely affected by the covid disruption, however via the school safeguarding team we were able to ensure all pupils were tracked and where required had EPLGs to allow progress to be tracked.

Parity in attainment is a strength at Coop Academy Delius with there being very little difference in the attainment of pupils making progress against their EHCP annual targets. Moving forward the 2021/22 audit on progress for pupil premium pupils has identified key interventions to close any gaps, and plans to release HLTAs to deliver on these is an exciting prospect for improved attainment amongst our PP and covid recovery cohorts.

## Externally provided programmes

Programme	Provider
Play Therapy	PIVOT Education - Soo Matthews
Sensory Therapy	Teresa Barron 'Sage Healing'

