



Co-op Academy
Bebington

Pupil Premium Strategy Statement 2021-2024

Reviewed Dec 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) which is funding to help improve the attainment of our disadvantaged pupils and to ensure all students are given the opportunity to catch up on missed learning due to the Covid pandemic.

The document 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 2023/24

Detail	Data
Number of pupils in school 2023/24	1135
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	6. 10. 2021
Date on which it will be reviewed	Nov 2024
Statement authorised by	Catherine Kelly
Pupil premium lead	Debbie Jennings
Governor / Trustee lead	Vicky Lowe

Funding overview 23/24

Detail	Amount
Pupil premium funding allocation this academic year	£524 080
Recovery premium funding allocation this academic year	£141 864
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£665,944

Contextual / Additional information

In 2019, as per the Index of Multiple Deprivation, the catchment area and the majority of feeder schools for Coop Academy Bebington were situated within the **top 10% of the most deprived areas** in the country with many students deriving from the top 5%.

At Co-op Academy Bebington, the proportion of pupils **eligible for the Pupil Premium** was **52% in 2022** and **48% 2023**. This is **significantly higher** than the national average of 28%.

We have a **significantly high proportion of boys - 2022** (71%) **compared to girls** (29%). **2023 = 69% boys** and **31 % girl**.
We have a **significantly high proportion of SEND students** compared to national 2022 = 24% SEN K and 4%EHCP and 2023 = 27% and 5% . Over 50% of SEND are also PP.

Reading ages on entry to Year 7 **for disadvantaged (9 years and 10 months)** are **lower** than **non disadvantaged** (10 years and 7 months)

We have very few EAL students who do not have English as their first language.

The **proportion of pupils who join the CAB other than at the usual times** is **high due to in-year transfers** from other schools and, to a lesser extent, families arriving from other countries.

The table below breaks down numbers further and shows data, correct as of **29/02/2024** [Student Characteristics Data 2023-24](#)

Context - All Years			Year 7		Year 8		Year 9		Year 10		Year 11		Total Y7-11	
Cohort	Group	Lookup	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Total Cohort			207		205		198		202		193		1005	
KS2 Banding (Yr 8 & 9 CATS retrospective SS used)	Lower	Lower	42	20%	47	23%	24	12%	17	8%	36	19%	166	17%
	Lower PP	Lower	26	13%	33	16%	11	6%	8	4%	23	12%	101	10%
	Middle	Middle	127	61%	122	60%	159	80%	167	83%	124	64%	699	70%
	Middle PP	Middle	55	27%	56	27%	85	43%	88	44%	46	24%	330	33%
	Upper	Upper	36	17%	36	18%	15	8%	18	9%	32	17%	137	14%
	Upper PP	Upper	14	7%	12	6%	7	4%	5	2%	12	6%	50	5%
	Missing KS2		2	1%	0	0%	0	0%	0	0%	1	1%	3	0%
Gender	Male	M	137	66%	142	69%	147	74%	128	63%	132	68%	686	68%
	Male PP	M	60	29%	62	30%	71	36%	59	29%	49	25%	301	30%
	Female	F	70	34%	63	31%	51	26%	74	37%	61	32%	319	32%
	Female PP	F	36	17%	39	19%	32	16%	42	21%	33	17%	182	18%
Pupil Premium %		T	96	46%	101	49%	103	52%	101	50%	82	42%	483	48%
FSM Ever 6 %		T	99	48%	104	51%	96	48%	98	49%	80	41%	477	47%
FSM (Current) %		T	99	48%	103	50%	96	48%	97	48%	79	41%	474	47%
SEN	SEN Support (K)	K	47	23%	57	28%	43	22%	56	28%	42	22%	245	24%
	SEN Support (K) PP	K	23	11%	31	15%	25	13%	28	14%	21	11%	128	13%
	EHCP	E	17	8%	10	5%	14	7%	8	4%	8	4%	57	6%
	EHCP PP	E	14	7%	8	4%	7	4%	5	2%	4	2%	38	4%
LAC	Yes	T	0	0%	2	1%	3	2%	1	0%	6	3%	12	1%
	No	F	207	100%	203	99%	195	98%	201	100%	187	97%	993	99%
EAL	Yes	Yes	10	5%	18	9%	8	4%	12	6%	10	5%	58	6%
	Yes PP	Yes	1	0%	5	2%	3	2%	2	1%	1	1%	12	1%
	No	No	197	95%	187	91%	190	96%	190	94%	183	95%	947	94%
Average reading ages of students at the start of the academic year 2022-23 - KS3 Star Reader Test - KS4														
Average Reading Age			10.06		11.04		12.01		14.01		14.03			
Average Reading Age No PP			11		11.07		12.05		14.05		14.06			
Average Reading Age PP			10		11.02		11.1		13.07		14			
Reading Age Gap			12 months		5 months		7 months		10 months		6 months			

Part A: Pupil premium strategy plan

Statement of intent

At Co-op Academy Bebington our aim is to 'Shape Exceptional Futures'. We pledge to provide a high quality education, outstanding pastoral support and extensive enrichment opportunities to all of our students, helping them to prepare for the next stage of their education, employment or training.

Our principles are -

- Placing our students at the heart of everything we do.
- Removing the barriers to learning
- Recognising and celebrating student achievement, academically, socially, physically, mentally and inclusively.
- Encouraging everyone in the school community to excel and achieve, in whatever form that may take.
- Providing our students with an aspirational vision for their future and the appropriate learning pathway.
- Being relentless in our determination for each other's success. Respecting everyone in the whole school and local community, so that we are recognised as a family school within an extended community, which supports and cares for each other.
- Embracing healthy living so that all are physically, emotionally and mentally enabled to excel and their dreams.

Disadvantaged students currently account for 47% of the academy cohort. To address academic, pastoral and cultural gaps we use pupil premium funding to support our delivery of high quality teaching and learning in all lessons, with particular emphasis on areas in which disadvantaged students may require additional support such as reading and numeracy. We also use the funding to target specific support that meets the needs of individuals or groups of students.

Our intention is that all students, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across the curriculum, including progress for those who are already high attainers.

Barriers for some children may include less support at home, weak language and communication skills, lack of confidence and aspiration, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' and not necessarily associated with all disadvantaged families. We will also consider the challenges faced by vulnerable students, such as those who have a social worker or family support worker, are young carers, are experiencing mental health challenges and those experiencing other adverse childhood experiences. Our implementation will be responsive to challenges presented and individual needs, rooted in robust diagnostic assessment and our expertise through knowing our community, not assumptions about the impact of disadvantage.

It is the needs of students, not labels, that drives our strategy.

Everyone in school takes responsibility for better outcomes for disadvantaged learners. It is vital that all staff understand :

- the issues being addressed
- how the school is addressing them
- the evidence to support the approach
- what success looks like
- their role to ensure success

The approaches we have adopted complement each other to help students excel.

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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
<p>1. Reading and Vocabulary</p>	<p>Reading and Vocabulary skills - The disparity in literacy and oracy skills between disadvantaged and non-disadvantaged students at the start of secondary school at CAB is evident.</p> <p>A significant number of students on entry have a reading age below their chronological age (2020 = 79%, 2021=42.5%, 2022=40.5% 2023 = 38.8%). Over half of these students are eligible for pupil premium.</p> <p>Reading age averages on entry to Year 7 for disadvantaged students is 9 years and 10 months whilst for non disadvantaged students it is 10 years and 7 months.</p> <p>By Year 11, there still exists a 12-month disparity in reading ability between disadvantaged and non-disadvantaged students, with an average reading age of 13.6 and 14.6, respectively.</p> <p>Connections can be drawn between the initial variance in literacy and oracy abilities upon entry and the KS4 exam outcomes, indicating a correlation between literacy, oracy, and exam performance. The Progress 8 indicator demonstrates a score of -0.61 for Disadvantaged students at CAB and -0.23 for non-disadvantaged students. This marks a gap of -0.39 between the two groups.</p> <p>Research consistently finds that children from low-income homes start school with lower language levels than their more advantaged peers, and these gaps grow as children move through school if they do not develop their language through social interactions and reading. The UK's poorest children start school 19 months behind their wealthier peers in language and vocabulary (National Literacy Trust)</p>

<p>2. Social, emotional and mental well-being needs</p>	<p>Social, emotional and mental well-being needs.</p> <p>National data suggests that the pandemic has significantly and unfairly impacted the well-being of disadvantaged students. Through our assessments, observations, and conversations with students and their families, we've identified widespread social, emotional, and mental well-being challenges among many students. Post-pandemic, there has been a noticeable surge in school referrals for mental health support, indicating an increased need for such assistance.</p> <p>The School Counselling Service has actively engaged with 109 students during the 2022-23 academic year, 113 students during 2021-22, and a slightly lower number of 96 students during 2020-21. This rise in demand for counselling services aligns with the anticipated nationwide trend of increased mental health needs.</p> <p>These challenges particularly affect our disadvantaged students. Some manifestations include:</p> <p>Academic Challenges: Some students struggle to concentrate, leading to a decline in academic performance. They might exhibit a lack of motivation or interest in schoolwork, resulting in missed assignments, poor grades, or frequent absences from school or refusal to attend certain lessons.</p> <p>Behavioural Changes: Some students display noticeable changes in behaviour, such as increased irritability, outbursts, or withdrawal from social activities. Some students might become excessively quiet or exhibit disruptive behaviour in the classroom.</p> <p>Physical Symptoms: Mental health issues can also manifest as physical symptoms like fatigue, headaches, stomachaches, or other unexplained physical complaints. This impacts on attendance if the students miss days from school due to these symptoms.</p> <p>Social Isolation: Some students dealing with mental health issues isolate themselves from their peers, avoiding social interactions or exhibiting difficulties in forming and maintaining friendships.</p> <p>Self-Harm or Suicidal Thoughts: In severe cases, students have engaged in self-harming behaviors or expressed thoughts of self-harm or suicide.</p> <p>There has been a marked increase in the number of students accessing services such as the Life Church, Vibe and internally The Hub.</p>
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<p>3. Aspirations, motivation and expectations</p>	<p>Aspirations, motivation and expectations - Observations and discussions within school indicate that while many students harbour ambitions for education and employment, these aspirations are often shaped by familial influences, social class, and traditional vocational paths. Despite possessing the academic potential for professional careers or higher education, a trend persists where students lean towards careers in construction (labour) and low paid care or service industries.</p> <p>A concerning aspect is that many local training course providers and apprenticeship opportunities within these lower skilled sectors either don't mandate GCSE standard pass grades or have low entrance criteria . Consequently, some students lack the motivation to pursue rigorous studies or explore diverse employment avenues due to apprehensions about potential failure.</p> <p>Our young people need informed and detailed guidance in order for them to make well informed decisions and select the most appropriate route into further education, employment or training.</p> <p>Attendance at parents evenings, student progress and pastoral meetings could be better. Parental engagement and increased knowledge of how to support their child would assist the academic success and motivation towards their learning.</p>
<p>4. Attendance and Behaviour</p>	<p>Attendance The correlation between school attendance and academic performance is well-established. Consistent attendance is often linked with better academic outcomes. Irregular attendance or frequent absences can hinder a student's academic progress. Missing classes can lead to gaps in understanding, difficulties in catching up with the curriculum, and ultimately lower academic achievement.</p> <p>Over the last three years, disadvantaged students at CAB had an average attendance of 91.6%, whereas non-disadvantaged students maintained a higher attendance rate of 95.1%. A gap of 3.5%</p> <p>In 2022-23, 32.2% of non disadvantaged students registered attendance below 90% compared to 67.8% of disadvantaged students. In terms of academic achievement for this group, only 25% of disadvantaged students attained a grade 4+ in English and Maths compared to 58% of non disadvantaged students.</p> <p>Persistence Absence The persistent absence data for 2021-22 indicates that 30.1% of disadvantaged students and 15.9% of non-disadvantaged students experienced ongoing absence. In 2022-23, the figures changed significantly, with 44.1% of disadvantaged students and 19.4% of non-disadvantaged students being affected by persistent</p>

	<p>absence.</p> <p>3 year average for disadvantaged students is 23.4% compared to 11.3% for Non disadvantaged students</p> <p>In summary, persistent absence is significantly higher for disadvantaged students in comparison to non disadvantaged</p> <p>Behaviour Suspensions and internal exclusions are significantly higher for disadvantaged students compared to non-disadvantaged students.</p> <p>The 3 year average suspension rate for disadvantaged students is 19.4% compared to 5.4% for Non disadvantaged students.</p> <p>Internal suspensions are higher for disadvantaged students at 22.7% (34% in 20-21) compared non disadvantaged students at 17% (24% in 20-21).</p> <p>A significant number of disadvantaged students faced behavioural challenges that resulted in suspensions from school that impacted on their attendance and their KS4 performance outcomes.</p> <p>Research indicates that there is a significant negative association between exclusion rates and KS4 outcomes for disadvantaged pupils. On average a pupil's:</p> <ul style="list-style-type: none"> • Att 8 score would be predicted to be 1.1 points lower than an equivalent pupil with one fewer fixed-term exclusions. This is more than an entire grade boundary. • P8 score would be predicted to be 0.09 lower than an equivalent pupil with one fewer fixed-term exclusions. This is the equivalent to the pupil performing nine per cent of a grade lower in all their Att 8 subjects.
<p>5. Teaching and Learning and Student Progress</p>	<p>Although 2022 exam performance results have significantly improved for all students, the attainment and progress gap between disadvantaged and non disadvantaged has increased.</p> <p>In 2023 the gap decreased. This was due to NPP students underperforming and not necessarily PP students achieving.</p> <p>Gaps between pupil premium and non pupil premium pupils.</p> <p>2019 A8 difference = 0.68 P8 difference = -0.47</p>

	<p>2022 A8 difference = 0.58 P8 difference = -0.7 2023 A8 difference - 0.69 P8 difference = -0.37</p> <p>Basics Eng and Maths NPP students perform better than non PP students in both English and Maths at 4+ and 5+ grades.</p> <p>The correlation between effective teaching, learning, and outcomes for disadvantaged students is pivotal and can significantly impact their academic achievements. To ensure all students and in particular disadvantaged students achieve their potential we must ensure that high quality teaching practices are consistent in every lesson. That our process of quality assurance identifies the training requirements of teachers and that there is equitable access to resources, opportunities and educational experiences regardless of socio- economic background eg tutoring, mentoring and access to technology.</p> <p>It has been noted through observations and discussions with disadvantaged students that some have limited and reduced subject resources/materials such as scientific calculators, GCSE revision guides and access to technology or a working space at home, thus reducing opportunities for home and independent learning.</p>
<p>6. Cultural enrichment and experiences</p>	<p>Cultural enrichment and educational experiences, trips and visits broaden perspectives, equalise experiences, boost engagement and inspire future aspirations.</p> <p>Student voice questionnaires and registration / rewards data indicate that a smaller proportion of disadvantaged students, in comparison to their non-disadvantaged counterparts, participate in extracurricular activities, out of school clubs, cultural enrichment and leadership opportunities. This discrepancy requires further investigation and suitable measures to encourage attendance.</p> <p>In a recent health and well-being student survey, data revealed that a higher percentage of disadvantaged students, as opposed to non-disadvantaged students, lacked the ability to swim or ride a bike.</p>

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
<p>Reading and Vocabulary</p> <p>Improved rates of progress in reading and vocabulary for disadvantaged students.</p> <p>Improved oral and language skills and vocabulary among disadvantaged students.</p> <p><i>Measured: reading assessment data and internal data collections. Book looks. Teacher voice. Lesson observations.</i></p>	<p>Those students eligible for PP who are below their chronological reading age achieve their chronological age by the end of KS3 and make accelerated reading progress throughout years 7 & 8.</p> <p>Students will have the skills to tackle challenging texts suitable for their chronological age enabling them to make progress across all subjects in both Key Stage 3 and 4.</p> <p>The Progress 8 disparity in Year 11 between disadvantaged and non-disadvantaged students will narrow as both groups show improvement over time in reading and comprehension skills.</p> <p>Assessments and observations indicate significantly improved language among disadvantaged students. This is evident when triangulated with other sources of evidence including book scrutiny and ongoing formative assessment.</p> <p>Students work will show extended writing that is well structured, linguistically sound and accurate in line with age related expectations</p>

<p>Social, emotional and mental well-being needs For all students with social, emotional, and mental well-being challenges access appropriate support and intervention resulting in an attempt to promote psychological recovery, health and well being.</p> <p><i>Measured: SHEU survey , Trust student survey, Action for children survey, Core YP assessments, attendance data, behaviour reports, extra curricular data</i></p>	<ul style="list-style-type: none"> - A rise in school attendance and attendance to lessons among students facing barriers due to social, emotional, and mental health (SEMH) issues, especially noticeable among disadvantaged students. - Decreased instances of behavioural difficulties in situations where social, emotional, and mental health (SEMH) issues have been recognized as a catalyst. - Utilising data acquired from assessments like CORE-YP, GAD, IES-R, and PHQ, alongside qualitative feedback from students and parents, to gauge advancements in the social, emotional, mental health (SEMH) of individual students. This process aids in comprehending effective counselling approaches for students, aiming to improve their well-being. - Students who have faced barriers to their learning due to SEMH and have accessed support achieve their target grades.
<p>Aspirations, motivation and expectations For students from disadvantaged backgrounds to exhibit increased awareness regarding their future educational and employment opportunities</p> <p>Increased parental involvement in aiding their child's academic growth, self-regulation, health, and overall well-being</p> <p>Clubs / Enrichment / trips - Track and monitor the number of students engaging in opportunities that will extend their cultural capital . Use information to identify and encourage students to take part in opportunities offered.</p>	<ul style="list-style-type: none"> - Student discussions on future options in Progress meetings indicate an increased awareness of future education and employment opportunities. - Number of students engaging in programs like Universify - Increased number of disadvantaged students engaging in work experience placements. - Destination data to show an increase in disadvantaged students applying for higher level apprenticeships and L3 courses. - Reduce the number of disadvantaged students who are NEET. - Increased parental engagement working with school to support their child's academic success and motivation towards their learning - an increase in attendance to parents' evenings, progress meetings, careers meetings and pastoral support meetings, particularly for disadvantaged families. - An increase in parents engaging with attendance and behaviour

<p><i>Measured: Destination data, student, teacher and parent surveys/reports, attainment / progress outcomes, attendance data, parental engagement data, behaviour data, attendance to extra curricular. Attendance to parents' evenings, pastoral support meetings, health and well being programmes and specific academic support reading self regulation workshops. Parent voice surveys</i></p>	<p>support meetings.</p> <ul style="list-style-type: none"> - Increase in number of students attending extra curricular and enrichment opportunities, particularly those who are disadvantaged and vulnerable
<p>Attendance</p> <p>Decrease the attendance disparity in data between disadvantaged and non disadvantaged students</p> <p>Disadvantaged students show improved overall attendance and reduced persistence absence over the year.</p> <p>Improve the attendance of disadvantaged girls</p> <p><i>Measured: attendance data.</i></p>	<ul style="list-style-type: none"> - The overall attendance rate for all students surpasses 94%, and the disparity between disadvantaged and non-disadvantaged students continues to diminish until they are aligned with each other. - The proportion of all students, including those from disadvantaged backgrounds, exhibiting persistent absence, is under 13.2%.
<p>Behaviour</p> <p>Teachers demonstrate exceptional skills in handling student behaviour, enabling students to effectively self-regulate within the school environment. Consequently leading to a decline in suspensions, permanent exclusions, detentions, and internal inclusions..</p> <p><i>Measured: Suspension, permanent exclusions, internal exclusions and classcharts behaviour data, attendance data.</i></p>	<p>In comparison to 20-21 data, a sustained reduction in the number of managed moves, permanent exclusions and suspensions by 2024/25, demonstrated by</p> <ul style="list-style-type: none"> - the overall number of permanent exclusions for all students no more than 4 and the gap between disadvantaged students and their non-disadvantaged peers being reduced by 50%. - the overall number of suspensions for all students no more than 8% and the gap between disadvantaged students and their non-disadvantaged peers being reduced by 50% - the overall number of repeat internal exclusions (2>) for all students to be reduced by 25% and the gap between disadvantaged students and their non-disadvantaged peers being reduced by 50%.

<p>Teaching and Learning and Student Progress- All students continue to make good progress whilst ensuring the attainment and progress of disadvantaged students is in line with non disadvantaged students and national outcomes.</p> <p><i>Measured - Student voice, parent surveys, teacher observations, school attendance, behaviour data, performance data, subject reviews, learning walks.</i></p>	<p>Ensure Teaching and Learning is at least good in all Key Stages and is having a positive impact on the learning for disadvantaged students. Teaching at CAB has been appraised as good, nevertheless, as a school will will strive for all teaching to continue to be at least good :</p> <ul style="list-style-type: none"> - Internal performance data suggests that all groups of students are making good progress in all years and that the gap between disadvantaged and non disadvantaged students is closing. - external performance data indicates that all groups of students are making good progress and that gaps between disadvantaged and non disadvantaged students are closing.
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Activity in academic year (2022-23)

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: £316,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading and Vocabulary</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance and our Reading and Literacy Operational Plan.</p> <p>Allocate funding to provide training opportunities for teachers, staff, students and local community members to aid students in improving reading and vocabulary skills through individualised and small group sessions.</p> <p>Fund training for professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Our strategy incorporates research from Improving Literacy in Secondary Schools EEF guidance and the Oxford Language Report word-gap.pdf (oup.com.cn)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>https://www.oup.com.cn/test/word-gap.pdfss)</p> <p>The National Literacy Trust demonstrates research which shows the issues that can arise when there is a reading deficit.</p> <p>https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/</p>	<p>1,5, 6</p>

Recruitment and Retention

Recruit and retain excellent teachers by developing a supportive school culture through -

- Supporting and nurturing early career teachers, ensuring they access effective professional development.
- Develop high quality training for mentors and coaches.
- Monitor and evaluate teacher workload. Eradicating unnecessary workload and developing arrangements that support flexible working.
- Embedding our agreed workload charter.
- Invest in effective, relevant training and career developmental opportunities for all staff.
- Ensure that we embed the Co-op ways of working in our day to day practice and management.
- Ensuring barriers to learning due to lack of resources are addressed.
- Support teachers with behaviour for learning strategies.
- Step into teaching - Maths and English

DfE report that 20% of new teachers left the profession within their first 2 years of teaching, and 33% leave within their first 5 years.

A key finding from a study by RAND Europe - Understanding Teacher Retention highlight that

- 'Pay and rewards' are important retention factors, but they are not the only factors that shape teachers' retention choices.
- Workplace characteristics (workload, school culture and teaching environment) are highly valued by teachers.
- Teachers would be willing to trade-off higher pay/rewards to work in supportive environments with fewer challenges from pupil behaviour.

1,2,6

<p>CPD</p> <p>Scaffolding</p> <ul style="list-style-type: none"> - Staff training on how to scaffold effectively - Subjects to create departmental approaches to scaffolding and what this looks like as learning consolidates <p>IRIS</p> <ul style="list-style-type: none"> - Department pages to share good practice - T&L pages to share best practice across the Academy <p>Instructional Coaching</p> <ul style="list-style-type: none"> - Pilot completed of Instructional Coaching (Unity PD) - Next academic year to launch instructional coaching utilising video technology (Unity PD), evidence-based theory and models, to support effective transfer into practice. 	<ul style="list-style-type: none"> • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf • https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£165,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading & Vocabulary</p> <p>To deliver well-evidenced reading and vocabulary interventions for students that require additional support</p>	<p>One to one and small group tuition shows clear evidence of improving student outcomes. Teaching Assistants are more likely to have a greater positive impact when delivering structured</p>	<p>1, 2,3,4,5,6</p>

<p>with reading and reading comprehension</p> <ul style="list-style-type: none"> - Reading plus programme - BRSP - Take back reading - Reading Pros - Reading Leaders <p>These sessions will be delivered one to one or in small groups.</p>	<p>interventions than general classroom support.</p> <ul style="list-style-type: none"> ● One to one tuition EEF (educationendowmentfoundation.org.uk) ● Small group tuition Toolkit Strand Education Endowment Foundation EEF ● https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit ● EEF_KS3_KS4_LITERACY_GUIDANCE.pdf ● Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF 	
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<p>Teaching and Learning and Student Progress</p> <p>KS4 and 5 Intervention and support</p> <p>Deliver high quality subject interventions for targeted students who are underperforming.</p> <ul style="list-style-type: none"> ● Saturday school ● School led interventions ● Period 6 ● PETX -i ● Holiday academic support ● Small group support ● 1 to 1 support ● Tutoring ● Twilight remote tutoring ● Subject specific workshops ● Academic mentors 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4,5,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 184,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement a thorough curriculum-enrichment program focused on aspirations, motivation, and expectations enhancement including:</p> <p>Visits to universities; Financial support to ensure participation in school trips and visits; exposure to the Arts; Enterprise and Sporting Activities and provision of IT</p>	<p>The trust PP review identified that much of the work of the school focuses rightly on strengthening pupils' self-confidence and raising their aspirations. School evaluations show that students who have previously not considered university do so following visits. Many of our disadvantaged pupils lack the opportunities of their non-disadvantaged peers and exposure to the wider world has a positive impact on their aspirations and self-esteem.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching5-learning-toolkit/aspiration-interventions</p>	5,6,7,8
<p>Facilitate activities that foster students' self-esteem, motivation to learn, and self-efficacy development such as: Student Leadership, Healthy Lifestyle Champions, Bebfest.</p>		1,2,3,4,5,6,7
<p>Deliver support and guidance outlining the knowledge, skills, and attributes necessary for students, especially those who are disadvantaged, to attain their future goals.</p> <ul style="list-style-type: none"> ● All year groups have a one to one future planning meeting ● All Year 11 students have a CEIAG interview. Priority disadvantaged students to have CEIAG interview earlier. ● Disadvantaged students in Year 13 given one to one support with UCAS applications ● Year 10 and 12 disadvantaged students are given support to access work experience placements. ● All Year 11 experience a mock interview with external providers. ● All students have access to a high quality CEIAG programme during PSHE. ● All students have Careers Advisor Support 		

- All years are invited to attend our CAB Careers conference
- All students have access to Unifog careers platform

Opportunities for students to encounter new experiences, settings and future pathways

E.g. University Visits, Universify, Honours enrichment programme, Uni –connect, Coop Industry Links, Coop live arena

Engaging families not actively involved with the school

Disadvantaged families that do not engage with school may have various reasons for their disengagement. Understanding their circumstances and challenges can be essential. Develop a policy and actions to try to engage with these disadvantaged families utilising a tailored and proactive approach

The EEF research on ‘Working with Parents to Support Children’s Learning’ published in Dec 2018, reviews the best available research to offer. Parental engagement can lead to learning gains of +3 months.

1,2,3,4,5,6,7

Social, emotional and mental well-being needs

Alleviate effects of complex social and emotional needs of some disadvantaged students through -

- Counselling - Use of recovery premium to increase the number of in school counselling for PP students.
- External Agency support Enhanced transition at Yr. 7
- Training for staff
- Roll out Action for Children to all year groups - all years to undertake early intervention programmes and questionnaires.to roll out this programme to all in all year groups 2023-34
- AV1 Robots - introduce AV1 robots to help support and re-engage students back into lessons.
- Publish our Student Support Services document so all stakeholders are aware of what strategies are in place to support students [Student Support Document](#)

[The Lancet Child & Adolescent Health](#) study found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.

EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:

[Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation \(eif.org.uk\)](#)

Participating in trust AV1 robots pilot - AV1 Robots allow students to participate in lessons as if they were physically present.

3, 4,5,6

<p>Improving Attendance</p> <p>Embedding good practice set out in DfE's guidance on working together to improve school attendance. Some strategies to include:</p> <ul style="list-style-type: none"> - Implement robust attendance tracking systems to monitor, identify trends and implement targeted interventions. - Providing tailored support and early interventions for both parents and students by identifying the barriers and providing assistance to overcome these barriers. - Introduce Banardo 'Steps to Success' programme - Mentoring or counselling for students experiencing difficulties that impact attendance. - Designated Parental Engagement officer to liaise and engage with our hardest to reach parents. - Acknowledge and reward good attendance with incentives. <p><i>See Attendance Strategy Link</i></p>	<p>EEF emphasises the importance of understanding the needs of disadvantaged pupils in individual school communities, otherwise strategies to address educational disadvantage cannot be sufficiently targeted</p> <p>Attendance Intervention</p> <p>The DfE guidance demonstrates that consistent engagement from schools will contribute towards improved persistent absence levels.</p> <p>Improving School Attendance</p>	<p>3,4,5,6,7</p>
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<p>Behaviour</p> <p>Appropriate support and early interventions to help students to successfully manage their behaviour at school.</p> <ul style="list-style-type: none"> ● Review internal KS4 Alternative Provision ● Review of KS3 Motivate ● Review Team around the student (TAF) ● Set up Behaviour module in Arbor to assist with tracking, monitoring and analysis of behaviour data <p>Launch new Culture for Learning Policy</p> <ul style="list-style-type: none"> ● Restorative practices and consequences ● Positive reinforcement ● Teach students emotional regulation ● Staff training on behaviour management ● Monitor and analyse behaviour data to identify patterns and inform intervention strategies. <p><i>Refer to Culture for Learning strategy link</i></p>	<p>Research from the NFER shows that successful schools have effective behaviour strategies; this is the case at CAB but some students need extra support to develop positive attitudes to learning and resilience when the lesson is challenging.</p> <p><i>Recent research published by the EEF to improve behaviour in schools</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>3,4,5,6,7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 665,944

Part B: Review of previous academic year 2022/23- *Please refer to the Pupil Premium Action plan for links to evidence*

School overview

Detail	Data
School name	Coop Academy Bebington
Number of pupils in school 2022/23	1110
Proportion (%) of pupil premium eligible pupils	53%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£488,560
Recovery premium funding allocation this academic year	£149,933
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£38,493

Aim - Focus Area	Outcome / Impact
Reading and Vocabulary Improved rates of progress in reading and vocabulary for disadvantaged students.	The majority of identified underperforming Year 7, 8, and 9 students who engaged in targeted reading interventions have shown notable improvements. Most of these students were either Pupil Premium (PP) or PP SEN (Special Educational Needs).

Improved oral and language skills and vocabulary among disadvantaged students.	
Improving Numeracy Improved rates of progress and confidence in numeracy for students in KS3 eligible for pupil premium.	The majority of identified underperforming Year 7, 8, and 9 students who engaged in targeted numeracy interventions have shown notable improvements. Most of these students were either Pupil Premium (PP) or PP SEN (Special Educational Needs) - in particular those students who were involved in small group withdrawn support.
Teaching and Learning and Student Progress- All students continue to make good progress whilst the attainment and progress of disadvantaged students is in line with non disadvantaged students and national outcomes.	<p>Intervention and revision sessions had a profound impact on students who attended, offering over 400 hours of dedicated support across various subjects. With an average attendance of 37 hours per student, these sessions proved instrumental in driving positive outcomes. A clear correlation emerged between consistent attendance and improved performance, emphasising the importance of regular engagement. However, despite prioritising disadvantaged students for these sessions, attendance was higher among non-disadvantaged peers. Nonetheless, those who actively participated, especially disadvantaged students, showcased notable progress in understanding and academic achievement</p> <p>Staff have had access to numerous opportunities for ongoing professional development and mentoring, including ECT's, enhancing their skills to support effective teaching and learning that result in positive outcomes for students.</p> <p>Positive reports have been received for all subject reviews conducted by the Trust Directors of Subject.</p> <p>Teaching at CAB has been appraised as good by ofsted April 2023.</p>

2022-23 Attainment and Progress data

Gap between pupil premium and non pupil premium pupils.
 2019 A8 difference = 0.68 P8 difference = -0.47
 2022 A8 difference = 0.58 P8 difference = -0.7

2023 A8 difference - 0.69 P8 difference = -0.37

NPP students perform better than PP students in all buckets.

PP students perform better in the open bucket in comparison to all other buckets.

English Basics

% of students achieving English Grade 4 has increased for PP and NPP in comparison to 2019 but decreased for L5+. The gap between PP and NPP increased for both 4+ and 5+

Maths Basics

% of students achieving Maths Grade 4+ and 5+ has increased for PP and NPP in comparison to 2019. The gap increased for L4+ but decreased for L5+

Social, emotional and mental well-being needs

To achieve and sustain improved well-being for all students in our school, particularly our disadvantaged.

Services and programmes to support students' social, emotional and mental well-being have been put into place, impact will be continuously monitored over the 3 year strategy plan.

- Additional counselling sessions (extra day a wk)
- External Agency support
- Enhanced transition at **Yr. 7**
- Engaged with Action for Children Blues Programme

87% of students who took part in the programme showed an improved mental health score on re-testing. 58% of the students were PP students.

Due to strategies to identify and support students who require Social, emotional and mental well-being support there has been an increase in the number of students attending in-school counselling sessions (+40% on 2022/23) 51% of those new students have been PP students.

Support for students in crisis within our Hub facility. The Hub is also used for students with speech, language and communication difficulties, friendship issues or self-harming concerns. 42% of students accessing The Hub for ELSA or other in-house programmes were PP. 42% went on to successfully reintegrate into full time and mainstream lessons.

Financial support given to PP students to ensure participation in trips.

<p>Aspirations, motivation and Expectations</p> <p>For students to achieve and sustain greater knowledge, self confidence and aspirations allowing them to access opportunities available.</p> <p>Supporting parents to assist their children's learning, self regulation, health and well being and reading.</p>	<p>A comprehensive programme to enhance the curriculum which includes: visits to universities; financial support to ensure participation in school trips and visits; exposure to the Arts; enterprise and sporting activities and provision of IT and availability of supervised quiet work spaces has been put into place.</p> <p>Careers Fair Jan 2023 All years invited with focus on Yr 9,11 and 12,13, Year 9 future options programme to ensure the most suitable options are selected. Coffee and careers drop in after school - however few parents engaged. Yr 10 students who engaged in Work Experience. non PP = 93 PP = 50 30 students identified to be part of the honours programme. 4 students gained a place on the university programme (3 PP) Bebington Honours students trained as Co-op leaders. All year 10 students participated in a visit to LJMU 2023. All yr 9 participated in Co-op virtual WEX PP students prioritised for statutory CEIAG 1:1 and offered follow ups.</p> <p>Attendance to parents evening has increased however the attendance of PP parents is still lower than non PP.</p> <p>All year 11 students had a 121 with SLT mentor. PP and SEN students were priority, ensuring parents also attended..</p> <p>12 Yr 9 PP students completed the Coop Reach programme over the academic year. All achieved an AQA employability qualification.</p> <p>36 PP students have received the AQA employability qualification to date.</p>
<p>Attendance</p> <p>Improve overall attendance for PP students</p> <p>Reduce persistence absence for PP students</p> <p>Reduce attendance gap between</p>	<p>Despite an decrease in overall pupil attendance to CAB, this mirrors a national trend. Encouragingly, our disadvantaged students' attendance exceeds that of their non-disadvantaged counterparts. However we have concerns about girls' attendance, a similar trend is noticeable in local schools.</p> <p>Close to 200 Attendance Action Plan (AAP) meetings were arranged, primarily involving disadvantaged students and female students.</p>

<p>PP and non-PP. Improve the attendance of PP girls</p>	<p>Free breakfast available for all students. On average 102 students elected to receive the free breakfast each day, 65% of these students were PP</p> <p>Period poverty addressed. Supplies available to all girls. Girls who previously cited this as an issue are now attending school more regularly.</p> <p>Hardship fund for travel, warm coats, uniform etc.</p>
<p>Behaviour Appropriate support and early interventions to help PP students to successfully manage their behaviour at school.</p>	<p>Nationally suspensions for disadvantaged students have significantly risen. For students eligible for free school meals these were four times higher in Autumn 2022. We are observing a comparable pattern.</p> <p>We have introduced our new Positive Behaviour Policy which shows early signs of impact. There is a decrease in internal suspensions and the count of positive behaviour points have increased.</p>