

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

# **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 Florence MacWilliams
Number of pupils in academy	300
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Elizabeth Clewlow
Pupil premium lead	Mahmoona Matloob
Governor / Trustee lead	Pauline Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79,965.27
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 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 Florence MacWilliams, our Pupil Premium strategy is designed to address the specific challenges faced by our disadvantaged pupils, ensuring that they are given equal opportunities to succeed. Our intention is to close the attainment gap between disadvantaged students and their peers, promote inclusivity, and remove barriers to learning through targeted interventions, high-quality teaching, and tailored support.

Our core intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment through our Florence MacWilliams curriculum. We are focused on ensuring that disadvantaged pupils, including high attainers, have the support they need to meet their academic potential. We aim for every student to access powerful knowledge through a broad and balanced curriculum, without their learning being limited by challenges such as vocabulary deficits or reading comprehension difficulties.

Our key aims include:

- Removing barriers to learning for pupils eligible for free school meals.
- Raising academic achievement by providing access to additional resources, personalised teaching strategies, and enrichment activities that support progress in core subjects.
- Narrowing the attainment gap between Pupil Premium (PP) and non-Pupil Premium learners.
- Ensuring all learners have the necessary literacy levels to fully access the breadth of our curriculum.
- Developing effective communication skills in a wide range of contexts for all students.
- Improving well-being and engagement through a holistic approach to pastoral care, ensuring that students are emotionally and socially equipped to thrive in school.
- Supporting families by fostering strong home-school relationships, helping to alleviate any external factors that may hinder learning.
- Developing cultural capital by offering enriching experiences and extra-curricular opportunities that broaden students' horizons, nurture aspirations, and prepare them for future success.

High-quality teaching is at the heart of our approach, targeting the areas where disadvantaged students need the most support, based on assessment and knowing the child, rather than assumption. Research shows that quality-first teaching is the most important lever that will have the greatest impact on the outcomes of all students, particularly the disadvantaged. Our strategy includes investment in professional development, training and support for all staff, including Early Career Teachers, as well as recruitment and retention of all staff, which will be integral in consistently implementing the Academy's ambitious curriculum. This focus benefits both disadvantaged and non-disadvantaged students alike, ensuring that everyone's attainment is sustained and improved.

We will continue to embed core habits and routines to ensure consistency for all students. This will also create an academy that is safe, calm and conducive to teaching and learning.

We are committed to a whole-school approach, where all staff take responsibility for disadvantaged pupils' outcomes, raising expectations, and ensuring that no child's learning is limited due to their circumstances.

This strategy aligns with our core values of pride, ambition, care and excellence, ensuring every child at Co-op Academy Florence MacWilliams has the opportunity to reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Literacy and Numeracy Levels</b></p> <p>Stoke-on-Trent has historically lower attainment rates at primary, secondary and sixth form levels compared to national averages. Many Pupil Premium students enter school with below-average literacy levels or gaps in their foundational skills, making it harder for them to access the full curriculum.</p> <p>CAT4 data shows a consistent attainment gap between disadvantaged and non-disadvantaged pupils. In the current Year 7 cohort, 35% of PP students are below the national average in cognitive ability compared with 21% of Non-PP students, a gap of 14 percent. In the current year 8 cohort, 34% of PP students and 23% of Non-PP students were below average (11 percent gap).</p> <p>In our Year 7 cohort, 29% of PP students have a reading age below their chronological age compared to 19% of Non-PP students, representing a 10 percent gap. Last year, in the previous Year 7 cohort 32% of PP students and 20% of Non-PP students were below chronological age (12 percent gap).</p>
2	<p><b>High Levels of Deprivation</b></p> <p>Stoke-on-Trent has areas of significant economic deprivation, leading to challenges such as financial instability, poor housing, and limited access to resources like books, technology, or a quiet space to study. This can limit students' ability to engage fully in their learning.</p> <p>Pupils may have limited engagement, lower completion of homework, and reduced readiness to learn.</p>
3	<p><b>Low Aspirations and Social Mobility</b></p> <p>Historically, areas like Stoke-on-Trent have lower social mobility. Disadvantaged students may struggle to see the value of education or may not have role models who have succeeded through academic routes, which can impact their motivation and long-term goals.</p> <p>Home visit conversations indicated that many of the families haven't</p>

been to university themselves or currently working in a professional job. Many of the families have lived in the same house or street from their childhood to now their adulthood. Parents want the very best for their children's education but don't have the positive experience themselves in order to support, resulting in lower motivation, limited ambition, reduced long-term goals, and engagement with education.

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#### Attendance

- All pupils: 96.9%
- Pupil Premium (PP) pupils: 96.1%
- Non-Pupil Premium (NPP) pupils: 97.6%

Overall attendance is strong at 96.9%, exceeding the national average. However, PP pupils' attendance (96.1%) is slightly lower than the whole cohort, indicating a gap of 1.5 percentage points compared to NPP pupils (97.6%).

While the gap is not large, it is consistent with national trends where disadvantaged pupils often have slightly lower attendance.

The implications is that even a small attendance gap can impact learning and progress over time, particularly for PP pupils.

## 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
<p>Our commitment to <u>excellence</u> drives our approach to <u>improving literacy</u> across the academy. Through high-quality teaching, targeted intervention and evidence-informed practice, we ensure every pupil, particularly those who are disadvantaged, develops strong reading skills that prepare them for future success.</p>	<ul style="list-style-type: none"> <li>Increased literacy, vocabulary and reading levels.</li> <li>Improved reading comprehension across KS3 for disadvantaged pupils, closing the gap in preparation for KS4.</li> <li>Reduction in the attainment gap between PP and Non-PP pupils.</li> <li>Increased proportion of PP pupils achieving age-appropriate reading and literacy levels.</li> <li>Termly internal assessments demonstrate progress for targeted pupils.</li> <li>All staff trained in Ruth Miskin reading approaches to support access to the curriculum.</li> <li>Recruitment of a primary specialist teacher to deliver targeted interventions, including Fresh Start and Maths Ready to Progress programmes.</li> <li>Pupils read widely and regularly, developing fluency and comprehension appropriate to their age.</li> <li>All students have access to high-quality, evidence-informed learning experiences, with reading embedded across the curriculum.</li> </ul>
<p>Our work to reduce the impact of deprivation is grounded in <u>care</u>. We ensure that every student has access to the full academy offer. We <u>support students experiencing high levels of deprivation</u> by removing barriers with compassion, dignity and practical support so all pupils can learn, thrive and feel valued.</p>	<ul style="list-style-type: none"> <li>All students to be afforded the opportunity to access the full academy offer:</li> <li>Free, nutritional universal breakfast club offer for all students.</li> <li>Uniform, school bag and chromebook provided to all students.</li> <li>Free period products for all students.</li> </ul>

Ensure all students have access to essential equipment to support learning, with a particular focus on providing calculators, headphones, and whiteboard pens but also including helmets etc.

Meaningful enrichment opportunities available to all students.

Access to a high quality CEIAG curriculum.

Access to Unifrog, careers advice and guidance.

Community Fridge to support families.

Support available to students who may not qualify as PP but still require support.

Enrich the cultural capital of PP students.

By addressing low aspirations and social mobility we work to expand students' understanding of future pathways and empower them to set high academic, personal and career goals. By raising expectations and providing clear guidance, we ensure that all pupils, particularly the most disadvantaged, can aspire to a future full of opportunity and ambition.

Increase students' awareness of post-16 and post-18 pathways while fostering a culture of high aspiration.

All students have access to and actively use Unifrog to explore career pathways and opportunities.

CEIAG-focused lessons delivered to all students, embedding knowledge of further education, high level apprenticeships and career options.

Relentless focus on quality first teaching and curriculum design, so that our most disadvantaged students, receive equitable learning experiences, focussed on the acquisition of powerful knowledge across the Academy.

Promote a culture of high aspirations and expectation, encouraging students to set ambitious personal, academic and career goals.

Improving attendance is rooted in pride. Pride in our academy community, pride in learning, and pride in consistent, positive engagement. We work closely with families to build this culture and ensure every student attends regularly to maximise progress and achievement

Overall PP attendance reaches 97% in line with NPP.

Increased engagement of families in attendance initiatives, reflected in improved attendance.

Positive impact on learning and progress for PP pupils, measured through internal assessments.

leading to a reduced attendance gap between PP and NPP students.

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of subject specialist teachers, including a primary specialist, to deliver targeted literacy and numeracy interventions.	<p>The Education Endowment Foundation (EEF) highlights that “good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” Research shows that high-quality teaching and careful planning can have a significant impact on the outcomes of disadvantaged students.</p> <p>Recruiting specialists will enable appropriate waves of intervention, increasing the number of students accessing support and intensifying the frequency of lessons, including phonic and reading comprehension instruction for PP pupils.</p>	1, 3, 4
Implementation of a responsive CPD model will address teaching and learning priorities identified within the academy.	<p>Evidence demonstrates that regular, expert-led CPD improves outcomes for all students.</p> <p>Targeted CPD ensures a focus on areas that directly benefit PP pupils, including literacy, numeracy, and reading across all subjects.</p>	1, 2, 3
Improving literacy, and reading in all subject areas.	The Improving Literacy (secondary) evidence report emphasises the importance of prioritising disciplinary literacy across the curriculum, including explicit vocabulary instruction to support academic language acquisition.	1, 2, 3, 4
Students will have access to a free Chromebook loan.	With subscriptions to Sparx Maths, Lexia Power Up, Carousel Science, and Unifrog, students will be supported in building independent study habits and wider curriculum access.	1, 2, 3, 4

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

Budgeted cost		£
Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and phonics interventions	<p>Targeted reading and phonics Fresh Start interventions for identified students, informed by ART, SATs, formative assessments, and phonics screening.</p> <p>The EEF and national research highlight that reading is the foundation for learning; fluency is essential for comprehension and accessing the curriculum. Systematic practice improves decoding, inferential, and interpretative skills.</p> <p>Provide online reading programs (e.g., Lexia Power Up) to develop comprehension, vocabulary, and fluency.</p>	1, 2, 3, 4
Targeted KS3 Catch-Up Sessions	<p>Small-group sessions for students who have missed school or need reinforcement of essential knowledge.</p> <p>Small-group, targeted interventions are highly effective for accelerating learning and closing gaps.</p> <p>Sessions delivered in English, Maths, and Science.</p> <p>Focus on both students who have fallen behind and the most able PP students to ensure progression to top grades at KS4 and KS5.</p>	1, 2, 3, 4
Provide online support packages	<p>Provide online resources to support independent learning.</p> <p>Effective digital platforms can reinforce learning outside the classroom and allow for personalised progression.</p> <p>Promote and monitor use of platforms across departments and the whole school (e.g., Sparx Maths, Lexia Power Up, Carousel Science, Unifrog).</p>	1, 2, 3, 4

<p>Maths Intervention Programme</p>	<p>Replicate the reading intervention model in Maths for PP students.</p> <p>Structured, targeted interventions in core subjects accelerate learning for students with prior knowledge deficits.</p> <p>Target students entering Year 7 with gaps in Maths knowledge.</p> <p>Provide interventions for both underachieving and high-achieving PP students to ensure rapid progress.</p>	<p>1, 2, 3, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost	£
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular intervention in accordance to attendance and behaviour data	<p>Attendance interventions will focus on barriers; aversions; misconceptions; disengagement and we will align specific actions to reduce the levels of absence.</p> <p>Poor attendance and poor behaviour are both risk factors to the outcomes and life chances of PP students. We need to engage with children and their families on not just poor behaviour and attendance but also its root causes.</p>	<p>1, 2, 3, 4</p>
Funding barriers to attendance	<p>Flexible funding applied to students' individual needs, including uniform, transport, and specific equipment. Supports equity and access for disadvantaged students.</p> <p>Ensures all students can access the curriculum and participate fully in school life. Removing material barriers supports equality of opportunity.</p>	<p>1, 2, 3, 4</p>
Universal breakfast club offer	<p>Providing a nutritious start to the day, improving readiness to learn and</p>	<p>2, 4</p>

	concentration. Evidence shows breakfast provision supports attendance, wellbeing, and academic engagement.	
Enrichment Offers	Includes visits to enhance cultural capital, financial support for trips/extra-curricular activities, KS3 careers interventions, and weekly enrichment sessions. Research indicates that broadening experiences raises engagement, aspiration, and attainment.	1, 2, 3, 4
100% Home visits for new intake	Build relationships with families and identify needs early, supporting early intervention and parental engagement. Evidence shows proactive family engagement improves attendance, behaviour, and outcomes.	2, 4
Health and wellbeing support	Weekly Community Nurse drop-in sessions and health education in the curriculum. Evidence highlights that physical and mental health support improves attendance, engagement, and learning outcomes.	2, 4

## Total budgeted cost

Total budgeted cost	£ total sum of 3 amounts stated above
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# 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.

Pupil premium strategy outcomes	
Parental Engagement	Engaging parents of Pupil Premium students can be challenging, particularly when parents have had negative experiences with education or face socio-economic difficulties. This can lead to lower levels of home support for learning or reluctance to engage with the school. Some parents were difficult to contact or had not provided personal data or signed up to Arbor. To address this, the academy ensured that no parent went unnoticed, arranging bespoke appointments to engage families who might otherwise miss opportunities such as Progress Day. Regular phone calls were made to maintain contact, communicate behaviour updates, and monitor attendance, ensuring parents are fully informed and involved in their child's education.
Digital Divide	While digital access has improved, the digital divide remains a significant challenge for many disadvantaged students in Stoke-on-Trent, particularly in homes without multiple devices or professional-grade equipment. This can affect remote learning, homework completion, and access to online resources. Home visits indicated that all children had broadband, but many lacked suitable devices and primarily relied on smartphones, with limited experience using computers or laptops for schoolwork. To address this, the academy provided all students with a free Chromebook and laptop bag, ensuring they have the necessary equipment to engage fully with the curriculum and develop independent study skills.
Health Inequalities	Stoke-on-Trent experiences significant health inequalities, including higher rates of childhood obesity, poor nutrition, and other health-related challenges. These factors can affect attendance, concentration, and overall academic performance for disadvantaged students. Many parents reported that their children missed school during primary years and were unsure how to access health support. To address this, the academy provides all students with access to a free, nutritious breakfast and family dining, ensuring students have a hot, balanced meal. Students also have access to trusted adults for pastoral support, free sanitary products, and a weekly drop-in session with the academy nurse, offering ongoing guidance to support wellbeing and readiness to learn.

High Levels of Deprivation	<p>Students have access to a wide range of funded resources and opportunities to support learning and engagement, including calculators, books, uniforms, school photographs, and Chromebooks.</p> <p>Enrichment is built into the school day, providing all pupils with access to cultural, academic, and aspirational experiences, such as university visits and workplace visits (for example, Greencore). These provisions help to remove barriers, broaden horizons, and ensure all students can fully participate in the curriculum and extracurricular opportunities.</p>
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## Externally provided programmes

Programme	Provider
Scholars Programme	The Brilliant Club
Cognitive Abilities Test (CAT4)	GL assessments
Jamie's Farm	Jamie's Farm
Introduction to Higher Education	Higher Horizons
Fresh Start	Read write Inc.
Veterinary Medicine Programme	Keele University
Barriers to Higher Education for LAC	Keele University

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Further information

