

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

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Co-op Academy Penny Oaks
Number of pupils in academy	178
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Michelle Khambhaita
Pupil premium lead	Louise Haywood
Governor / Trustee lead	Liz Upton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,625
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Statement of intent

At Co-op Academy Penny Oaks, we have a high percentage of children who are eligible for pupil premium funding and passionately believe that these children should not suffer disadvantage because of their circumstances. We aim to use our pupil premium funding to "level the playing field" for our children so that they have the same experiences and opportunities as children who are not from disadvantaged backgrounds. We strive to provide our children with the very best teaching and learning experiences to adequately prepare them for the next stage of their education ensuring that their disadvantage is not a barrier to their success. We aim to focus our spending over the next 3 years on continuing to improve the quality of teaching, focussing on delivering curriculum enhancements through our drivers: aspirations, healthy lifestyles and experiences, and supporting the mental health and well-being of our children.

At Co-op Academy Penny Oaks, our pupils sometimes face challenges which have the potential to hinder equitable access to education, when compared to their peers nationally. *Penny Oaks serves a community which is in the bottom 10% of the Index of Multiple Deprivation (IMD).*

- The majority of our children arrive at school with low standards of English and communication, which are below their peers Nationally. For many this barrier is linked to acquisition of English and a lack of modelled English language beyond school, 75% speak English as an additional language; speaking 15 different languages other than English. The proportion of pupils from minority ethnic backgrounds is much higher than the national average at 95%.
- The proportion of pupils who have SEN and/or disabilities is below average, with 16% requiring SEND support,
- Child poverty is an acute problem within the community – 35% of the schools population is disadvantaged (Pupil Premium)
- The proportion of pupils who join and leave the school other than at the usual times is high and many children who arrive at school have little or no English, many of which have not been to a school in their country of origin.
- The early years includes a Nursery where children attend part time, and one Reception class where children attend full time.
- Due to high levels of economic deprivation, many of our children have limited resources outside of school to provide out of hours learning support, or high-quality life experience.
- Our children enter Nursery and Reception well below age related expectations in many areas, and are generally below in all areas of the EYFS curriculum. We have identified limited experience of life outside that of their immediate locality as having an impact on their ability to learn from the world around them. Many are unable to play, talk or investigate at a level comparable to their peers nationally.

Challenges

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

Challenge number	Detail of challenge
1	High level of English as an Additional Language
2	Lack of knowledge related to nutrition
3	Lack of physical exercise
4	Poor living conditions causing poor mental health and well-being
5	Lack of aspirations and knowledge around careers
6	Lack of experiences
7	Difficulty in providing for basic needs

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
Effect of children's attainment and progress is mitigated	At least 80% of children "on track" for EXS in each year group in reading, writing and maths
Children and their families regularly consume a healthy diet	Children have a good understanding of what constitutes a healthy diet By the end of KS2 Children have the cooking skills to prepare simple healthy meals Parents are engaged with our nutrition programme and are confident in identifying and preparing a healthy diet Children and parents understand the link between a healthy diet and performance
Children are physically fitter	Children have more exercise throughout the day Children understand the link between exercise and performance Children's skills in a variety of sports is improved
Children have good mental health	Children will know strategies to keep them mentally well Children know how to relax Children know who they should talk to when they are feeling mentally unwell Children recognise when they are mentally unwell and need to utilise well-being strategies
Children are aspirational for their future	Children know about the recruitment process Children are aware of a wide range of jobs on offer to them Children can discuss their future aspirations and identify what they need to do to achieve these
Children attend school every day	PP children achieve 95% or higher attendance
Children have a wide range of experiences	Children's range of vocab will increase Children's imagination and inspiration for writing will increase Children will have a better understanding of cultural and societal experiences
Children's basic needs are met	All children have adequate footwear All children have adequate outerwear All children/families have adequate food and drink

Increase the proportion of parent engagement in the academy	Number of parents attending parents' evening increase Number of parents attending parent workshops and drop-ins increases Number of parents accessing communication tools increases (Parentmail, role out of Arbor App)
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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	£ 34,350
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivering the Welccmm programme to targeted nursery, reception and Year 1 children</i>	The WellComm Toolkit: Impact on Practitioner Skills and Knowledge and Implications for Evaluation Research	1
First Aid and Safeguarding CPD	Effective Teacher CPD and CPD Leadership: What does it look like in schools? – HISP Research School – March 2020	1
Phonics support - dedicated teacher fro 5x ½ days to lead phonics catch-up	The importance of early phonics improvements for predicting later reading comprehension Kit S. Double, Joshua A. McGrane, Jamie C. Stiff, Therese N. Hopfenbeck	1
Artist in school 6x a year to work with classes	Standley, J.M. (Abstract) 3 Does Music Instruction Help Children Learn to Read? Evidence of a MetaAnalysis. Update Applications of Research in Music Education, 27.1, pp. 17-32	4
Use of nutrition lead to host parent and child cooking sessions and "dance N Dine" sessions after school.	Interventions that involve parents to improve children's weight-related nutrition intake and activity patterns – what nutrition and activity targets and behaviour change techniques are associated with intervention effectiveness? R. K. Golley, G. A. Hendrie, A. Slater, N. Corsini	2 7

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

Budgeted cost	£ 20,500
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Mentor time (targeted interventions)	The Contribution of Learning Mentors to Achievement Margaret Roberts	4
Additional Targeted Phonics Interventions	A national intervention in teaching phonics: A case study from England	1
Third Space Learning	A review of interventions to improve primary school maths achievement June 2016 - April 2019 EEF	1

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

Budgeted cost	£58,775
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nutrition lessons</i>	Impact of the <i>Nutrition for Life</i> Program on Junior High Students in New York State - <u>Carol M. Devine, Christine M. Olson, Edward A. Frongillo Jr.,</u>	2
<i>Music tuition for all children</i>	Standley, J.M. (Abstract) 3 Does Music Instruction Help Children Learn to Read? Evidence of a MetaAnalysis. Update Applications of Research in Music Education, 27.1, pp. 17-32	4
<i>Singing tuition</i>	Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. The arts and achievement in at-risk youth: Findings from four longitudinal studies National Endowment for the Arts, Washington	4
<i>Careers fayre</i>	Cummings, C., Laing, K., Law, J., McLaughlin, J., Papps, I., Todd, L., & Woolner, P. 1 Can Changing Aspirations And	5

	Attitudes Impact On Educational Attainment? Joseph Rowntree Foundation	
<i>Y6 workforce</i>	Gorard, S., See, B. H., & Davies, P. The impact of attitudes and aspirations on educational attainment and participation Joseph Rowntree Foundation	5
<i>Welfare fund</i>	Effects of Home Environment on Parental Attitudes towards the Educational Attainment of Primary School Pupils in Winneba Township, Ghana	7
<i>Breakfast club</i>	The Impact of Breakfast Clubs on Pupil Attendance and Punctuality <u>Donald Simpson</u> - First Published November 1, 2001 Research Article	7
<i>Rethink Food subscription</i>	Impact of the <i>Nutrition for Life</i> Program on Junior High Students in New York State - <u>Carol M. Devine, Christine M. Olson, Edward A. Frongillo Jr.</u>	2 7
<i>Residential subsidy</i>	Effect of School Quality and Residential Environment on Mode Choice of School Trips – Silvia He	6
<i>Trips subsidy</i>	Effect of School Quality and Residential Environment on Mode Choice of School Trips – Silvia He	6
<i>Improving outdoor learning provision</i>	Outdoor adventure learning – EEF	6
<i>Attendance Officer</i>	School attendance and absence in England: Working with data to inform policy and practice beneficial to young people	6
<i>Rock Steady</i>	Standley, J.M. (Abstract) 3 Does Music Instruction Help Children Learn to Read? Evidence of a MetaAnalysis. Update Applications of Research in Music Education, 27.1, pp. 17-32	4

Total budgeted cost

Total budgeted cost

£ 113,625

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 2023 to 2024 academic year.

Pupil premium strategy outcomes

READING - Percentage of Pupils at Expected for Each Year Group (July 2025)

Year group	All	Girls	Boys	Pupil Premium	Non Pupil Premium	SEND	PP Not SEN	Non SEND	EAL	Non EAL
Year 1 (26)	65%	73%	60%	44%	76%	25%	57%	73%	74%	43%
		11ch	15ch	9ch	17ch	4ch	7ch	22ch	19ch	7ch
Year 2 (22)	64%	50%	80%	57%	67%	20%	3%	76%	61%	75%
		12ch	10ch	7ch	15ch	5ch	3ch	17ch	18ch	4ch
Year 3 (23)	52%	61%	20%	55%	50%	0%	67%	63%	44%	80%
		18ch	5ch	11ch	12ch	4ch	9ch	19ch	18ch	5ch
Year 4 (26)	62%	67%	50%	46%	77%	25%	55%	68%	55%	83%
		18ch	8ch	13ch	13ch	4ch	11ch	22ch	20ch	6ch
Year 5 (22)	73%	88%	57%	75%	70%	50%	78%	78%	64%	88%
		8ch	14ch	12ch	10ch	4ch	9ch	18ch	14ch	8ch
Year 6 (29)	79%	75%	82%	88%	69%	40%	100%	88%	76%	83%
		12ch	17ch	16ch	13ch	5ch	13ch	24ch	17ch	12ch

WRITING - Percentage of Pupils at Expected for Each Year Group (July 2025)

Year group	All	Girls	Boys	Pupil Premium	Non Pupil Premium	SEND	PP Not SEN	Non SEND	EAL	Non EAL
Year 1 (26)	69%	73%	67%	44%	82%	25%	57%	77%	74%	57%
		11ch	15ch	9ch	17ch	4ch	7ch	22ch	19ch	7ch
Year 2 (22)	45%	42%	50%	14%	60%	0%	33%	59%	44%	50%
		12ch	10ch	7ch	15ch	5ch	3ch	17ch	18ch	4ch
Year 3 (23)	57%	67%	20%	45%	67%	0%	56%	68%	50%	80%
		18ch	5ch	11ch	12ch	4ch	9ch	19ch	18ch	5ch
Year 4 (26)	54%	56%	50%	46%	62%	25%	55%	59%	45%	83%
		18ch	8ch	13ch	13ch	4ch	11ch	22ch	20ch	6ch
Year 5 (22)	59%	88%	43%	67%	50%	25%	78%	67%	43%	75%
		8ch	14ch	12ch	10ch	4ch	9ch	18ch	14ch	8ch
Year 6 (29)	65%	75%	59%	63%	69%	40%	69%	70%	59%	75%
		12ch	17ch	16ch	13ch	5ch	13ch	24ch	17ch	12ch

MATHS - Percentage of Pupils at Expected for Each Year Group (July 2025)

Year group	All	Girls	Boys	Pupil Premium	Non Pupil Premium	SEND	PP Not SEN	Non SEND	EAL	Non EAL
Year 1 (26)	69%	64%	73%	56%	76%	25%	71%	77%	79%	43%
		11ch	15ch	9ch	17ch	4ch	7ch	22ch	19ch	7ch
Year 2 (22)	68%	50%	90%	43%	80%	20%	67%	82%	72%	50%
		12ch	10ch	7ch	15ch	5ch	3ch	17ch	18ch	4ch
Year 3 (23)	65%	72%	20%	55%	75%	0%	67%	79%	61%	80%
		18ch	5ch	11ch	12ch	4ch	9ch	19ch	18ch	5ch
Year 4 (26)	62%	67%	50%	54%	69%	25%	64%	68%	55%	83%
		18ch	8ch	13ch	13ch	4ch	11ch	22ch	20ch	6ch
Year 5 (22)	55%	75%	43%	58%	50%	25%	67%	61%	43%	75%
		8ch	14ch	12ch	10ch	4ch	9ch	18ch	14ch	8ch
Year 6 (29)	69%	58%	76%	63%	77%	20%	77%	79%	65%	75%
		12ch	17ch	16ch	13ch	5ch	13ch	24ch	17ch	12ch

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Third Space Learning	Virtual class
Reading Plus	Dream box
Clicker 8	Crick Software
IDL	IDL Group
Now Press Play	Now Press Play
Purple Mash	2simple