

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic and layered effect. The shapes are primarily located in the upper and middle portions of the page, leaving the bottom portion clear for the text.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium 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
Number of pupils in academy	410
Proportion (%) of pupil premium eligible pupils	187 (46%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 / 2024
Date this statement was published	31st December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	Emma Day
Governor / Trustee lead	Francess Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,085
Recovery premium funding allocation this academic year	£28,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£300,360
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 Clarice Cliff, we recognise through our internal assessments and monitoring that a high proportion of our pupils are identified as Pupil Premium and therefore may be termed "disadvantaged". Our academy aim is to ensure that we establish an inclusive culture of high expectations for all pupils, where pupil needs and not labels are used to drive our pupil premium strategy, with strong pastoral care at the heart of it. Our belief is that *"every interaction with disadvantaged pupils and their families has the power to bring about positive change"*. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points.

We recognise the need to identify and understand the impact and challenges of socioeconomic disadvantage on learning. Addressing the associated gaps in learning helps us to establish solid foundations for building a comprehensive and effective package of support. Our strategy is based on early intervention which is critical in giving pupil premium pupils the best chance of enjoying and thriving throughout their school career.

By following these key principles, we believe that we can maximise the impact of our pupil premium spending. These principles are:

Building belief

Providing a culture where:

- Staff believe in ALL children
- There are "no excuses" made for underperformance
- Staff support children to develop "growth" mind-sets towards learning
- Every interaction with pupils and their families has the power to bring about positive change

Analysing data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the EEF) to support us in determining the strategies that will be most effective

Identification of pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils through planning meetings and half termly pupil progress meetings
- ALL staff are aware of who pupil premium and vulnerable children are

- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide additional support where it is most needed

Improving Day to Day Teaching

We will continue to ensure that all children across the academy receive good teaching by providing effective CPD to ensure:

- High expectations
- Any within-school variance is addressed
- Good practice is shared within the school by drawing on internal and external expertise
- High quality diagnostic assessment

Increasing learning time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention
- Targeted intervention within lessons

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Providing high quality interventions across phases
- Ensuring support staff have access to high quality CPD for interventions
- Working with other agencies to bring in additional expertise
- Providing additional support for parents
- Tailoring interventions to the needs of the child

The range of provision the Governors consider making include:

- Consistently strong quality first teaching for all pupils.
- High quality, evidence based intervention to provide early, targeted support.
- High quality CPD opportunities for all staff to ensure high quality teaching.
- Pastoral and behavioural support for pupils and their families.
- Support payment for activities, educational visits, residentials and school uniform to ensure children have access to high quality experiences that enhance their learning.
- Additional teaching and learning support based on effective diagnostic assessment.

Support for ensuring consistently high attendance.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<p>Our attendance data over the last two years for pupil premium pupils is consistently below attendance of other pupils, including the % of pupils who are persistently absent. Attendance for disadvantaged pupils has been 2% lower than other pupils and was 89.9% at the end of 2022/23.</p> <p>Of the 24.86% of persistently absent pupils in 2023, 71.43 of these were pupil premium pupils.</p>
2	<p>In the end of key stage attainment data and in school data, there is an attainment gap in writing for pupil premium pupils. At Key Stage 2, attainment decreased from the previous year. On entry attainment to school in nursery indicates that writing is one of the lowest attaining areas.</p>
3	<p>Attainment data at Key Stage 1 in reading is significantly below national expectations (48% compared to 58% in reading in 2023) and has shown little improvements from the previous year. Attainment in phonics in Year 1 and Year 2 for pupil premium pupils is demonstrating an improving trend but does not correlate with the end of Key Stage 1 reading outcomes.</p> <p>This is supported by research by Alex Quigley that suggests <i>"one in four children will not read well in school and likely beyond"</i>.</p> <p>Although reading attainment at Key Stage 2 is improving for pupil premium pupils, end of Key Stage 2 outcomes are still below national for pupil premium pupils meaning they may not be prepared adequately for the next stage.</p>
4	<p>There are low levels of language on entry to the academy which becomes a barrier to pupils accessing and making progress in all areas of the curriculum.</p> <p>On entry data to Nursery 25.6% of pupils are on track in communication and language. This is supported by research into the language gaps that exist by the age of 5 between disadvantaged and other pupils.</p> <p>Analysis of assessments throughout the school identify a gap in vocabulary acquisition between pupil premium and non-pupil premium pupils thus impact on attainment across the curriculum.</p>
5	<p>The number of behaviour incidents are over-represented by pupil premium pupils. This covers low level behaviour within school and the number of suspensions. Comparisons show that overall incidents are represented 50% more by pupil premium pupils.</p>
6	<p>It is acknowledged that the academy is in an area of high levels of deprivation (bottom 2.5 of schools nationally). Analysis of barriers linked to attendance and engagement has shown that poverty is increasing within the local area and can prevent</p>

pupils from thriving. This includes limited life experiences as well as academic experiences.

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
Good attendance secured for pupil premium pupils.	<p>Attendance for pupil premium pupils will be 94%.</p> <p>Persistent absentee levels for pupil premium pupils will be 15%.</p> <p>Barriers to attendance will have been identified and clear strategies in place will evidence a positive impact.</p>
End of Key Stage 1 and Key Stage 2 attainment in writing for all pupils including PP pupils will have increased to be broadly in line with national averages.	<p>Attainment in writing at the end of KS1 for pupil premium pupils will be at least 50%.</p> <p>Attainment in writing at the end of KS2 for pupil premium pupils will be at least 62% (national 58%).</p>
End of Key Stage 1 and Key Stage 2 attainment in reading for all pupils including PP pupils will have increased to be broadly in line with national averages.	<p>Attainment in reading at the end of KS1 for all pupils will be 68% for all pupils and at least 54% for pupil premium pupils.</p> <p>Attainment in reading at the end of KS2 for all pupils will be 70% and at least 60% for pupil premium pupils.</p>
Pupils will be able to articulate what they know, understand and can do effectively. Language will not be a barrier to learning.	<p>WellComm assessments will demonstrate excellent progress for all pupils in Nursery and Reception from baseline to end of year outcomes.</p> <p>84% of Nursery pupils will be at age related expectations on the WellComm assessments by the end of the year.</p> <p>83% of Reception pupils will be at age related expectations on the WellComm assessments by the end of the year.</p>
Reduction in the amount of behaviour incidents overall including for PP pupils. Reduction in the amount of fixed term exclusions.	<p>Incidents of low level behaviour which reflect a fair representation of PP and non-PP pupils.</p> <p>A reduction term by term of the number of low level incidents across the academy compared to the Autumn Term baseline.</p>
All pupils will have access to a wide range of experiences including extra curricular clubs and trips which significantly enhance their wellbeing and attendance.	<p>Analysis of trips and clubs will show that these are well attended by all pupils throughout the year and are accessing a wide range of experiences.</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		£ 115,654
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for all staff linked to the whole school writing cycle.</i></p> <p><i>Review of the current scheme to ensure it meets pupil needs.</i></p> <p><i>CPD is linked to adaptive teaching strategies.</i></p> <p><i>Review of adaptive teaching strategies.</i></p> <p><i>Implementation of a new handwriting scheme.</i></p>	<p><u>EEF Improving Literacy at KS2</u> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1700117334</p> <p>Ronald Kellogg, an American literacy expert, argues that writing can be as cognitively demanding as chess. It is demanding because children need to coordinate several different processes. For instance, children need to work out what they want to communicate and how, handwrite or type accurately, regulate their own thoughts and behaviour, and monitor their work. Pupils will need extensive instruction, practice, and feedback to become skilled at coordinating these aspects of writing.</p> <p>To develop pupils' ability to write at greater length, it can be helpful to think of writing as a task made up of five stages: planning, drafting, revising, editing, and publishing. Children can be taught, through modelling and scaffolding, strategies which support them to undertake each of these stages of the writing process.</p> <p>The aim of handwriting practice is to support children to develop a quick, efficient, and legible handwriting style. Slow or effortful transcription hinders writing composition as pupils have to concentrate on monitoring their handwriting and are less able to think about the content of their writing.</p> <p>It remains important in Key Stage 2 to monitor for errors in the direction and order of pen strokes during letter formation and</p>	2

	<p>to provide pupils with feedback on their handwriting.</p>	
<p><i>Review of marking and feedback across the academy.</i></p> <p><i>Pupil voice surveys of marking and feedback.</i></p> <p><i>Staff survey of marking and feedback.</i></p> <p><i>New feedback policy to be created and embedded.</i></p> <p><i>CPD to be delivered around Rosenshine strategies.</i></p>	<p><u>EEF +6 months</u> Very high impact for very low cost based on extensive evidence.</p> <p>Providing feedback is a well-evidenced approach and has a high impact on learning outcomes.</p> <p>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>Feedback EEF</p> <p>Rosenshine's Principles combines three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how:</p> <ul style="list-style-type: none"> ● People learn and acquire new information ● Master teachers implement effective classroom strategies ● Teachers can support students whilst learning complex material 	<p>2,3</p>
<p><i>Phonics CPD for KS2 staff to be able to deliver the Little Wandle Rapid Catch Up Interventions.</i></p> <p><i>Ongoing coaching for infant staff who are already delivering phonics intervention and provision.</i></p> <p><i>Implementation of the Little Wandle fluency programme in Year 2.</i></p> <p><i>Implementation of the Little Wandle SEND programme across the school.</i></p>	<p><u>EEF +5 months</u> High impact for very low cost based on very extensive evidence.</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p> <p>While there have been fewer studies examining phonics with older readers ,there is evidence that it can be a positive approach.</p> <p>Phonics EEF</p>	<p>3</p>

<p><i>All staff in EYFS and KS1 to receive Well Comm training for interventions and assessment.</i></p> <p><i>EYFS leader to monitor quality of provision.</i></p>	<p>EEF +6 months Very high impact for very low cost based on extensive evidence.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Some studies also often report improved classroom climate and fewer behaviour issues following work on oral language.</p> <p>Oral language interventions EEF</p>	4
--	---	---

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

Budgeted cost	£ 58,950
---------------	----------

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading interventions to be delivered in Y6 by the academic mentor based on regular assessments.</i></p>	<p>EEF +4 - small group tuition Small group tuition is defined as one educator working with 2-5 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition EEF</p>	3
<p><i>All pupils across KS2 who are new to the school to complete phonics assessments on entry.</i></p> <p><i>Rapid Catch Up phonics intervention to be delivered daily to identified pupils.</i></p> <p><i>Assessments to be completed half-termly.</i></p> <p><i>Little Wandle SEND programme to be</i></p>	<p>EEF +5 - Phonics</p> <p>High impact for very low cost based on substantial evidence. Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF toolkit phonics</p>	3

<p><i>implemented for KS2 SEND pupils.</i></p>		
<p><i>All staff to be trained in delivering WellComm interventions.</i></p> <p><i>WellComm interventions to be delivered regularly based on WellComm assessments across EYFS.</i></p> <p><i>WellComm approaches to continue to be integrated in EYFS provision.</i></p>	<p>EEF +6 - Oral Language interventions Very high impact for very low cost.</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>The EEF identifies that programmes delivered one to one have a higher impact. Therefore, for pupils identified with a speech and language difficulty, one to one intervention will also be provided over a sustained period.</p> <p>EEF toolkit oral language interventions</p>	<p>4</p>

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

Budgeted cost	£ 52,357
---------------	----------

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Revised behaviour policy to be implemented based with a clear and consistent approach to rewards and sanctions.</i></p> <p><i>Behaviour lead to complete regular analysis of behaviour data and make adaptations as appropriate.</i></p>	<p>EEF +4 months Moderate impact for low cost based on limited evidence.</p> <p>The EEF references that both targeted interventions and universal approaches have positive overall effects (+ 4 months). The appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	<p>5</p>

<p><i>Behaviour lead to engage with parents to support improvements in behaviour including sharing of the expectations.</i></p> <p><i>Range of strategies in place to support behaviour and wellbeing throughout the academy.</i></p>		
<p><i>Parental engagement model to be implemented to support attendance.</i></p> <p><i>Action plan for attendance linked to identified barriers.</i></p> <p><i>Review of the attendance policy.</i></p> <p><i>Staff ambassadors to support the attendance team.</i></p> <p><i>Family Support Assistant to be an integral part of the attendance team to support individual pupils and families to overcome barriers to attendance.</i></p> <p><i>Early Help support to continue to be offered as a supportive message to overcome attendance barriers.</i></p> <p><i>Bespoke attendance rewards and incentives to</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance</p> <p>“Listening to and learning from parents in the attendance crisis” - September 2023 Listening to, and learning from, parents in the attendance crisis</p>	1
<p><i>A wide range of extra curricular activities will be available throughout the year including participation in the arts, physical activities and outdoor activities.</i></p> <p><i>The extra-curricular leader will regularly monitor participation in these activities for all pupils and share findings with SLT.</i></p>	<p><u>EEF guidance - Arts Participation - +3</u> Moderate impact for very low cost.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For</p>	6

Strategies will be put in place to ensure participation in

example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.

EEF guidance - Outdoor adventure learning

Unclear impact for moderate cost.

Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.

The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.

EEF guidance - Physical Activity - +1

Low impact for very low cost

Participating in sports and physical activity is likely to have wider health and social benefits.

There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.

Total budgeted cost

Total budgeted cost

£ total sum of 3 amounts stated above

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 2022 to 2023 academic year.

Pupil premium strategy outcomes

Attendance

Pupil Premium attendance for the end of the academic year was 89.9%. The % of PA pupils was 24.86% overall with 71.43% of pupil premium pupils. This was a decrease from the previous year of 30%.

The pastoral team completed comprehensive data analysis to identify the barriers to attendance for pupil premium pupils. This allowed the pastoral team to plan effective strategies and interventions to improve attendance for pupils. Case studies were completed over the year demonstrating the positive impact that having a child-centred and family-centred approach worked better than using the Education Welfare Service. This will be built into the strategy.

Improved reading attainment for disadvantaged pupils in KS2.

Based on unvalidated data

KS2 reading data

2018 / 2019		2021 / 2022		2022 / 2023	
All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium
45%	44%	58%	44%	59%	57%

Attainment for pupil premium pupils has increased by 13% from the previous year to bring attainment broadly in line with all pupils in reading within school at the end of KS2. Progress has improved from -4.4 in 2019 to -2.3 in 2023.

Data analysis has been completed at the end of each assessment point in Year 3, 4 and 5 focusing on vocabulary as this impacts fluency. This shows that the end of the summer term, the average scores were as follows:

Year 3- 3.9 Non PP 2.9 PP

Year 4- 5.8 Non PP 6.2 PP

Year 5- 5.4 PP 5.7 Non PP

This demonstrates that pupil premium pupils outperformed non-PP in “defining and understanding vocabulary”.

Mobility of all pupils including pupil premium has impacted data. Pupils joining in Key Stage 2 have completed phonics assessments to identify if any catch up is needed. These pupils have then been identified to complete the Little Wandle “Rapid Catch Up” programme. During the year 17 Year 3 pupils accessed the programme. By the end of the year, 8 pupils were accessing the provision due to successful completion of the programme. In Year 4, 10 pupils were accessing the provision. By the end of the year, 5 pupils were accessing the provision.

The Academic Mentor worked with pupils in Year 6 completing targeted intervention with pupil premium pupils. Data was tracked termly and case studies identified that the majority of children made rapid progress in interventions which was shown in the overall data when comparing baseline to end of year outcomes.

Staff have all received training on Rosenshine Principles throughout the year. CPD sessions were delivered to the majority of support staff and teaching staff focused on the importance of 'Teaching all versus teaching some'. This highlighted the importance of using the 'no hands up approach' in class and gave a variety of ways that teachers should now be using in class to check for all children's understanding (e.g. cold calling, think, pair, share, ABC questioning). This CPD will continue into the next year.

Improved maths attainment for disadvantaged pupils at the end of KS2.

KS2 Maths

2018/2019		2021/2022		2022/2023	
All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium
45%	27%	48%	48%	55%	52%

A significant amount of Maths CPD has taken place across the school. The focus has been on adaptive teaching as well as ensuring high quality intervention. In addition to end of key stage outcomes, pupils completing interventions have also been tracked using the “effect size calculator”. The data has shown:

- Multiply it- average score improved from 17- 22.5 and an effect size increase of 3.46
- Add it up- average has increased from 25-48.7 and an effect size increase of 2.68

Additional coaching has been given in Year 2 and Year 6 which has shown increases in data from the baseline at the start of the year to end of year outcomes. Regular monitoring including book looks has shown that there are little differences between PP and non-PP. This is reflected in the end of Key Stage 2 outcomes.

In order to continue to build sustainability and improvements in Key Stage 2, CPD has been completed with all staff and developments made and Mastering Number implemented in Reception and Key Stage 1 as a whole class maths approach in Reception and as a “maths meeting” within Key Stage 1. This will ensure pupils are more secure in mental maths in preparation for Key Stage 2.

Next steps will focus on:

- Adaptive teaching and planning focus
- Support staff training
- New staff training
- CPA approach across school
- Valuing and promoting number sense/ fluency

Improved oral language skills and vocabulary among disadvantaged pupils.

Pupils have received Talk Boost and Early Talk Boost interventions based on careful assessment across EYFS. All pupils receiving the intervention have made good progress within the intervention which is captured within impact reports and case studies.

At the end of Reception, attainment in Communication and Language has remained static for pupil premium pupils at 78% which is broadly in line with national averages for all pupils at the end of EYFS. This demonstrates strong progress from Nursery baseline.

Staff have received CPD on high quality interactions which has positively impacted attainment.

Next steps are to implement WellComm whole class approach to language to ensure that intervention matches high quality assessment.

Improved attainment in phonics for disadvantaged pupils at the end of KS1.

A significant amount of CPD has taken place for staff to continue the implementation of the Little Wandle programme. There is consistency in the focus on "keep up" interventions which are of high quality and resulted in strong pupil progress over the year. Interventions have been carefully matched to regular assessment.

Reading diaries have been adapted to promote engagement in reading at home. They now include resources for parents to support at home which are then being supplemented by accessible resources shared daily through Class Dojo. Weekly analysis has identified that the number of children reading at home has started to increase for all pupils, including pupil premium pupils.

Attainment for pupil premium pupils in the Year 1 phonics screening check improved from 64% to 70%. In Year 2, attainment improved from 71% to 83% of the whole cohort meeting the expected standard.

The focus for the next strategy will be in ensuring consistency of quality of phonics provision across Key Stage 2 through focusing on Rapid Catch Up and development of the SEND programme.

Sustained and positive parental engagement which has a positive impact on the attainment and attendance of disadvantaged pupils.

There has been a significant amount of work completed with engaging parents over the year which has really strengthened parent-school relationships.. This has included:

- A number of adults have taken up further adult learning opportunities (ACL), become involved with the Jet Team (support adults who are hoping to get back into employment), and developed new skills and interests following the workshops.

The impact has been that:

- Parents develop new friendships. Attending the workshops has helped some of our parents/carers stop feeling isolated and has encouraged them to get out of the house.
- More parents say they now feel welcome and comfortable when coming into school.
- Strong sense of pride in what families have achieved together.
- Children and parents/carers discovering hidden talents about each other.
- Reaching out and engaging with parents/carers who we have previously struggled to engage and support.
- By attending adult learning sessions our parents/carers tend to improve their health and wellbeing, through stimulating their minds, increasing their confidence and widening their friendship circles.
- The health and wellbeing of parents/carers is also significantly improved through the opportunities to combat their isolation by making new friends, improving their self confidence and taking up new hobbies or interests.
- Working alongside Jackie from Family/Adult Learning has opened the door to our Academy being in touch with and working alongside so many other organisations/charities. These include -

The Green Doctor
JET Team
Connecting Choices

- Opening up opportunities to work with other organisations to support the local community and be involved in exciting community events, e.g. Longton Carnival and Parade.
- Supporting EYFS parents/carers in helping to develop their child's communication skills.
- Working alongside the MHST to support our parents to understand their child's behaviour, e.g. Positive Parenting Workshops.

During the year, a questionnaire was sent out to families to support us in planning parental engagement strategies during the academic year.

A significant amount of work has been completed to ensure that high levels of deprivation do not impact on our pupil premium pupils. This includes the implementation of the Farmfresh Revolution. This is providing families with high quality food for minimum cost every fortnight. The uptake for this has been significant and we have now increased support from 50 families to 75 families across the academy. In addition, FarmFresh Revolution has also provided a number of experiences to our families, free of charge including trips to the farm to discuss healthy eating and feeding animals on the farm.

From analysis of the amount of referrals to the foodbank, the school has now set up their own foodbank to provide support from families. The hygiene bank has also been established. Uniform swap shops have been held every half term to overcome barriers of not having enough school uniform which can impact on attendance. In addition, Winter Wrap Ups are completed to ensure that all children have warm clothing during the winter months.

The overall impact of all of these initiatives has demonstrated improvements in attainment for pupils across a broad range of data.