Pupil premium strategy statement – Co-op Academy Friarswood

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Lindsey Wilmer
Pupil premium lead	Mrs Jennifer Dickens
Governor / Trustee lead	Mr Craig Livesey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,370
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*	£17,370

Part A: Pupil premium strategy plan

Statement of intent

At Co-op Academy Friarswood, we want all children to belong, thrive and achieve irrespective of their backgrounds or challenges which they may face. We have a whole school approach to ensure that all staff take responsibility for disadvantaged children's outcomes and have high expectations of what they can achieve.

Co-op Academy Friarswood follows the Co-op Academies Trust 'poverty proofing' approach to ensure that all children have access to a broad range of experiences. We are supported by our Co-op Community Pioneer who offers a range of support for our families.

At Co-op Academy Friarswood we believe in working together to be the best. Our vision is that every child leaves our school having taken part in a wide range of experiences that cater for every child as well as the whole child.

To do this, the children will not miss out on educational experiences, they will receive support directly meeting their learning needs in the class so that they don't miss valuable class teaching and learning. Most importantly, due to a low number of disadvantaged children, we do not want these children to be singled out, therefore we will give support in a discrete manner.

High-quality teaching which offers universal provision is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intent is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- liaise with parents / carers to highlight and discuss any concerns
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our attendance data shows that attendance among disadvantaged children is lower than non-disadvantaged children. Even though this

	isn't comparable due to such low numbers, we know that being in school and taking part in the learning experiences will support the children in achieving higher and making more progress. 2024 - 2025 attendance was 93.6% for Pupil Premium children 2024 - 2025 attendance was 96.2% for Non Pupil Premium (whole school 96.1%) 2025 - 2026 attendance was 97.29% overall 2025 - 2026 attendance was 97.43% for non pupil premium 2025 - 2026 attendance was 91.33% for pupil premium
2	External Factors Some of our disadvantaged families have external factors which can impact on school life, learning, focus and home learning. We will work with these families to ensure that the right support is in place for the particular needs. We will ensure that the child has opportunities to speak to staff to support their mental health needs. We will ensure that any home learning can be completed during time at school if it is felt that it can't be completed at home, or we can offer home learning that can be completed independently by the child. This will allow the child to feel the same as the rest of the class but with the reassurance needed.
3	Gap between peers Assessment data shows that there is a gap between some of our disadvantaged pupils and their peers. This is due to either attendance or the specific needs of the child.
4	Experiences for children Not all of our children have the same experiences as each other which impacts on socialising, wellbeing and impacts on academic areas too. Families struggle to pay for school trips. Very few disadvantaged children take part in extra curricular activities. Staff invite children, speak to parents but still it is rare that these children take part in any of the clubs.

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
Some of our disadvantaged pupils have missed education due to a variety of issues. We will work with specific families	All pupils achieve at least 95% or above attendance. Attendance for disadvantaged children improves and the gap is narrowed

to monitor, support and engage these families in order to reduce absences.	between disadvantaged and non-disadvantaged children.
Support is in place and actions are moving forward to support the child and their family. This in turn will impact positively on the well being of the child both inside and outside of school. Breakfast club available at no charge to all disadvantaged children to enable these children to have the best start to their learning day. We will work with these families to ensure that the right support is in place for the particular needs. We will ensure that the child has opportunities to speak to staff to support their mental health needs. We will ensure that any home learning can be completed during time at school if it is felt that it can't be completed at home, or we can offer home learning that can be completed independently by the child. This will allow the child to feel the same as the rest of the class but with the reassurance needed.	All PP children access breakfast club free of charge if required All PP children have access to mental health lead. All home learning is accessible for all PP children.
Lessons will be of a high standard and ensure that all children are learning and taking part in the learning experiences within the classroom. All disadvantaged children have made expected or better than expected progress.	At least 30% of these children are at National expectations or above. 100% pass their phonics test by Year 2.
Disadvantaged children are invited to take part in extra curricular activities, allowing them the same experiences as their peers, helping to further develop social skills and impacting positively on attainment. Personal invites are sent to identified families to support with disadvantaged children taking part in the wilder experiences that school has to offer. By speaking to parents, they see the benefits of allowing their child to take part in these clubs. All children attend school trips to support their wider learning experiences.	100% PP children access trips 100% children offered musical tuition free of charge

Grants obtained for music tuition in place to support free instrument tuition for disadvantaged pupils.	

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all children so that they learn and develop with their peers. By both teacher and TA	EEF findings show that children remaining in the classroom with a high quality teaching will impact positively on all children's attainment and achievement.	3
CPD to develop and widen teacher's understanding of ways to adapt approaches to best support disadvantaged children, including how to keep children (and their families) engaged with school, SEN support and wellbeing support. Use National College training. Mental Health Lead training.	EEF research states that using the tiered approach has the most significant impact on disadvantaged pupils.	1 2 3

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support with the TA or teacher	Remaining in the class and experiencing high quality teaching, peer conversations and support off a dedicated TA or teacher will help to raise attainment and achievement. By not singling a child out, the TA or teacher will also work alongside another child of similar ability to support further attainment of other pupils. EEF research	3
Phonics support support for KS1 children	This direct approach to address phonics needs for individuals will support both reading and writing academic outcomes RWInc Ruth Miskin	3

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Newsletters, website information, policies and ongoing correspondence to all families. Individual correspondence to specific families when necessary. Building relationships between school and families.	Research shows that effective engagement often leads to increased attendance and it can also be linked to higher academic achievement and to a positive effect on pupil's attitude to learning and on their behaviour. WPA Education Welfare Services	1 2 3
Support funding towards costs of visits and outdoor education residential.	Supporting the wider learning activities of pupil premium children alongside their peers benefits academic progress as well as the child's wellbeing and mental health. EEF research	1 3 4
LST	KCSIE states that early help for children is essential in safeguarding a child. This will support their wellbeing, mental health and education outcomes. It will	1 2 3

	also support the child's family, impacting positively on the whole family.	
Strong relationships with families to support attendance and accessing wider experiences that school can offer. This includes access to a mental health leader.	Being at school on a regular basis and attending all lessons will have a huge, positive impact on the child's learning. It will allow them to follow the structures, planned learning and help them with their social skills and self esteem too. School Attendance Guidance	1 2 3 4
Extra curricular clubs - invite all children to the clubs which match their likes / needs. Teachers may need to speak directly to the parents to try and find a way for the child to attend the club. Continue to access funding to support free music tuition for disadvantaged children.	These clubs help all children to take part in further learning and experiences which develops character and can positively impact on academic standards too. (EEF research)	1 3 4
Breakfast club - invite these children to free before and after school club where they are able to be at school before the start of the school day, they can have breakfast and play with friends before learning begins. The children can stay in school after the school day ends to support families.	Supporting the wider learning activities of pupil premium children alongside their peers benefits academic progress as well as the child's wellbeing and mental health. This also supports attendance. EEF research	1 2 3 4

Total budgeted cost: £17,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

No pupil premium child has fallen back with their learning in any area. 50% have made value added progress.

Pupil premium children who have pupil passports have all made progress against their individual targets.

100% children passed their phonics test in Year 2.

Attendance did increase for most children apart from one which brought the overall % down due to low numbers. The drop in attendance was due to exceptional circumstances.

2025 - 2026 - 91.33%

2024 - 2025 - 93.6%

100% pupil premium children took part in all trips offered and outdoor residential (in Yr 6). 100% children took part in Forest Schools and wellbeing activities, supporting their wider learning experiences and attendance.

A shift in the teaching approach resulted in all children accessing all learning all of the time. Teachers were able to support at the necessary time within the lesson. Live marking addressed misconceptions and gave praise where due. Confidence built due to support and gaining better understanding of learning.

100% pupil premium children have taken part in CRL addressing aspirations and supporting all children to aim high.

Ongoing communication with families meant that school was up to date with home issues. School put in support to address issues and was prepared with activities to support wellbeing of children.

Uniform support was given ensuring the children felt they were part of their class, building on their self esteem and confidence.

SENDCo and Attendance Officer supported families with identified needs both at home and at school.

The music lead was successful in applying for funding from the LA so that all pupil premium children have the opportunity to play a musical instrument. 3/7 children took up this offer.

This has given the children further opportunities to take part in activities which their peers take part in, developing their further passions and wellbeing. (musical performances, visiting the theatre to watch the Halle Orchestra, Young Voices)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Glow - Relationships Without Fear workshops (for years 4, 5 and 6) focus on supporting children to understand positive relationships and recognise when things change in a relationship. The workshops help children to understand when a relationship becomes negative and what to do about this, should it ever happen. The workshops are age appropriate and are delivered by a trained member of staff from Glow.	Glow (charity)