

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

# 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	408
Proportion (%) of pupil premium eligible pupils	56.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 26
Date this statement was published	September 2024
Date on which it will be reviewed	Termly ACC meetings
Statement authorised by	Trust / ACC members
Pupil premium lead	Lesley Rodgers
Governor / Trustee lead	Angie Craig

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£347,800
Recovery premium funding allocation this academic year	N/A
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	£347, 800

## 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)

With this context in mind half of our Pupil Premium funding is targeted at ensuring the best possible quality of education for pupils. Our three year plan focuses on a tiered approach of High Quality teaching and learning, targeted academic support and wider support breaking down barriers to non-academic challenges that pupils may face. This plan aims to be responsive to common challenges and individual pupils' needs rather than general assumptions and has also been guided by our poverty proofing audit completed in July 2024. The practices and strategy are intended to support the needs of all pupils whether they are disadvantaged or not.

The academy prioritises high quality teaching through effective diagnostic assessment ensuring that teachers have a clear understanding of pupils' learning gaps and needs. A whole school approach and strategy to high quality teaching, in which all teachers take responsibility for disadvantaged pupils, is adopted so no learner will be disadvantaged because of a lack of vocabulary, reading ability, opportunity or prior knowledge and understanding of the world.

Continual professional development is also prioritised to make sure that teaching is highly effective. Ensuring teachers have a strong understanding of how pupils learn and effective pedagogical approaches which are research informed. 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. Language, literature and vocabulary are at the heart of our curriculum and we take every opportunity to broaden our pupils' language skills and reading skills.

Learning about careers and employability as well as learning the skills needed as pupils progress through school and into work are a key focus and run through every subject. We are also passionate about providing pupils with opportunities outside of their usual experiences and environment to build their cultural capital.

In addition to whole school teaching strategies we will aim to maximise the time children have to catch up by providing small targeted intervention. 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 significant amount 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 and emotional, attendance support, speech and language sessions, SEMH coaching and intervention.

Beyond providing targeted learning support we also understand the importance of addressing non academic barriers to attainment such as, attendance, behaviour, well being, life experiences and skills. Attendance remains one of the academies most prominent barriers to learning and requires significant resource and focus, therefore featuring significantly in our plans in terms of staffing and initiatives alongside an understanding that providing engaging experiences will encourage and foster good attendance.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of oracy and vocabulary across school has a significant effect on progress in reading and writing and general knowledge.
2	Assessment baseline, observations and discussions indicate that pupils enter Reception with low starting points and that this is often more prevalent among disadvantaged pupils. But this is equally relevant to pupils who join our academy at other times (including pupils from other countries)
3	Attendance data over the last year indicates that attendance for pupils in the academy is around 6% lower than the national average with disadvantaged persistent absenteeism is around 10% higher than for non-disadvantaged.  Internal data shows that for pupils with attendance between 90% and 80% they have on average a -5 scaled score compared to pupils with attendance of 95% and above.
4	Our assessment and observations indicate that social and emotional issues impact on disadvantaged pupils to a greater extent than for other pupils. The current cost of living crisis is impacted heavily on disadvantaged and non disadvantaged families.  The number of pupils who have required additional support has increased over the last two years. With increased referrals to support in school and with outside agencies.
5	High levels of mobility has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations.



	Internal data suggests that disadvantaged pupils who have high mobility are less likely to achieve the expected standard compared to those who have a stable education.
6	Figures suggest that the % of pupils with SEN is above national average and has increased year on year since 2022.

## 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
Strong consistent teaching throughout the academy	The attainment gap between disadvantaged and non disadvantaged (nationally) will fall and progress will be accelerated. By the end of the year PP are broadly in line with Non PP. The gap at the end of KS2 will have closed significantly from KS1 and baseline starting points.
Teaching of phonics is consistently strong across the academy for all pupils.	Phonics Y1: Inline with national average for all and disadvantaged pupils Y2: Inline with national average for all and disadvantaged pupils Y3: 100% of all pupils passing phonics
Children in the early years have access to strong provision and a well planned curriculum which is delivered by experienced and well trained staff.	Disadvantaged children attain in line with other children nationally: GLD ELG reading ELG writing ELG number ELG PSED
Children are attending regularly and where there are barriers to attendance these are addressed.	Whole school attendance increases in line with national (95%). PA is significantly reduced and in line with national and disadvantaged pupils are not disproportionately represented in this category.
Children and families have access to a range of targeted support through the academy which supports overcoming barriers to learning.	The number of pupils needing access to support for SEMH, SEND, Speech language overtime reduces because of well targeted support.
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		£ 170, 360
Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils through the effective delivery of high quality research based CPD for all staff to include 'five a day approach', mastery in maths and the use and training of DFE validated phonics programme securing better early reading outcomes.	<p>Professional development on evidence based approaches, for example metacognition, reading comprehension, phonics.</p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Professional development, on average, has a positive effect on pupil attainment across early years, primary.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1648715505">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1648715505</a></p>	1, 2, 3
Phonics training for CTs, TAs and reading leaders	<a href="#">Read Write Inc case studies and research</a>	1, 2, 5
Purchase of standardised diagnostic NCT tests and Shine intervention programme to ensure teachers can accurately identify and close learning gaps.	<p>Standardised tests provide reliable data to identify specific weaknesses and strengths to ensure the correct level of support, intervention and scaffolding can be given during lessons.</p> <p><a href="#">EEF Accelerated Reader research</a></p>	1, 2, 5, 7
CPD for EYFS staff to support their understanding of how	<a href="#">EEF Improving language in Early Years research</a>	1, 2, 5, 7



children learn and the wider curriculum aims.		
Purchase of National college annual site to provide targeted CPD for all staff.	Improving the quality of teaching and learning makes the biggest difference to closing the attainment gap EEF. High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Professional development, on average, has a positive effect on pupil attainment across early years, primary	1, 2,
Assistant head/ Deputy head time to support the additional release time for ECT and ECT +1 teachers in school and increase CPD offer	The Academy will continue to focus on CPD development of all staff but in particular those new to the profession as improving the quality of teaching and learning makes the biggest difference to closing the attainment gap. It is also known to improve the retention of teachers ensuring that pupils have the benefit of experienced teachers who have sound subject knowledge and the ability to deliver high quality teaching. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/retain?utm_source=/project-s-and-evaluation/projects/retain&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/retain?utm_source=/project-s-and-evaluation/projects/retain&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	
Non-teaching SENDCo to improve inclusive practice for all pupils and raise outcomes for pupils	<a href="#">EEF Importance of a whole school SEND approach</a>	1, 2
Additional subject release time for all staff to priorities continuing professional development and enabling all subject leaders to lead monitor and effectively support across the whole school	<a href="#">EEF Implementation and professional development</a> Subject leaders are given time to assess the effectiveness of the curriculum for all pupils and PP pupils in this way the effectiveness of the curriculum and teaching and learning can be continually assessed. This has led to a constant reflective state with regards to the curriculum effect and enables subject leads to have a clear understanding of gaps in teacher knowledge.	1, 2, 5, 7

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

Budgeted cost

£ 84, 680



Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention including 1:1 tutoring, lowest 20%, RWi TA training and support	<a href="#">EEF Teaching assistant interventions</a>	1, 2, 5
1:3 catch up tuition for YR6 pupils in reading and maths.	A key study from the Education Endowment Foundation showed that a course of tutoring can add up to five months of progress for pupils.	1, 2, 5
Speech and language intervention (Chatterbugs)	<a href="#">EEF Oral and Language interventions</a>	1, 2
PSED interventions (EYFS)	<a href="#">EEF Behaviour interventions</a>	2, 6
Subscriptions: Ruth Miskin phonics (including virtual classroom) Power Maths TT Rockstars Oxford Owl Jigsaw Leeds Library service 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

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

Budgeted cost	£ 89, 388
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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,
Attendance support worker	Regular attendance in school has a significant impact on both academic outcomes and later life chances. <a href="https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024.pdf">https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024 .pdf</a>	1, 2, 3, 4



	<a href="#">EEF Attendance intervention and rapid assessment</a>	
Attendance walking bus	Targeted attendance strategies that support pupils most in need, is known to have a significant impact on outcomes at the end of KS2. The aim of the walking bus is to identify and support families before issues become entrenched.	
Pastoral support workers to deliver well targeted, well evidenced SEHM interventions	Targeted deployment of teaching assistant and pastoral staff who are well trained and supported is shown to have a higher impact on learners.  <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,
Extra-curricular activities, enhancements, including educational visits, clubs, residential and workshops	<a href="#">EEF life skills and enrichment</a>	3, 4, 5, 6
Co-op collaborative services including attendance, counselling and family support	<a href="#">EEF Attendance intervention and rapid assessment</a>	1, 3, 4, 6
Translation services	Strong communication by breaking down language barriers will lead to improved parental engagement and a better understanding of the support pupils can be given at home. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent</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

#### KS1

Pupil premium children in the end of key stage 1 SATs out-performed non-pupil premium children in reading and maths.

#### KS2

Pupil premium children attainment at the end of Key stage 2 is in line with others with no significant gaps

RWI All 33% PP 30%

Reading All 39% PP 39%

Writing All 53% PP 56%

Maths All 48% PP 46%

However significant gaps still are evident between Trust objectives which were set in the Autumn term based on prior attainment and high aspirations for pupils and all nationally

Pupil premium children in Year 1 out-performed non-pupil premium children in the phonics screening check in 2023:

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

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 1.2% lower than non-pupil premium children. Frequent phone calls home, home visits and support from external agencies (if needed) have been used to support and challenge

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.