Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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 Brownhill
Number of pupils in academy	408
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 to 2027 -2028
Date this statement was published	30/9/2025
Date on which it will be reviewed	1/9/2026
Statement authorised by	Co-op Academies Trust
Pupil premium lead	Stephanie Stewart
Governor / Trustee lead	Harrison B

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 345, 080
Recovery premium funding allocation this academic year: School led funding	£0
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	£345, 080

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent
At Co-op Academy Brownhill we have high aspirations for all children no matter their background, barriers or prior attainment. We are an inclusive school and celebrate the diverse community that we serve and recognise the value that diversity brings to our pupils and academy. We believe that no child should be left behind and we aim to enable disadvantaged pupils to attain in line with all pupils nationally and use an evidenced based approach to ensure that funding is well used to support this. Our three year plan focuses on a tiered approach of High Quality teaching and learning, targeted academic support and supporting the whole child by 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. This practice is intended to support the needs of all pupils whether they are disadvantaged or not There is strong evidence that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils … 'good teaching for all pupils has a particular benefit on children eligible for the pupil premium' (EEF guide to the pupil premium) The academy prioritises high quality teaching through effective diagnostic assessment ensuring that teachers have a clear understanding of pupils learning gaps and needs and area able to adapt teaching to these needs. A whole school approach and strategy that is evidence based has been adopted to ensure high quality teaching, in which all teachers take responsibility for disadvantaged pupils, so no learner will be disadvantaged because of a lack of vocabulary, reading ability, opportunity or prior knowledge and understanding of the world. Provision of effective CPD is a key tool that ensures all staff including support staff, focus on effective delivery using ''the five a day approach' and a range of TLAC strategies to ensure effective teaching of early reading, oracy, writing and maths provides a sound basis for future success. In addition to whole school teaching strategies we will aim to maximise the time children have to catch up by providing small targeted intervention. Targeted intervention will be led by qualified teachers and well informed through diagnostic assessment. We will also work alongside external tutoring agencies funding small group intervention to ensure catch up can be delivered to all those pupils who require additional support. 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. We aim to support well-being, attendance and readiness to learn through a highly qualified pastoral team who can tailor support to individual family and pupils needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessment baseline, observations and discussions indicate that pupils enter Nursery and Reception with low starting points and that this is often more prevalent among disadvantaged pupils. The current 25/26 cohort shows that only 3% of Nursery pupils are considered age related at baseline and 10% of the Reception cohort.
2	External and internal data suggests that attainment among all pupils and disadvantaged pupils at the end of KS1 and KS2 is below

	national standards. In reading , writing and maths, a gap of 18% combined to national at KS2
3	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.
4	Low levels of oracy and vocabulary across school has a significant effect on progress in reading and writing and general knowledge.
5	Attendance data over the last year indicates that attendance for disadvantaged pupils is 0.9 % lower than for non-disadvantaged and 3% lower than national. Persistent absenteeism is significantly higher than all by 4% and 22% higher than national. 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.
6	Higher levels of social deprivation due to the cost of living crisis, have led to a limiting of pupils' exposure to wider opportunities and experiences.
7	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.

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
Accelerated progress in EYFS strengthening outcomes for pupils and narrowing of the attainment gap.	GLD in EYFS increases year on year and the gap between disadvantaged and non-disadvantaged is closed and national.
Quality teaching across school which is accessible to all pupils. Children will have access to all adults in school with good quality teaching skills.	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 starting points.
Children are attending regularly and where there are barriers to attendance these are addressed.	Whole school attendance increases in line with national (94.5%) and the gap between disadvantaged and non disadvantaged is no more than 0.5%. PA is significantly reduced and in line with national and disadvantaged pupils are not disproportionately represented in this category.
Increased learning beyond the classroom gives children cultural capital and increased life experiences.	Pupils have an Increased number of opportunities to experience places of interest beyond the local area. %of pupils accessing additional opportunities is equal for PP and non. The number of pupils participating in enrichment activities increases particularly among the disadvantaged group.
The vocabulary and oracy gap between disadvantaged and non- disadvantaged pupils will close over their school career	At the end of EYFS, KS1, KS2 there will be a diminished gap between disadvantaged and non-disadvantaged pupils in terms of their speaking and listening skills and ability to use a wide range of vocabulary. Increased outcomes in reading and writing by 2025-26 show that at least 75% of disadvantaged pupils are meeting the standard in reading by the end of KS1 & KS2
Increase pupils focus on learning because they are well supported emotionally and they have good learning attitudes and good behaviours	% of behaviour incidents for disadvantaged pupils will not be over represented in the behaviour logs and fixed term suspensions will reduce for disadvantaged pupils from 1.

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	£ 158,242

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; assessment for learning, oracy, mastery in maths and the use and training of DFE validated phonics programme securing better early reading outcomes.	Professional development on evidence based approaches, for example TLAC (Teach like a champion) 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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1648715505 At each assessment data point pupils who have shown limited progress are targeted. This approach aims to focus feedback and teacher support in class to enhance the quality first teaching for these pupils. Pupils who are tracked under this process on average show an effect size of 0.9 -1.1 in Reading and 1.2-1.4 in Maths.	1,2,4
Purchase of standardised diagnostic NCT tests and boost intervention programme to ensure teachers can accurately identify and close learning gaps.	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. https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf I	
Assistant 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	2

	teachers who have sound subject knowledge and the ability to deliver high quality teaching. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/retain?utm_source=/projects-and-evaluation/projects/retain&utm_medium=search&utm_campaign=site_searchh&search_term	
Increased CPD offer for all TA's and Teachers within early years setting to support scaffolding of the development of communication and language skills through talking. verbal expression, modelling language. This will include CPD on the delivery of talk boost as well as more general training on supporting pupils within the provision rather than intervention.	The Early years toolkit by the EEF shows that the development of communication and language within the early years setting through verbal interaction with pupils has a high impact for a very low cost. This approach places emphasis on the use of a range of strategies and the importance of professional development and support for early years practitioners. EEF research on closing the gap suggest that EYFS education focus has huge potential and that training for early years staff is key https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchh&search_term Talk Boost and early talk boost data across EYFS and Year 1 shows that an average effect size of 2.3 is evident for pupils who are part of this programme.	1
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 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1648715505	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	Whole school priorities are focussed on Improving the quality of teaching and learning in all subject areas. Research indicates that this alone makes the biggest difference to closing the attainment gap. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1648715505 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	1,2

	with regards to the curriculum effect and enables subject leads to have a clear understanding of gaps in teacher knowledge.	

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

Budgeted cost	£98,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLA lead to meet 1:1 weekly with pupils who are or have been child looked after. CLA and all previously looked after PLA and all other children who have multi agency support. Diagnostic assessment of learning and well being to be used to ensure that regardless of starting points all pupils have individual sessions.	Internal CLA report for 2022-23 Evidenced that 1:1 tuition and guidance for targeted pupils had a positive impact on both pupil attendance and academic outcomes Designated teacher CLA report 2022-23.docx https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4
Qualified teachers delivering Individual catch up teaching in early reading and phonics	Phonics intervention data within the Academy shows that the effect size for pupils who receive 1:1 phonics tuition to close the gap is 1:1 in comparison to small group which is only 0.8	2, 5, 8
Career related curriculum and visits across the Academy giving pupils the skills, knowledge and understanding of how learning links to life beyond education and opportunities available to them	Careers Development Institute "90% of teachers reported involved in activities with employers could impact the academic achievement of pupils" After participating in career related learning event 82% of around 9,300 children agreed "that now I understand how English/Maths and Science can be useful in jobs"	
Speech and language therapy 3 days per week supporting the development of language and communication.	Oral language intervention is seen by EEF research as having significant development on learning. Early intervention is key to supporting in this area and therefore pupils are identified in Nursery and Reception receiving support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	

	toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_searchh&search_term In the last academic year 69 pupils assessed weekly speech and language therapy. 32 pupils were consequently discharged due to successful intervention.	
School led / tutor led1:3 face to face tuition Maths and English for pupils inclusive of most able. Provision through qualified teachers and school staff.	Impact analysis of data for pupils attending tutoring at Brownhill shows an average effect size of 1.0 in reading similarly in Maths of 0.9.	2, 4, 8

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

Budgeted cost	£ 59,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of breakfast club to pupils all and especially those who are at risk of poor attendance. Provision of breakfast for all pupils in school. Provision of milk for all pupils in KS1	Food research action centre (FRAC) evidences 'A well nourished child who starts the day with breakfast is more likely to be at school, a better learner, and willing to participate in the classroom. The DFE (Breakfast clubs programme) also notes that a healthy breakfast at the start of the day improves readiness to learn, increases concentration and improves wellbeing and behaviour. https://www.simplypsychology.org/maslow.html Internal data shows that Up-take has improved significantly from 20 pupils to 75 pupils attending daily. This has impacted positively on pupil attendance. Out of 75 59 pupils have attendance 95% and above.	3, 1, 2, 6

New arrival induction and family support link	EEF research suggests that parental engagement has been proven to have a positive impact on pupils' outcomes . Strong positive face to face induction allows parents to build initial communications and relationships to be built upon. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term	8, 3, 5, 6
Pastoral safeguarding lead, 2X Deputy DSL	The pastoral team is crucial in supporting vulnerable families and pupils in school. Without this support pupils are often unable to focus on learning and families are unable to prioritise education.	3, 7, 6
Assistant Head, SLT ambassador + Attendance lead	Improving attendance is important in ensuring that children have access to the progressive curriculum on offer at Brownhill. Learning is built on previous understanding and therefore gaps in terms of absence can have a huge impact on pupils abilities to learn. Therefore prioritising attendance is important. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1632734921	6
Additional educational therapist support	Professional support for staff, families and pupils is important to ensure that barriers to learn are minimised. 47 pupils 2023-24have attended therapy sessions and have been discharged this academic year. The impact on these pupils have been evident in reduced number of negatives/ improved attendance and attainment.	3, 7,
Behaviour support providing interventions for individual pupils. 1:1 and small group support for targeted individuals as well as driving whole school ethos and approach	EEF research shows that whole behaviour interventions can have moderate impact but interventions which are specific to individuals can have much greater benefits and impact on learning. Through the use of a whole school approach and intervention as stated by the EEF this approach aims to improve attainment by reducing challenging behaviours .and the effects this has on the ability of the class and individual to learn	3. 2

	but also aims to support pupils learning behaviours and become motivated and engaged. https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours?utm_source=/guidance-for-teachers/learning-behaviours&utm_medium=search&utm_campaign=site_searchh&search_term Zero tolerance incidents have also significantly reduced from 140 to 98	
Family support and pupil Therapy delivered by the Beck with trained therapist. 1 day per week.	Professional support for staff, families and pupils is important to ensure that barriers to learn are minimised. 14 pupils have received 1:1 therapy as part of the beck training. Out of these 10 have been discharged with improved emotional and social resilience. This has been evident in reduced incidents recorded on class charts for some.	3, 6, 7
Residentials and school trips for all pupils. strong links to learning. Increase opportunities after school.	There is strong evidence that building effective relationships with pupils improves behaviour and in turn learning. Residential trips are used to support with this as well as increase pupils cultural capital and self esteem. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3,7

Total budgeted cost

Total budgeted cost	

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

At Co-op Academy Brownhill 212 (52%) of our children were eligible for pupil premium funding in 2023-24 with most year groups having just over 50% of the cohort eligible for funding.

Year 1 phonics data also evidenced that the number of PP pupils meeting the expected standard for the stable cohort had increased by and exceeded the national. Additional tuition for pupils in Year 1 phonics funded by PP funding impacted significantly on low starting points. Small group phonics intervention had an effect size of +0.9 and 1:1 interventions had an effect size of +1:1

Year 2 phonics data evidenced that through this additional phonics and reading support alongside quality first teaching PP pupils did as well as All pupils national. By the end of the year 91% of pupils had met the expected standard. Again these pupils outperformed All pupils in school

KS2 24/25

	RWM	Reading	Writing	Maths
All	50	51.7	74.1	70.7
PP	46.3	48.8	70.7	65.9
Non- PP	58.8	58.8	82.4	82.4

Data at the end of KS2 shows that disadvantaged pupils achieved in line with all pupils in reading, writing and in all Maths.
PP attainment was in line with FFT 50 predictions across reading and writing however there is still a gap in maths v targets and between PP at Brownhill and all nationally.

Speech and language support reached 93 pupils during the year. Of the 90 pupils 32 were discharged following exceptional progress against their individual targets.

Targeted support for speech and language will continue to be offered in the next Academic year with a focus on early identification.

1. Strengthen pupils emotional well being and resilience

Having an effective pastoral team has been crucial to supporting children and families. Welfare of all pupils has been a priority during the year. Strengthening the teams capacity with the addition of additional hours through Co-op cooperative counsellor and with the full time employment of a therapist 1 day a week. Over the year 42 pupils were additionally referred to work with the therapist and this support included drop in sessions and more lengthy hour support sessions. 19 pupils were discharged as a result of support,
Through the use of national breakfast programme provision 100% of our pupils' premium children have access to a daily. Healthy breakfast a further 32% attend extended breakfast provision daily which also supports improving attendance for these individuals.

Residential trips for year 5 and 6 were able to go ahead this academic year, extended school activities were able to go ahead as well as class trips in the term. In total, after school provision enabled 63% of PP pupils to access additional after school clubs all PP pupils had access to at least two school trip/ experiences during the year and this will remain a priority for the 2025-26 budget.

Pupils' social and emotional needs continue to be an important factor and arguably even more so in the current therefore Brownhill will continue to use is PPG to support and increase capacity within this area.

2. To reduce persistent absenteeism for disadvantaged pupils.

Whole school attendance is 92. 1 and PP is 91.2

This is significantly lower than national whilst the gap is less than 1 % between PP and Non PP it is clear that it continues to be a focus to ensure reduced barriers to learning within the 2024-25 budget.

Persistent absent

Persistent absenteeism remains high for pupil premium 317%

This remains a significant priority in the 2025-26 spend.