Pupil premium strategy statement 2025/28

This statement details our school's use of pupil premium funding to help improve the attainment of our pupils eligible for PP funding.

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 Priesthorpe
Number of pupils in school	982
Proportion (%) of pupil premium eligible pupils	43.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	November 2026
Date on which it will be reviewed	Termly
Statement authorised by	Louise Pratt (Principal)
Pupil premium lead	Chris McArdle
Governor / Trustee lead	Davina Bhanabhai/ Jacob Clarkson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£502,702
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	£502,702

Part A: Pupil premium strategy plan

Statement of intent

At Co-op Academy Priesthorpe, our Pupil Premium Strategy is driven by a deep commitment to equity, excellence and opportunity for all. We recognise the economic challenges faced by many of our pupils, serving communities in the most deprived 10% nationally. We see it as our moral and professional duty to ensure that disadvantage does not determine the outcomes and life chances of the children attending our academy.

Our intention is simple yet ambitious: **that every pupil, irrespective of background or circumstance, will make exceptional progress and thrive across all aspects of our curriculum and secure ambitious destinations.**

Central to our approach is a commitment to *assess, not assume*. We seek to understand each child as an individual, identifying the specific barriers they face and tailor bespoke support to meet their academic, social and emotional needs. Through this, we aim to empower our pupils to achieve and instil within them a sense of *limitless possibility*.

We believe that the most effective way to raise outcomes for disadvantaged pupils is to provide the **highest quality classroom experience,** rooted in quality first teaching teaching, a coherent and inclusive curriculum, and a culture of high expectations. Our strategy therefore directs resources into overcoming the key challenges that can limit full access and immersion into equitable classroom experiences for those eligible for the pupil premium. This includes a relentless drive to improve attendance, focus on developing reading and comprehension, removing barriers to increase participation and the development of pupils' ability to self regulate and tackle challenges head on.

Our plan is informed by the latest educational research, particularly from the Education Endowment Foundation (EEF). We follow a **tiered approach** that balances improvements in teaching, targeted academic support, and wider strategies. This ensures that every decision we make is evidence-informed and impactful.

Ultimately, the success of this strategy will be seen when those eligible for PP funding achieve at least in line with their non-disadvantaged peers and secure ambitious destinations.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance**: Attendance for students eligible for Pupil Premium funding are lower than pupils not eligible for funding. Whilst PP student attendance is in line with national figures, the gap between those eligible for PP funding and those not was 3.16%, widening to 4.15% in 2025/26. This figure includes students based on site and those accessing

	learning with alternative providers. Our analysis of our PP cohort suggests a lack of a sense of belonging with school along with cultural factors as the root cause for poor attendance.
2	**Attainment:** Whilst the % of disadvantaged pupils achieving English and Maths 4+ is above national average; 2025 45.2% (Nat. 43.5), PP pupils do not currently achieve as well as their non disadvantaged peers consistently across the academy. Although significantly reducing, the attainment gap remains at 7.51 (down from 11.09 in 2025), for those accessing our mainstream provision and at our in school alternative provision (ISAP).
3	**A sense of belonging and participation:** Our observations and PASS survey data indicates some PP students have less of a sense of belonging to school compared to those not eligible for PP funding, with particular reference to their perceived learning capability and confidence in learning (average 5% lower than non disadvantaged peers). Consequently they have less confidence in their capabilities, not due to a lack of ambition, but rather a limited self belief due to their life experiences to date. Therefore PP students are less likely to participate in extracurricular opportunities beyond the classroom, for example being underrepresented at trips and visits by 2%, whilst this is relatively small, our ambition is for no underrepresentation whatsoever.
4	**Foundational Skills - Reading and Comprehension:** Entry data, assessments and observations show that many of our PP students' reading comprehension and knowledge of Tier 2 and 3 vocabulary make accessing complex written texts more challenging. Numeracy and literacy starting points for some of our PP students are low; 44% of those who did not achieve a scaled score of at least 100 at Key Stage 2 are from the PP cohort. In 2024 40% of the students starting with a scaled score below 100 were from the PP cohort. This is not true for our current Y7 PP cohort (2026/27) however supporting to close the gap remains a priority in KS3. Additionally of those entering the academy in Sept, 2025 22% of the PP cohort have a reading age lower than average compared to 9% of their non disadvantaged peers.
5	**Self Regulation:** Students eligible for Pupil Premium funding remain over-represented in negative behaviour data. Our assessments, discussions and observations have identified that many of our students eligible for PP funding are in need of additional support with emotional/self-regulation and resilience development. Support in developing reflective strategies will enable them to face challenges more robustly and effectively.

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

Improve attendance for students eligible for PP funding and therefore narrow/close the gap between PP and non-PP.	● Overall Whole Academy, PP, Most Disadvantaged (PP and SEND) attendance, will be at least inline with the national figure for secondary schools. ● Improve attendance for our PP cohort by 4%. ● PP students will be underrepresented in punctuality data - a reduction of 20% from 2025/26 figures. ● PASS survey results will show an improvement in scores for pupils eligible for PP funding, with pupils recognising the value of attendance and how it correlates with academic outcomes and positive life experiences. ● Strong support structures in place to improve attendance of pupils at risk of Persistent Absence. The percentage of disadvantaged students who are PA will have reduced by 3%.
Improve attainment and progress of our cohort eligible for PP funding as a result of our renewed focus on reading inference, oracy and numeracy strategies.	● All students have access to consistently first class learning experiences in all curriculum areas that are informed by the latest educational research and theory, with particular reference to developing reading across the curriculum. ● Average attainment for PP students was 39.3 in 2026, so outcomes for 2026 are improved A8 ≥ 39.3 for PP pupils. This includes improving outcomes for PP pupils in English ≥56% 4+ and ≥30% 5+ in maths. ● In 2026 the attainment gap was 7.51, this will continue to narrow to within 10% of non disadvantaged peers. ● Students read widely and often, with fluency and comprehension appropriate to their age - the % of PP pupils with a RA <12 months from chronological age will reduce. ● End of year APS scores for those students receiving Literacy and Numeracy catch up: ≥0 ● Consistent support mechanisms will be in place to enable pupils to address gaps in learning once they return from periods of absence.
Further enrich the cultural capital of our pupils eligible for PP funding through enhanced careers guidance and enrichment opportunities.	● All PP pupils will have high quality careers advice and encounters throughout KS3 and KS4. ● In 2025 the NEET figure was 3%, in 2027 the figure will be <2.43% and the NEET figure will be below national figures with pupils moving onto a positive destination. ● Compass+ data will show 100% completion of Gatsby benchmarks. ● All PP pupils will have meaningful encounters with employers in all year groups. ● All PP pupils will have engaged with ≥3 extra curricular activities (one per term).
Increased participation in academy life beyond the classroom resulting in a stronger sense of belonging.	● The percentage of Pupil Premium students taking part in extracurricular activities is at least as high as Non-Pupil Premium students, with all PP pupils will have engaged with ≥3 extra curricular activities (one per term). ● PASS survey data will produce scores aligned with those not eligible for PP funding. ● PP students will be proportional to Student Leadership positions, ≥43% of leadership roles will be held by students eligible for PP funding.
Improve the resilience and emotional/self regulation skills of our PP students	● ‘Engagement in learning’ scores for Pupil Premium students will be <1.8 ● Pupils on Student Support interventions show a >25% reduction in EIL/D/CC Codes.

	• The number of PP suspensions will be < national averages for PP students. • 20% reduction in the number of PP students receiving a C3 referral. • Pupils will no longer be over represented in behaviour data. • The attainment gap between our Pupil Premium and Non-Pupil Premium cohort will narrow further.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £241,296.96 (48% of the budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed

Quality First Teaching
Quality first teaching for all students with particular reference to our PP and Most Disadvantaged (PP and SEND) students that includes expert subject and pedagogical knowledge that delivers;
• An exploration of core and gateway concepts, using methods of delivery that are rooted in the science behind the acquisition of knowledge, including first class guided, deliberate and independent practice.
• Skillful checking for understanding through effective questioning, including 'pitstops', that is designed to anticipate errors and tackle misconceptions head on.
• Lessons broken into four phases - building to independent practice where pupils transform their understanding to mastery;
  ○ Phase 1: Recall and Retrieval - activates prior knowledge improving retention, signalling thinking hard as the default in lessons.
  ○ Phase 2: Explicit Instruction - new content is explained and modelled with worked examples.
  ○ Phase 3: Guided Practice - new content is practised with fading support, thinking is checked and refined.
  ○ Phase 4: Independent Practice - accuracy and depth are developed through practice with understanding actively observed.
	Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes' as identified as a key principle in the EEF Guide to the Pupil Premium.
	
	The Research for Education Inspection highlights that achievement is maximised when teachers actively present material and structure taking into consideration cognitive science research, and the use of models and instruction.
	
	"Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having some working knowledge of cognitive science principles. "
	EEF Cognitive Science in the classroom: Evidence and Practice Review 2021
	
	There is evidence to suggest that PP pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit
		2,3,4,5

• The T&L Framework aligns with the TLAC principles which focuses on structured routines, maximising instructional time, maintaining high academic expectations, and creating a predictable, supportive environment where every student is actively engaged and accountable for learning. Therefore increasing the participation ratio. • Teachers utilise seating plans to expertly prepare each lesson, preempting misconceptions, planning to address these, selecting the most appropriate *means of participation* (MOPS) and planning active observation - naming laps, to enable teachers to be fully responsive pupils understand or misconceptions. Google classroom is utilised as a tool to support pupils to plug gaps in knowledge following periods of absence from the classroom. Students access their learning via the 'Bridge' (the academy's on-site, Alternative Provision) or a hybrid timetable, receiving specialist teaching from academy staff members who deliver lessons in accordance to the above model for Teaching and Learning. Teachers adapt learning accordingly and secure high expectations from all. Developing metacognition within the curriculum to support students in becoming effective learners. Quality assurance of the *Seeking to Understand Passports* and their implementation in the classroom. Passports include bespoke barriers to learning to guide teachers delivery of the curriculum to our PP students. A continued whole academy focus on high quality assessment and feedback to provide challenge and promote self-regulation.These practices strengthen identification of gaps in knowledge and skills, followed by swift and impactful intervention.	teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. **EEF research reference: Metacognition and self-regulated learning** **+7 months** Hattie's (2023) metaanalysis confirms that explicit instruction, clear feedback, and metacognitive strategies directly raise outcomes for low-attaining and disadvantaged students. Feedback that is designed to help students in building cues and checking for misconceptions result in the development of more effective information processing strategies and understanding **EEF research reference: Feedback** **+ 8 months** **EEF Teacher Feedback to Improvement Pupil Learning guidance report**	
CPD Weekly CRAFT (Cultivating Reflective and Forward-thinking Teaching) CPD sessions. Research-rooted sessions focusing on cultivating a particular aspect of curriculum delivery with particular focus on PP and Most Disadvantaged students. Whilst aligning with whole academy priorities including our Literacy and Numeracy Strategy, CPD is responsive to emerging needs and common themes across the academy focused	Our CPD programme is based on the 4 mechanisms of professional development: A: Building knowledge B: Motivating teachers C: Developing teaching techniques D: Embedding practice **EEF Effective Professional Development guidance report**	2.3.4.5

around developing a key area of our lesson phases. CRAFT is delivered to the whole school with CPD time allocated to department areas to reflect and implement in their context. Bespoke Early Career Teachers CPD program. Recruitment of up to 6 Learning Leaders to lead small-scale action research pilots to inform whole-academy practice with specific focus on accelerated progress for our PP cohort through quality first teaching. Investment in Oracy CPD provided by Voice21 to support the implementation of our Literacy and Oracy Strategy. Bespoke Middle Leader CPD focused on developing and leading an inclusive curriculum which is responsive to gaps in background knowledge.	By providing time and support for teachers to define high quality reading and oracy, this in turn can be translated into high quality writing in all subjects, depending on the demands of the subject. — 'What is Disciplinary Literacy and Why Does it Matter?' by Timothy and Cynthia Shanahan (2012). Findings from Supporting the attainment of Disadvantaged pupils' achievement briefing conducted for the DfE by the NFER in 2015 highlights that 'for poor pupils the difference between a good teacher and bad teacher is a whole year's learning'. Learning Leaders will play an instrumental role in the sustained development of first class curriculum implementation for our Disadvantaged students. Curriculum design; misconceptions and curiosity	
Literacy and Numeracy within the Curriculum **3-Strand Literacy Strategy:** Expert vocabulary ● Teachers embed and explicitly teach tier 2 and tier 3 vocabulary. ● Comprehension of expert vocabulary is explored through morphology and etymology, to ensure skillful delivery. Oracy ● All staff have high expectations of oracy across the academy. ● Accountable talk and A,B,C talk stems are used, to ensure talk is high quality and promotes deeper understanding. Reading ● The Priesthorpe Readers programme helps promote, encourage and nurture reading for early readers. ● For students below expected reading age in KS3 and KS4, diagnostic testing is used to identify their specific weaknesses. These are addressed through targeted intervention. ● Reading is prioritised across the academy to create a reading culture where pupils read widely, often, with fluency and understanding. ● Employment of a Reading Progress Assistant. ● Support for peer reading mentoring. **3-Strand Numeracy Strategy:** Numeracy ● Teachers have high expectations of numeracy across the academy.	Research commissioned by the government titled 'Pupils' progress in the 2020 to 2021 academic year' has suggested that much of the work in reducing the attainment gap between PP and Non-PP has been eroded away in terms of literacy levels and attainment. The findings of this study alongside recommendation 5 in Improving Literacy in Secondary Schools is incorporated in the whole school reading to learn strategy taking into account the impact of the pandemic, with a sharp focus on those from disadvantaged background Recommendation 2 in Improving Literacy in Secondary Schools highlights the significant challenge that secondary schools face to develop secure knowledge using specialised and technical vocabulary to access the curriculum. 'The word rich will get richer, while the word poor will get poorer.' Rigney, The Matthew Effect p.76 There is evidence to suggest that pupils from lower socioeconomic	2,4,5

● Teachers promote a positive attitude towards numeracy. ● Teachers model, encourage and teach correct numeracy methods to support understanding across all subjects. <u>Methods</u> ● Correct mathematical vocabulary and methods are emphasised throughout the delivery of content. ● Visual and mastery techniques are modelled and used to support the delivery of content. ● Comprehension of cross curricular links is demonstrated and explored to deepen understanding. <u>Catch-up</u> ● Guided small group support promotes, nurtures and builds confidence in numeracy skills. ● Areas of weakness in numeracy/maths are addressed through targeted intervention. ● Mastery methods and the use of manipulatives is embedded into the mathematics curriculum, to support recovery. Funding provided to transport to maths skills workshops led by Trust directors for KS4 pupils; targeting the Grade 3/ 4 borderline pupils and Most able.	backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives (Quigley, 2020). Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in language development, the targeted use of approaches support disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.EEF research reference:Oral language intervention + 6 months Recommendation 5 from the EEF Improving Mathematics in KS2/3 guidance report suggests Positive attitudes are important and school leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children Studies show that enhancing vocabulary knowledge facilitates reading comprehension (Stoller & Grabe, 1993). Also Swanson, Orosco and Kudo (2016) report that an increased instructional focus on vocabulary is needed to make positive predictions of reading skills. EEF research reference: Reading comprehension strategies + 6 months https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency Recommendation 2 from the EEF Improving Mathematics in KS2/3 guidance report suggests Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas Mastery learning approaches ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with	

	traditional methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. EEF research reference: Mastery Learning + 5 months Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. EEF research reference: Small group tuition +4 months	

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

Budgeted cost: £130,702.52 (26% of the budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Within class support Proportionate allocation of 5 HLTAs to support progress including 1 in each of the three core subjects and 2 with a focus around PP and SEND students. **Structured interventions** Assistant Key Stage Leaders remit to focus on the progress of and intervention for Pupil Premium students. Enhanced collaboration between KS3 and KS4 leaders to ensure strong practice is shared and momentum is maintained. Y11 'Supercharge our PP offer' to include bespoke intervention plans for all Y11 PP students to raise attainment and plug gaps in knowledge and skills.	Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress EEF Making best use of teaching assistants guidance report Meta-analysis research demonstrates that mentoring is associated with a wide range of favourable behavioural, attitudinal, health-related, relational, motivational, and	2,4,5 2,4,5

This will be tracked and supported by Progress Leaders to address barriers to engagement. This strategy is being cascaded down to Key Stage 3. Y11 revision skills and exam preparation masterclasses delivered via small group coaching. External study skills sessions with the Student Navigator targeted toward most able pupils and those identified as requiring support with study skills, exam stress and motivation. **Pupil Premium Advocate Programme** All Y11 pupils receive a named advocate offering holistic support throughout the year - this is individualised and student-centred, and includes parental connections to strengthen the model of support. This has been developed to include a 'Ready for Year 11' advocates programme in HT6 (Y10). **Strand 3 of the Academy Literacy Strategy** Reading ● The Priesthorpe Readers programme helps promote, encourage and nurture reading for early readers ● For students below expected reading age in KS3 and KS4, diagnostic testing is used to identify their specific weaknesses. These are addressed through targeted intervention, including 1:1 reading interventions planned to support those with low Reading Ages at KS4 to introduce texts in advance of curriculum time. ● Employment of a full time Reading Progress Assistant. Additional staffing within the English team to deliver a programme of targeted support for KS3 and KS4 students below expected reading age. Phonics training provided to help support the strategy. Additional Numeracy Strategy Support - Extension of the Sparks maths programme to support pupils with low functional numeracy upon entry into KS3. Additional staffing to support those pupils in classes fortnightly. Development of our inhouse Academic Excellence Programme - focused on raising aspirations of high ability PP students including visits to academic institutions and vocational partners. Central fund available for departments to submit proposals/bids for additional funding to support their department PP strategy.	career outcomes (Eby et al, 2008) Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF research reference: Small group tuition +4 months Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some PP pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.EEF research reference:Phonics +5 months Case studies on the impact of raising aspirations https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3171	

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

Budgeted cost: £130,702.52 (26% of the budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Proportionate allocation of Attendance Improvement Manager, Attendance Administrators and Year Managers. Highlight vulnerable students and assign key members of staff to be the point of contact following the first day response. Staged response to all students who fall below the trigger points including on the day calls through our Golden Hour period (contact with parents/ home visits/attendance contract/ attendance panel and fixed penalty notices where applicable). Flow chart of support shared with parents at the beginning of the academic year. Training for staff in all role to support attendance, understand barriers and provide appropriate support to improve attendance. PP attendance is tracked and monitored as an identified group along with subgroups within the PP cohort. Intervention is developed including mentoring through our 'Thrive' attendance hub. This includes 1:1 mentoring, group work and a phased return to learning for some pupils. The attendance team have completed training for Emotionally Based School Avoidance (EBSA) which is utilised to support pupils, EBSA provision has been developed following a three step approach: Connection, Reintegration, Consolidation. Early intervention - collaborative approach between attendance and progress leaders to support reintegration into school following periods of absence. Free breakfast available every morning to encourage punctuality and a healthy start to the day. Financial support for students to fund subject-specific equipment including GCSE Art packs and Food Technology ingredients, aligned with our 'Fair Deal'. Use of Arbor reporting to ensure rigorous monitoring of the attendance of our PP and Most	EEF guide on Pupil Premium (wider strategies) identifies that one of the most significant non-academic barriers to pupil success in school is attendance linked to a broader challenge of the value of education in some of our school community. Findings from how to best support parents using the guidance report by the EEF on Working with Parents to Support Children's Learning will also be incorporated as part of this strategy In The Mentoring Effect report, research shows that young people who were at-risk of dropping out (with absenteeism as one of the risk factors) who had a mentor growing up experienced many positive outcomes related to academics compared to their peers who could not identify a mentor growing up. They were: ● 55 percent more likely to be enrolled in college. ● 81 percent more likely to report participating regularly in sports or extracurricular activities. ● More than twice as likely to say they held a leadership position in a club or sports team. ● 78 percent more likely to volunteer regularly in their communities. And additional research has shown that students who meet regularly with their mentors are 52% less likely to skip a day of school and 37% less likely to skip a class.**EEF research reference: Mentoring +2 months**	1,3,4,5

Disadvantaged students by all staff, including coaches and teachers. **Careers and enrichment** Proportional allocation of funding to the careers team to ensure PP students will have access to meaningful encounters with employers each year. Links made with local businesses to facilitate mock interviews for PP students in the first instance (and then offered to all students) Monitoring of extracurricular engagement of PP students across departments including student voice to ascertain barriers to attending. Funding of peripatetic music lessons to ensure that any PP student wishing to learn a music instrument is able to do so. Financial support for curriculum school trips and visits including London, and France and Belgium WW1 Battlefields trip for KS4 students. Behaviour Support workers to mentor PP students and offer emotional wellbeing support aligned with the academy's graduated response. Leeds Faith in Schools to provide mentorship and wellbeing support. Along with mental health support from an in house therapist (part time). Meet your Coach and Teacher Days' (MYCAT) offer wraparound support for families, including links to support in the wider community, alongside progress reviews with Teaching staff. Laptop loan scheme, including the school as a National Data Bank. Increasing signposting families to affordable uniform sources and supporting with short term uniform loans. **Behaviour and Wellbeing:** Funding for the Basecamp Adventure Trust programme targeting KS3 students, following a programme which builds resilience, self confidence and motivation through coaching and adventurous activities. The academy has developed a behaviour and character curriculum which is designed to support pupils to develop their ability to self regulate, build resilience and increase their engagement with the curriculum. Central to this is the expectation for pupils to be Ready, Respectful and Safe.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. **EEF research reference: Parental engagement +4 months** According to **figures** from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. **EEF research reference: Behaviour Interventions + 4 months** Social and Emotional learning (SEL) interventions in education are shown to improve SEL skills and are therefore likely to support PP pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. **EEF research reference: Social and emotional learning + 4 months** Recent research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope (Kaufman and Gabler, 2004), along with the increasing	

Complimenting this is the development of Restorative Practice across the academy to support pupils, particularly those from vulnerable groups to develop, maintain and repair relationships with staff and their peer group. Proportional allocation of funding to our 'Fair Deal; non negotiables for an inclusive education. https://www.coopacademies.co.uk/fairdeal	the likelihood of moving into employment post 16 (EPI, 2024). A parliamentary education committee report focussed on left behind groups highlights the role of high quality careers guidance in tackling the underachievement of the Most Disadvantaged, particularly those from white working class backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved. **EEF research reference: Arts Participation + 3 months** Evidence currently suggests pupils develop their social and emotional literacy along with their independence through residential and adventurous activities which contribute to a stronger sense of belonging with school. These are key challenges we aim to tackle. EEF Adventure Learning	

Total budgeted cost: £502,702

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 2024 to 2025 academic year.

The attainment gap between those eligible for PP funding and those not, continues to narrow with our most recent outcomes showing a significant shift;

Year	2022	2023	2024	2025	2026
PP	39.47	36.48	30.64	33.35	39.3
NPP	53.56	50.93	43.86	44.51	46.81
Gap	14.09	14.45	13.22	11.19	7.51

There are a number of subjects where the PP attainment gap has narrowed significantly including English Language, English Literature, French, Religious Studies and Engineering.

% of PP students achieving	2024	2025	2026
Grade 4+ in English	44.4	53.7	60.8
Grade 4+ in Maths	51.4	51.4	54.1
Grade 4+ in English and Maths	36.1	46.3	50
Grade 5+ in English	29.2	37.3	36.5
Grade 5+ in Maths	30.6	25.4	41.9
Grade 5+ in English and Maths	20.9	20.9	27

Whilst we have seen an improvement in the basic attainment measures for PP students, raising this attainment further continues to remain a key priority for the academy.

In the academic year 2025-26 PP attendance was within 1% of national figures. Whilst PP student attendance is in line with national figures, the gap between those eligible for PP funding and those not was 3.16%, widening to 4.15% in 2025/26. Therefore improving attendance of PP students remains a key priority.

Additional Impact:

The focus on increasing participation in the classroom through our Teaching and Learning strategy, particularly the implementation of TLAC, continues to maintain a narrow PP gap in KS3. The average APS difference is; Y7: 0.38, Y8, 0.62, Y9, 0.48. A focus on improving the participation ratio in lessons remains a high priority on the T&L agenda to ensure these gaps rapidly close.

- The number of disadvantaged pupils who are NEET continues to be lower than the

national average. Destination data from 2024-25 indicates that 95.2% of Y11 PP students moved onto a positive destination, up from 87% with 13% not sustaining their destination, with 3 % NEET (2022-23 National Figure: 4.6%). 2025/26 data indicates that only 2 students have not secured a positive destination.

- Pupils in bespoke intervention groups designed to build resilience, confidence and motivation ahead of their exams successfully completed all exams and improved Mock 1 to Mock 2 by 0.7. Most notable improvements were from girls who showed stronger engagement, improving grades on average 0.9 from Mocks to Exams. Pupils PASS scores improved in relation to their self regard as learners.
- Pupils involved in Basecamp; average attendance at the end of the programme 93.3%; >5% above the PP school figure, with a 74% decrease in negative behaviour codes since the start of the programme, notability C2 codes are rarely converting to C3/C4 due to the ability to regulate their emotions more carefully. Average EiL 1.8 and there was an 8.2% improvement in PASS scores, specifically relating to the confidence and self regard as learners.
- 86% of students enrolled in the Scholars programme improved their academic self efficacy, by the end of the programme 43% believe university is a place for them compared to 12% at the start. On average the cohort scored 4% higher than the national average for pupils eligible for FSM. 82% pupils hit their target grades in 8+ subjects at DS2.
- The KS3 cohort of pupils joining Jaimie's farm developed their emotional resilience and self regulation following the intervention. In the short term 96% improved their behaviour in the 6 months after and, reliance on support with self regulation from the academies Emotionally Wellbeing Officer has reduced for 83% of the cohort.
- 47% of 2025/26 In Year Admissions were PP. 72% successfully transitioned to the academy without behaviour intervention beyond the IYA universal offer including mentoring through the transition process. Follow up 'Barriers to Learning' survey highlighted pupils felt a sense of belonging with 65% already accessing extra curricular activities within 3 months of joining the academy.
- Pupils receiving bespoke support for exam stress and wellbeing including support from Leeds Faith in Schools, saw a reduction in instances of disengagement in Mock exams from Mock 1 to Mock 2 by 68.5%. Pupil voice highlighted that pupils felt better prepared and more confident going into the exams, when faced with a setback they were able to regulate independently. On average attainment rose by 0.7 for each pupil between mock exam periods and a further 0.4 to the final exams.
- Y11 pupils receiving academic mentoring (The Student Navigator) on average the A8 Score improved by 7 points from Trial 1 to Trial 2. Instances of disengagement during the exams and avoidance reduced by 87% from Trial 1 to Trial 2. Students citing confidence, ability to regulate themselves. No x graded from any in this cohort for the final exams. They improved a further 2.8 points from Trial 2 to final exams.
- Y11 PP pupils on a Individual Progress Plan (IPP) made 6.68 improvement on average to their A8 score from Trial exams to final outcomes.
- Redistributed curriculum time in Y11 to facilitate core interventions saw a 40% improvement from start to final exams at the 4+ measure and 39% improvement in the 5+ measure for those targeted.
- Following the introduction of Meet your Coach and Teacher Days (MYCAT) in 2024/25, we continue to achieve 85%+ attendance for PP parents in all year groups, compared to 20% in previous years, increasing parental engagement with the academy.
- Pupils involved in the Universify programme increased their A8 by 4 points from joining the programme.
- PP students are currently underrepresented in participation data for extra curricular activities, although overrepresented in trips and visits data. This is an area for continued development.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Cognitive Abilities Test (CAT4)	GL assessments
Universify	Universify Education
Basecamp Programme	Basecamp Adventure Trust
Academic Mentoring	The Student Navigator
Jamie's Farm	Jamie's Farm