

Co-op Academy Belle Vue

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.

School overview

Detail	Data
School name	Co-op Academy Belle Vue
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	25th November 2022
Date on which it will be reviewed	July 2022
Statement authorised by	S. Fletcher
Pupil premium lead	N.Griffith
Governor / Trustee lead	Shanta Aphale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,833
Recovery premium funding allocation this academic year	£6,479.92
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,282
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	£62,594.92

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. We aim to ensure that our pupils are not disadvantaged, no matter what barriers they may face. We believe that with the correct support all pupils can achieve their full potential.

During the three-year strategy we will focus on the key challenges that are preventing pupils from high attainment. The approach will be responsive to both common challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage.

All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension.

Our aims are to :

- Remove barriers to learning for learners that are free school meals.
- Narrow the attainment gap between PP and non-PP learners
- Ensure all learners have the literacy levels to enable them to access the breadth of the curriculum.
- Ensure all learners have the ability to communicate effectively in a wide range of contexts.
- Enable all learners to look after their social and emotional wellbeing, developing their resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support, which we have ascertained through assessment and not an assumption. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will ensure, through this strategy, that we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary Our CAT4 data suggests that our Pupil Premium learners have a lower vocabulary level than would be expected. Research shows that, if not addressed, this would significantly impact their outcomes and therefore their future opportunities.
2	Reading Fluency Our data suggests that our Pupil Premium learners have a lower reading age than nationally would be expected
3	Attainment Significant KS2 time lost due to COVID lockdowns and isolations has led to significant gaps in expected knowledge which was evident in the CAT4 Eng/Maths/Science baseline for our Year 8 cohort.
4	Emotional regulation and wellbeing Significant KS2 time lost due to COVID lockdowns has led to an increase in SEMH needs as evident by the Pastoral information supplied by primary school and behaviour logs from the first half term.
5	Attendance Attendance of the Pupil Premium learners over half term one was lower than that of the rest of the cohort and lower than national expectation.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Students will show a higher vocabulary level from their starting points	Using standardised testing, students will have narrowed the gap between their starting point and expected for their chronological age.
Students will show a higher reading age at the end of the academic year	Students will be able to read for learning across all areas of the curriculum and access ideas beyond their starting points.
Students will get expected or good outcomes in English, Maths and Science this year	The attainment gap between the whole cohort and the PP learners will be noticeably narrowed.
Student well-being will be improved and there will be an improvement of the disadvantaged pupils self-regulation.	<ul style="list-style-type: none">- low exclusions for PP learners- student wellbeing surveys will show improvement over baseline
Higher attendance for our disadvantaged students	Overall attendance of the Pupil Premium cohort will be raised to be in line with the national average and in comparison with the non-pupil premium cohort.

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: £ 20,000 towards full amount

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment</p> <ul style="list-style-type: none"> - Appointment of Literacy Coordinator to oversee whole school literacy improvement in line with the EEF Guidance report 	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1669324861</p> <p>Although the EEF guidance states that there is a skewed perspective on literacy coordinators, there is a real focus within the guidance that whole school approaches, which override subject specific approaches, should be led and managed by school leaders.</p> <p>A literacy TLR shows that this is a whole school priority.</p>	1,2
<p>CPD</p> <ul style="list-style-type: none"> - Training for staff on whole school strategies for teaching vocabulary - Training for all staff on the whole school approach for reading for learning. - Middle Leaders meetings to quality assure curriculum plans contain a literacy focus. - Training for all staff on proven teaching methods which underpin the new lesson plan structure. 	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1669324861</p> <p>EEF Improving Literacy in Schools encourages whole school approaches within its recommendations.</p> <p>Alex Quigley's closing the vocabulary gap also promotes this method.</p> <p>Teacher professional development at Belle Vue is framed around the mechanisms of effective PD:</p> <ul style="list-style-type: none"> • Building knowledge • Motivating teachers • Developing teacher techniques • Embedding practice 	1,2, 3

<p>Literacy</p> <ul style="list-style-type: none"> - All students will have targeted reading within each school day to improve reading for learning. This will improve whole school literacy - A community read will be provided to all students to encourage reading, 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://researchschool.org.uk/stmatthews/news/embedding-disciplinary-literacy-practices-learning-from-failure?utm_source=durrgton&utm_medium=search&utm_campaign=site_search&search_term=literacy</p> <p>EEF Improving Literacy in Schools encourages whole school approaches to reading within its recommendations. Structuring it into the day ensures reading remains a priority and a whole school session allows for consistency of approach.</p>	<p>1,2</p>
<p>Teaching Time</p> <ul style="list-style-type: none"> - Departments are given an increased planning time to ensure that there is a high quality curriculum to increase progress. - Citizenship curriculum to target emotional well-being and self regulation 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF teaching and learning toolkit shows that collaborative learning approaches provide a high impact for a low cost.</p> <p>EEF teaching and learning toolkit also recommends implicit teaching of social and emotional regulation skills.</p>	<p>1,2,4</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary <ul style="list-style-type: none"> - Bedrocks vocabulary program 	Prior research suggests that this intervention has made some steps of progress.	1,2,3
Staff Training <ul style="list-style-type: none"> - Ruth Miskin training for Literacy Coordinator and TA3 	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Read-Write-Inc-and-Fresh-Start-Final.pdf?v=1669897791 EEF report on Read, Write, Inc suggests this intervention will improve literacy and so allow students to make greater academic progress. This has also been used previously by the SENCO to greater results than found in the EEF study.	1,2,3
Reading <ul style="list-style-type: none"> - Small Group Reading for fluency Interventions - Small Group Reading for comprehension interventions 	https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1669324861 A model of tiered support is recommended by the EEF, including small group interventions for students who are struggling to read at an age appropriate level and cannot access the targeted whole school support.	1,2,3
Language Acquisition <ul style="list-style-type: none"> - Language village intervention - Language village staff training 	https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/?_gl=1*1qutj6t*_ga*NDc5NTQ0Njc1LjE2NzAxNjE0ODM.*_up*MQ.. Guidance from the Bell Foundation, the leading UK authority on EAL learners in schools, suggests that encouraging students to use their own language as a support for language acquisition and also increasing their language exposure will increase all INA learners' access to learning.	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ [22,594.92]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <ul style="list-style-type: none"> - Attendance rewards to promote increased attendance (incl. but not limited to badges and certificates). - SEND team to lead on tracking SEND students attendance which will include a high number of PP learners. - Breakfast club in place to encourage attendance in the morning 	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>DFE attendance best practice guide suggests this approach to use soft "rewards" for good attendance rather than purely sanctions.</p>	5
<p>Well-being</p> <ul style="list-style-type: none"> - Whole school action plan for mental health - SEND department development to include targeted emotional support - Whole school "Big Voice" campaign - Whole school assemblies to include key themes and dates - Elective sessions focusing on wellbeing. - Staff training on trauma and attachment needs - Whole school mental health survey 	<p>https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-while-developing-a-mentally-healthy-school/?utm_source=main&utm_medium=search&utm_campaign=site_search&search_term=mentally-</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>Students will be shown how to explicitly identify their emotions and techniques to regulate</p>	4, 5
<p>Behaviour</p> <ul style="list-style-type: none"> - Whole school behaviour policy with high expectations. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>EEF Guidance report suggests that targeting behaviour can increase wellbeing, attainment and attendance.</p>	3,4,5
<p>Teaching and Learning</p>	<p>https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/?_gl=1*1qutj6t*_ga*NDc5</p>	3,4,5

<ul style="list-style-type: none"> - Visual supports to reinforce and scaffold key whole school strategies to ensure a culture of high expectations on behaviour for learning 	<p>NTQ0Njc1LjE2NzAxNjE0ODM.*_up*MQ..</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-sen</p> <p>Visual supports help all students quickly engage with the whole class routine. Both the EEF and the Bell Foundation state that the use of visual supports supports the engagement of vulnerable students within class.</p>	
<p>Community</p> <ul style="list-style-type: none"> - Whole School Hardship fund to help our most vulnerable in a cost of living crisis. 	<p>We have anecdotal evidence from our communities about how much the cost of living crisis is impacting them and their ability to provide beyond the absolute essentials for their families.</p> <p>From rising costs of fuel impacting their ability to charge electronic devices, to rising costs of living impacting their ability to replace and provide uniforms, it is clear that our community is struggling.</p> <p>A hardship fund will enable us as a school to provide the things that those learners need to feel like they are part of our school community.</p>	<p>3, 4,5</p>

Total budgeted cost: £ (£62,594.92)

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

Our plan last year was ambitious with the small amount of funding we received.

The whole school strategies introduced had a positive impact. We engaged external providers to ensure that we had a firm basis for starting a whole school literacy plan around vocabulary development, which was engaged with by all staff.

We funded whole staff training from Classics for All. The CPD was well received and staff embedded the knowledge learned within their lesson plans. This was observed in lesson observations. We also began a "wordy wednesday" form time focus which focused on word root identification in an attempt to give students the foundational knowledge to tackle unfamiliar words. The next step is to create a whole school policy which encompasses all strands of literacy development which will be planned and led on by the literacy coordinator, a newly promoted TLR holder.

We implemented a number of targeted interventions over the course of the year.

Bedrocks for learning showed a good, positive whole school impact and the students engaged well. Whole school progress showed a 21% increase in levels of vocabulary, with PP students showing a 19% increase. This is a cost effective program which has shown impact so we will be using it again this coming academic year.

The other programs did not show enough impact and were not value for money. Flash academy, a targeted program for international new arrivals, showed only a small amount of academic progress (less than 10%), proving to be high cost intervention for a low impact. Belle Vue has a large proportion of INA learners, most of which are also PP, so we have decided to change our approach to targeted interventions in this area. We will be looking into a blended approach of individualised interventions and a whole school approach.

Attendance continues to be a challenge. Currently, the reported DFE data does not include Summer term 2021/2022 but an analysis of the first two terms is possible.

Term One - Whole School % attendance 93.89%. Pupil Premium attendance is 90.82% (National average is 93.1%).

Term Two - Whole School % attendance is 91.63%. Pupil Premium attendance is 89.40% (National 92.1).

Whole school attendance was 91.9% for the year and PP was 88.72 which shows that we still have work to do. This remains part of both the ADP and the PP plan and there is an updated strategy led by the Vice Principal. Other funding is being pulled towards the recruitment of an attendance officer which will increase our effectiveness as a school in this area.

The trauma informed training was well received by staff and strategies given to staff were used well. Due to the success of this training, we plan to deliver this to the new cohort of staff in order to continue to embed this ethos into our school.