

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Heybridge Co-operative Academy (Secondary)
Number of pupils in school	75 (as of 5th Oct)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	Phil Davis
Pupil premium lead	Charlotte Butcher
Governor / Trustee lead	Claire Goodchild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,100
COVID Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,155
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	£29,255

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help achieve and sustain positive outcomes for our disadvantaged pupils, diminishing the difference between disadvantaged and non disadvantaged pupils from their starting points with us. Key areas that we will focus on include:

- Academic attainment
- Preventing NEET
- Social and emotional opportunities
- Education around external factors

Our curriculum provides a broad and balanced curriculum which includes non-academic interventions focusing on social and emotional learning opportunities. High quality teaching is key to everything that we do enabling teachers to provide targeted support based on the individual needs of the pupils in their class. All pupils are assessed on entry to create an academic and non-academic baseline to work from. Although this strategy is focused on the needs of disadvantaged pupils, where funding is spent on whole school approaches it will be to the benefit of all pupils however, we would expect that all pupils would make progress regardless of disadvantage. High quality careers guidance as well as further education (including apprenticeships) guidance is available to all pupils. Through a variety of activities throughout the year as well as timetabled sessions we will provide opportunities for disadvantaged pupils to develop their social and emotional skills.

Our strategy aims to address some of the wider school plans for education recovery, including the use of the National Tutoring Programme where specific need is identified. Individuals are taken into account and approaches will be adapted and tailored to their needs as they arise as we are fully aware that personal circumstances for some pupils may change significantly during their time with us.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have had an interrupted experience of education due to being either excluded, positively referred or being a medical or ASR. This has had an impact on progress, confidence, self-esteem and relationships.
2	Poor behaviour often as a result of poor self-regulation including language skills.
3	Influence of negative factors in the community such as gangs and drugs.
4	Poor attendance due to changing and challenging home environments or long journeys to school
1	Pupils have had an interrupted experience of education due to being either excluded, positively referred or being a medical or ASR. This has had an impact on progress, confidence, self-esteem and relationships.

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
Pupils make at least expected progress in maths	Closure in the attainment gap between PP and non PP pupils compared to baseline data
Pupils make at least expected progress in English	Closure in the attainment gap between PP and non PP pupils compared to baseline data.
PP pupils in KS4 all leave with qualifications to enable them to have an onward plan.	Close the gap of the number of PP pupils compared to non PP pupils who are NEET.
To improve attendance of PP pupils compared to baseline on entry.	The attendance percentage of PP pupils will have improved compared to their attendance on entry.
Reduce the number of behaviour incidents, including internal exclusions.	The number of exclusions will have fallen and there will be a greater proportion of positive:negative behaviour reports than currently.

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: £ 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop blended learning strategies for use within classroom settings through CPD, which in turn will extend the provision available for pupils	Extending School Time- EEF, Moderate evidence	1, 4
Provide CPD on Feedback to improve attainment.	Feedback- EEF, Extensive evidence	1,2,4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have the opportunity to access Maths intervention	Small group tuition- EEF, Moderate Teaching Assistant Interventions- EEF, Moderate evidence	1
All pupils have the opportunity to access English intervention	Small group tuition- EEF, Moderate Teaching Assistant Interventions- EEF, Moderate evidence Reading and comprehension strategies- EEF, Extensive evidence	1

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a Leadership Programme (KS3)	Social and emotional learning- EEF, very limited evidence Small group tuition- EEF, Moderate Meta Cognition and Self regulation- EEF, extensive evidence	1, 2, 3
Support pupils with resources to enable vocational curriculum offer and/or remote learning access.	Learning styles- EEF, insufficient evidence	1, 3, 4
Non academic interventions available to all pupils, including outdoor learning, arts participation, speech and language	Small group tuition- EEF, Moderate Teaching Assistant Interventions- EEF, Moderate evidence Social and emotional learning- EEF, very limited evidence Arts Participation- EEF, Moderate evidence Behaviour Interventions- EEF, Limited evidence Meta Cognition and Self regulation- EEF, extensive evidence Oral Language Interventions- EEF, extensive evidence	1, 2, 3, 4

Total budgeted cost: £25,100

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review: last year's aims and outcomes

Aim	Outcome
Improved levels of literacy and numeracy, particularly at the end of KS3 into KS4.	Steady improvement of English and Maths data compared to 2019-20
Improve behaviour and the ability for students to self-regulate their language and behaviour.	Difficult to make direct comparisons due to the impact of COVID.
Ensure all PP students have an onward plan post 16 and that they remain in Education, Employment or Training.	Of the students who have left and we've been able to get hold of only 1 out of 8 are currently NEET. However, this student is actively attending interviews and applying for apprenticeships.
Increase levels of attendance for PP students.	91% of Pupil Premium students improved their attendance compared to what it was when they joined us.
Diminish the difference between GCSE results for PPG and non PPG students, particularly at grades 9-4.	From the data which included CAGs and iGCSEs the difference between PPG and non PPG for grades 9-1 was minimal. There remains a greater difference at 9-4, this is a target that we will continue to work on.