

The background is a solid blue color with several overlapping, curved, lens-like shapes in varying shades of blue, creating a modern, abstract 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 Medlock
Number of pupils in academy	351 (2-11)
Proportion (%) of pupil premium eligible pupils	56.1% (197 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year two of a three-year plan 2024/5-2026/7
Date this statement was published	November 2025
Date on which it will be reviewed	Termly
Statement authorised by	AGC
Pupil premium lead	Ruth Nutton-Jones
Governor / Trustee lead	Lee Hodgson-Winfield

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,245
Recovery premium funding allocation this academic year	£0
Early Years Pupil Premium	£13,954
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£291,199
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

### Statement of intent

At Co-op Academy Medlock, we recognise that some of our pupils face challenges that could affect their ability to access education on equal terms with their peers nationwide. A significant portion of our student body declare themselves to speak English as an additional language (45.3%), with pupils communicating in 23 different languages other than English and a considerable number are New to English Learners. Additionally, 87% of our (compulsory age) pupils come from minority ethnic backgrounds, which is significantly higher than the national average. The proportion of pupils with Special Educational Needs (SEN) and/or disabilities is also above the national average, standing at 26.8%, with 6.3% assessed as needing Education, Health, and Care Plans (EHCPs).

Child poverty is a significant challenge in our community, and our Academy is located in one of the most deprived wards in the city. Currently, 56.1% of our pupils are eligible for the Pupil Premium (PP). In addition, a considerable number of our pupils experience disadvantage but are not eligible for public funds.

In response to these challenges, we are committed to making the most effective use of the Pupil Premium Grant (PPG) through a three-year strategy reviewed and aligned with our current annual Academy Development Plan. We recognise that many pupils face multiple forms of disadvantage and may not benefit directly from PPG funding. Therefore, our approach focuses on strategies that support all pupils experiencing adversity, ensuring the widest possible impact.

High-quality teaching is at the heart of our strategy. We support pupils by investing in high-quality professional development, enabling staff to reflect on and continually improve their practice at both Academy and Trust levels. This approach is proven to be the most effective way to narrow the attainment gap for disadvantaged pupils, while also improving outcomes for all learners. As a result, every pupil—regardless of background—benefits from improved teaching and learning.

We adopt a whole-school approach in which every member of staff shares responsibility for the progress and success of disadvantaged pupils and maintains high expectations of what they can achieve.

Our aims are to:

- Remove barriers to learning for pupils eligible for the Pupil Premium
- Narrow, and where possible eliminate, the attainment gap between Pupil Premium and non-Pupil Premium pupils
- Ensure all pupils can communicate effectively across a range of contexts, preparing them for future challenges
- Provide opportunities that develop pupils' confidence, knowledge, and understanding of the wider world

## Challenges

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

Challenge number	Detail of challenge
1	Many pupils enter the Academy with underdeveloped oral language skills and limited vocabulary. This negatively affects outcomes in reading, writing, reasoning and, in the Early Years, self-regulation. The proportion of pupils identified with SEND for <i>Communication and Interaction</i> is significantly above the national average across the Academy
2	Internal assessments and the Reception Baseline show that pupils are significantly below age-related expectations on entry to Early Years. Low levels of school readiness are evident across key areas, including listening, attention and understanding, speaking, self-regulation, early reading, writing and number.
3	A significant proportion of pupils have additional needs that impact concentration and working memory. As a result, many pupils find it difficult to independently apply metacognitive and self-regulation strategies without structured support and scaffolding.
4	The Academy has a substantially higher-than-national proportion of pupils with SEND, including those with Education, Health and Care Plans (EHCPs). Pupils eligible for Pupil Premium are disproportionately represented within this group compared to non-Pupil Premium pupils.
5	There remains an attainment gap between Pupil Premium and non-Pupil Premium pupils, particularly in writing across all phases. Pupil Premium pupils are also less likely to achieve the higher standard at the end of Key Stage 2, contributing to lower average outcomes in reading, writing and mathematics combined.
6	Attendance and punctuality are lower for some disadvantaged pupils, which negatively impacts school readiness and learning. Attendance data over time shows that disadvantaged pupils have lower attendance and poorer punctuality than their non-disadvantaged peers, with particular challenges among some harder-to-reach families.
7	Higher levels of pupil mobility mean that a significant number of Pupil Premium pupils, as well as pupils with no recourse to public funds, join the Academy after the Early Years phase, having missed key foundational learning.

## 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
Improved oral language skills and vocabulary	<p>Assessments, observations and pupil interviews demonstrate improved oral language skills for identified pupils.</p> <p>Robust and consistent WellComm screening ensures early identification of need, enabling timely intervention so pupils are supported to <i>keep up</i> or <i>catch up</i> with their peers.</p> <p>Vocabulary and language development and the whole Academy approach are prioritised across all subjects and phases, resulting in a consistent, language-rich curriculum led effectively by subject leaders.</p> <p>Oracy is explicitly taught and practised across the curriculum through structured opportunities and high-quality modelling by teachers and peers, leading to increased confidence and clarity in spoken communication.</p> <p>Pupils have daily access to high-quality texts through prioritised book time. Reading across the curriculum, supported by direct teacher modelling of tier 2 and tier 3 vocabulary, increases pupils' vocabulary knowledge and broadens their understanding of the world.</p> <p>Pupils are provided with regular opportunities to speak in front of a range of audiences, including assemblies, competitions, focus groups and class presentations, developing confidence, articulation and purpose in spoken communication.</p>
Improved school readiness for children who enter our 2-year-old provision, Nursery or Reception	<p>Children entering our 2-year-old provision, Nursery or Reception demonstrate improved school readiness (from baseline).</p> <p>WellComm assessments show improved oral language outcomes, with a reduced number of pupils identified as 'red' following timely and appropriate intervention.</p> <p>There is an increase in the proportion of pupils achieving a Good Level of Development (GLD) in Communication and Language by the end of Reception.</p> <p>Assessment milestones indicate that pupils are keeping up with age-related expectations or are quickly identified and supported through targeted early intervention. Where needed, pupils are referred promptly to external Speech and Language Therapy (SALT) services or our Trust SALT director, following identification.</p> <p>Families are supported swiftly to access Early Help or specialist support from the SEND team when additional needs are identified, ensuring a coordinated and timely response.</p>

Working memory	<p>All teachers use consistent approaches to retrieval practice and recall of prior knowledge across all subjects, supporting pupils to strengthen long-term memory.</p> <p>New content is delivered through a consistent and familiar lesson structure, ensuring clarity of presentation and reducing cognitive load for pupils. The curriculum is carefully sequenced to build cumulatively, with regular opportunities for overlearning and deliberate practice embedded throughout.</p> <p>Teachers provide precise instructions and clear explanations, supported where appropriate by visual prompts and concrete resources to enhance understanding and accessibility.</p> <p>Teaching and Learning in the Classroom (TLAC) strategies are used consistently to maximise engagement, clarity and participation. Teachers are supported to develop and refine their use of these strategies through high-quality, ongoing professional development.</p>
SEND	<p>Pupils with SEND are consistently well supported and continue to make strong progress. Evidence-informed approaches, particularly the effective use of diagnostic assessment, are used to identify and respond to a wide range of SEND needs, ensuring that disadvantaged pupils with SEND receive timely, targeted support matched closely to their identified needs.</p> <p>Provision within the resource base continues to strengthen, resulting in improved outcomes for pupils accessing this support. Pupils with SEND at the Academy continue to outperform pupils with similar needs nationally, with an increasing proportion achieving the expected standard, and in some cases the higher standard, by the end of Year 6.</p>
Writing	<p>Disadvantaged pupils make strong progress in writing, with an increasing proportion achieving age-related expectations and the higher standard.</p> <p>High-quality teaching and a well-structured learning environment support pupils in developing the foundations of writing, including spelling, handwriting, grammar, and sentence construction. High quality model texts, visual scaffolds, and modelling are consistently used to engage pupils and reinforce key skills.</p> <p>Ongoing professional development ensures teachers are confident in delivering targeted support, enabling all pupils—particularly disadvantaged pupils—to build writing fluency, accuracy, and coherence across subjects.</p>
Attainment across reading, writing and maths	<p>Disadvantaged pupils achieve strong outcomes across reading, writing and mathematics, with attainment broadly in line with or exceeding national averages. The gap between Pupil Premium and non-Pupil Premium pupils is minimal.</p> <p>Pupil Premium pupils achieve higher average points scores than the same group nationally, with an increasing proportion reaching the Greater Depth Standard.</p>

	Knowledge and skills are carefully sequenced across the curriculum, allowing pupils to build cumulatively and apply their learning confidently in a range of contexts.
Punctuality and attendance (particularly those above 10% absence) is further improved and those disadvantaged learners and their families are well supported to improve and maintain better attendance	<p>Attendance remains at least in line with national averages, including in Reception, with minimal gap between disadvantaged and non-disadvantaged pupils.</p> <p>Persistent absentee pupils continue to be targeted with special attention to pupil premium pupils with the aim of reducing the total number of pupils in this group. Pupils eligible for Pupil Premium who are at risk of persistent absence receive targeted support through Early Help and personalised <i>Improving Attendance Plans</i>.</p> <p>Carers report feeling supported by the Academy, fostering strong partnerships that promote regular attendance and engagement with learning and a shared commitment to improving attendance</p>
Mobility	<p>Consistent pupil induction and family support.</p> <p>Gaps in knowledge and learning are addressed effectively by teachers across each year group through the use of careful curriculum sequencing and explicit teaching of key content and vocabulary. This ensures that children have repeated opportunities to revisit and embed knowledge.</p> <p>Formal assessment includes gaps analysis that feeds into effective teaching.</p>

## 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	£ 180K (+ additional from SEND/main budget)
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Activity	Evidence that supports this approach	Challenges addressed
Deliver high quality research driven training to develop high quality teaching and learning approaches Whole School Teach Like a Champion strategies support implementation of Rosenshine's Principles	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students <a href="#">EEF T&amp;L toolkit</a></p> <p>EEF toolkit: "great teaching is the most important lever schools have to improve pupil attainment"</p> <p>EEF feedback + 6 months <a href="#">EEF Feedback</a></p>	1.2.3.4.5.6.7
Leaders monitoring learning and teaching across the school and	<a href="#">EEF Implementation</a>	1.2.3.4.5.6.7



<p>using outcomes, observation and staff feedback to inform bespoke CPD</p> <p>Subject leaders supported with additional non-contact time</p> <p>Equivalent to 6 days across a week</p>		
<p>0.4 non-teaching SENDco to ensure appropriate adaptations in the classroom mean all children have access to the best quality first teaching</p>	<p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of school</p>	1,2,3,4,6,
<p>Early entry in our 2-year-old provision ensures PP children are better prepared on entry to school than non 'home grown' peers</p> <p>Disadvantaged children are given priority places</p>	<p>Early access to families means that support can be given sooner, particularly identifying SEND/speech and language needs; better liaising with Health Workers/NHS</p> <p>Higher-Level language acquisition EEF evidence - Early starting age on average contributes to +6 months progress</p>	1,2,7
<p>All PP children make better than typical progress in CLL from whatever their starting point</p>	<p><a href="#">EEF - The ScREC approach</a></p> <p>There is a strong evidence base that suggests oral language interventions (including dialogic activities such as high quality classroom discussion) are inexpensive to implement with proven success</p>	1,2,7
<p>Disadvantaged pupils make accelerated progress in writing, with outcomes increasingly close to national expectations.</p> <p>Teaching and curriculum planning are informed by EEF guidance and research; supported by Trust-level CPD and teacher release time for observation and targeted support.</p>	<p>Elmplementation of EEF guidance is informed by the best available evidence, including <i>Improving Literacy in EYFS and Key Stage 1</i> and <i>Improving Literacy in Key Stage 2</i>.</p> <p>The impact of Mastery approaches in writing is embedded through structured curriculum planning, high-quality teaching, and deliberate practice. Teachers are supported through targeted professional development, with guidance and coaching from the English Director and Literacy Counts experts, ensuring research-informed strategies are consistently applied across all year groups.</p>	
<p>Disadvantaged pupils make accelerated progress in writing, moving closer to national expectations.</p> <p>Daily Sentence Accuracy practice provides repeated opportunities</p>	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer</p>	3,4,6



<p>to overlearn and embed key grammatical and sentence-level skills. Teacher modelling of drafting, editing, and planning, combined with targeted 1:1 and small-group interventions, supports pupils to develop writing as a structured process.</p> <p>A scaffolded writing scheme ensures consistency and guidance for teachers and pupils, while combining multiple early literacy approaches alongside fidelity to the phonics programme (EEF +4 months) maximises progress.</p>	<p>There is evidence that combining multiple early literacy approaches may be most effective (alongside fidelity with phonics programme - EEF +4 months)</p>	
<p>Revised feedback policy aligned to Academy TLAC principles to be embedded and sustained supporting pupils to make progress more quickly</p> <p>Pupil voice surveys of marking and feedback.</p> <p>Staff survey of marking and feedback.</p>	<p>EEF +6 months Very high impact for very low cost based on extensive evidence. Providing feedback is a well-evidenced approach and has a high impact on learning outcomes. Feedback can be effective during, immediately after and some time after learning. Studies have shown positive effects of feedback from teachers and peers. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p>	<p>1,3,4,5,7</p>
<p>Subject leaders ensure that subject-specific vocabulary is planned and taught across all curriculum areas to increase pupils' vocabulary knowledge and use.</p> <p>Pupil Premium children with barriers to accessing the curriculum receive pre-teaching of key vocabulary to support understanding and engagement, ensuring they can fully participate and succeed in lessons.</p>	<p><a href="#">Vocabulary   EEF</a></p>	<p>1,2,3,4,6,7</p>

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

Budgeted cost	£ 74,000
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Activity	Evidence that supports this approach	Challenges addressed
Ensure that PP children 'keep up' with the pace of phonics and learn to read securely in EYFS/KS1 to be best prepared for the demands of the KS2 curriculum. Ringfenced TA4 role to carry out 1-1 and small group 'keep up' intervention.	Phonics approaches have a strong evidence base that indicate <a href="#">EEF phonics</a>	1,2,3,4,6
Small group and 1:1 tutoring for disadvantaged learners with a focus on Maths and English at Ks1 and 2 Including for children working at the Higher Standard	<a href="#">EEF evidence to support best practice with Tutoring</a>	1,2,3,4,5,6,7
Speech and Language intervention: Welcomm  Additional SALT support 1 day alongside 0.5 CPD support for staff.	Evaluations support the use of Welcomm for pupils with barriers in speech and language <a href="#">EEF oral language approaches</a>	1,2,3,4,6

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

Budgeted cost	£ 71,000
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Activity	Evidence that supports this approach	Challenges addressed
<b>Breakfast Club</b> Staff costs, to provide low (to no cost) breakfast and childcare for vulnerable pupils 2 x TA hours to support provision including additional SEND support within provision	<a href="#">Free school breakfast provision   EEF</a>	6,7
Funding is allocated to ensure all Pupil Premium pupils have access to enrichment opportunities,	<i>Culturally enriching field trips linked with improved test scores &amp; engagement – BYU/Journal of Human Resources:</i>	

including trips and visits. These experiences are carefully mapped across the curriculum, with additional opportunities actively identified and targeted to pupils who would benefit most, broadening experiences, cultural capital, and engagement with learning.	<p><a href="https://phys.org/news/2022-02-students-cl-ass-culturally-enriching-field.html">https://phys.org/news/2022-02-students-cl-ass-culturally-enriching-field.html</a> Phys.org</p> <ul style="list-style-type: none"> <li>• <i>Enrichment correlated with tackling school attendance issues</i> – Centre for Young Lives report: <a href="https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis">https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis</a> Centre for Young Lives</li> <li>• <i>Educational value of field trips for cultural, personal and cognitive outcomes</i> – ArtsEdSearch: <a href="https://www.artsedsearch.org/study/the-educational-value-of-field-trips/">https://www.artsedsearch.org/study/the-educational-value-of-field-trips/</a> ArtsEdSearch - Arts in Education</li> <li>• <i>Evidence that disadvantaged pupils benefit from enrichment and extracurricular access</i> – GOV.UK report: <a href="https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility</a> GOV.UK</li> </ul>	
<p>All PP children experience ensemble instrumental or singing instruction across KS2 (with the opportunity to continue beyond the classroom) for each of the 4 years (significantly more than requirement of 1 term).</p> <ul style="list-style-type: none"> <li>- Increase opportunities for free and subsidised sessions</li> </ul>	<p>EEF arts participation + 2 months</p> <p><a href="#">Build a culture of community and belonging - EEF</a></p>	3,6,7
<p>To better engage and serve parents to ensure that opportunities to support pupils are utilised</p> <ul style="list-style-type: none"> <li>- coffee mornings</li> <li>- SEND parent support groups</li> <li>- Parent workshops</li> <li>- Social media</li> </ul>	<p>Evidence shows that children who have support with their learning at home show greater cognitive gains.</p> <p>EEF guidance document used to support our chosen approaches</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	2,6,7,8
<p>Case studies and progress summaries updated termly.</p> <p>Creation of attendance provision map</p> <p>Weekly / half-termly / yearly</p>	<p>Embedding principles of <a href="#">Improving School Attendance</a> with</p> <p>Attendance for who school to be at least 96% and attendance for PP children in line with school target.</p>	7

rewards for promoting attendance	PA for PP children to be better than National for the same group.	
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## Total budgeted cost

Total budgeted cost	£325,00 (additional spend to come from Universal budget and centrally from Trust)
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Part B: Review of outcomes in the previous academic year

2025-26 outcomes to be reviewed (September 2026)

Pupil premium strategy outcomes

## Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle - TT Rockstars
LBO	Learning by Questions
Little Wandle Letters and Sounds Revised	Little Wandle
White Rose Maths	White Rose Hub
Testbase	Doublestruck
Welcomm	GL Assessment