

Pupil premium strategy statement – Co-op Academy Hamilton

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
School name	Co-op Academy Hamilton
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it was reviewed	September 2025 December 2027
Statement authorised by	Yvonne Glaister
Pupil premium lead	Cathy Willis
Governor / Trustee lead	Sarah Davies

Funding overview

Detail	Amount 2024	Amount 2025	Amount 2026
Pupil premium funding allocation this academic year	£53,835	£48,480	£45,450
Recovery premium funding allocation this academic year	£1,088	N/A	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£54,923	£24,480	

Part A: Pupil premium strategy plan

Statement of intent

At Co-op Academy Hamilton our intentions are that **all** children achieve, irrespective of their backgrounds or the challenges they may face. We have adopted a whole school approach which means that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We follow a 'Poverty Proofing' approach to break down the barriers to ensure all of our children have access to a broad range of opportunities. We are supported by a 'Community Pioneer' who offers a range of support for our families and children.

Our school is dedicated to supporting the development of the whole child. Our vision for the whole child is to ensure that pupils leave our school with great ambition and are able to achieve their highest potential wherever they go.

We have the highest expectations for **all** pupils. We believe that by providing opportunities to build resilience and encouraging all children to take risks, we instil a growth mindset. Through our 'magic' curriculum our pupils will develop into brave, confident young people.

Our children challenge misconceptions and grow from misunderstandings. There are no limits to what our children can achieve.

We are a school who pride ourselves on the relationships we build every day. Both within school and the community. As staff we are a committed team. Together we are champions.

The challenges that our vulnerable children face are varied and complex. We will continually reflect upon our support, strategies and approach to ensure that we are meeting the ever changing needs of the children and families in our school community. Our approach is responsive to individual needs and not made using assumptions about the impact of disadvantage. We utilise current research, including that carried out by the EEF, in conjunction with considering the context of our school to ensure that we are utilising funding effectively. Our Pupil Premium strategy is inclusive of those children who may not be identified as qualifying for FSM but may face significant challenges. Disadvantage goes beyond the Pupil Premium label.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. 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.

At Co-op Academy Hamilton our key aims are to

- Have a poverty proofing approach that breaks down any barriers to learning
- Champion the needs of each child as individuals by going above and beyond for every child
- Instil in pupils self-belief, self-confidence, resilience and the power to be anyone and go anywhere in life
- Know every child in depth
- Continually develop our approaches in supporting all disadvantaged children and families
- Ensure that the wider curriculum meets the needs of all pupils
- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Ensure that appropriate provision is made for those pupils who also belong to other vulnerable groups

Challenges

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

Challenge number	Detail of challenge
1	<u>Communication and Language</u> Assessment shows that communication and language skills on entry to school are often lower for disadvantaged pupils. Vocabulary knowledge often has gaps or is limited. For our pupils this often leads to frustrations and presents through behaviour as communication. Limited vocabulary also impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.
2	<u>Phonics</u> Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<u>Key skills</u> (reading, writing and maths) Assessments show that on entry to school, key skills are often lower for disadvantaged pupils. Children must therefore make accelerated progress in order to attain in line with their peers. Assessment over time shows that attainment is below that of non-disadvantaged pupils. This is also true in the achieving of greater depth.
4	<u>Family Support</u> Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support. Children

	impacted by this often do not arrive at school emotionally or physically ready to engage in learning. Families often need additional support with engagement in school life. Economic disadvantage means that families often have a lack of access to educational resources.
5	<u>Attendance and Punctuality</u> Our attendance and punctuality data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. Additionally, a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. There are a range of factors that cause lower attendance. This has a negative impact on their social and emotional development as well as academic progress.

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, particularly among disadvantaged pupils.	Communication and Language ELG data at the end of Reception for disadvantaged pupils is in line or exceeding national. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Accelerated progress in phonics.	Phonics Screen data for disadvantaged pupils is in line or exceeding national
Accelerated progress in reading, writing and maths.	GLD data and end of KS1 data for disadvantages pupils is in line or exceeding national
To improve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: · the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% · the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no higher than 12%.

Children and families receive high-quality pastoral support.	Children and families who require additional support, report that they have received timely and high-quality pastoral support. This will be demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · significant increase in participation in enrichment activities, particularly among disadvantaged pupils · an increase in participation in homework activities (including reading), particularly among disadvantaged pupils · qualitative data and parents voice shows increased empowerment and ability to support their children · Standardised testing, including Boxall profiles, show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.
All children to follow the 'Co-op Academy Hamilton ethos'.	All children show 'above and beyond' behaviours.

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: £1,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary to be taught specifically ensuring that disadvantaged children acquire a wide range of vocabulary enabling	Improving Literacy in KS1 (EEF) states: Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and	1, 3

them to communicate effectively. Taught vocabulary to be added to working walls. Vocabulary is mapped out across the foundation subjects ensuring it is progressive through the school to support children with their language development and cumulative knowledge.	sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/ hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.	
Lessons are adapted or personalised provision is planned to ensure each lesson meets the needs of all disadvantaged children and ensures they develop the knowledge and skills to ensure they make progress in every lesson. Drop in sheets to reflect this when monitoring.	EEF +4 months Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	1, 2, 3, 4
CPD opportunities to include: RWI coaching from Reading Leads, English Leads and RWI development days will support all RWI teachers in their continuous development of RWI teaching.	EEF Guide to Pupil Premium gives a tiered approach to successful Pupil Premium spending. The first priority is: Teaching. It states: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful	1, 2, 3, 4, 5

	school and should rightly be the top priority for Pupil Premium spending.	
To implement the use of the Co-op PP self-evaluation Toolkit in order to regularly review and monitor the impact of the use of Pupil Premium funding, and to refine next steps.	School self-evaluation for school improvement: Principles of effective practice 2022 states: Self-improving schools require a culture that is committed to and recognises the value of self-evaluation in its own right, not as a precursor to external inspection (Macbeath, 1999). Collaboration is fundamental to self-improving school cultures. Embedding collaborative reflective practice – such as peer review and learner feedback – allows all stakeholders to feel valued when contributing to school improvement. For instance, Singapore and Estonia, both of which use self-evaluation in their efforts to achieve school improvement, have significantly higher levels of participation in self- or peer-to-peer observation compared to OECD and TALIS[1] averages (OECD, 2020).	1, 2, 3, 4, 5

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Read Write Inc interventions for all pupils requiring this	1:1 tuition: EEF +6 months (in primary schools) Low attaining pupils gain the most from 1:1 tuition, particularly where this is through regular short sessions. In Ofsted's Reading by Six (2010) 7/12 highest performing schools taught RWI. Ruth Miskin has published several examples whereby the pass rate of the phonics screen is vastly increased through the teaching of RWI.	1, 2, 3

	A combination of the above research indicates that teaching children RWI as an approach to systematic synthetic phonics and implementing regular 1:1 interventions where children are not attaining or not making the desired progress will help boost phonics.	
Nuffield and Early Talk Boost interventions for all pupils in EYFS who require this	Nuffield: EEF +4months Early Talk Boost: I Can research shows that • 65% of children reached expected levels in attention and listening (compared to 19% before) • 72% of children reached expected levels in understanding words and sentences (compared to 28% before) • 62% of children reached expected levels in their speaking skills (compared to 20% before) Reception and Nursery baseline data shows that on entry, there is a need to boost communication skills.	1, 2, 3, 4
Phonics/ reading booster clubs	Small group tuition EEF: +4 months Where a teacher or trained TA works with a group of 2-5 children and targets sessions to the specific needs of the children involved there is an impact of +4 months. Frequent sessions that continue for 10 weeks shows the most impact.	1, 2, 3
Staff to read with children with limited home reading engagement weekly as minimum.	The DfE's 2012 research in to reading for pleasure indicates a growing body of evidence that suggests regular reading has a correlation with attainment as well as enjoyment. Where children are not given this opportunity at home it is vital that we	1, 2, 3, 4

	provide them with the time and support to do so in school.	
1:1 Power Maths interventions for all pupils requiring this	1:1 tuition: EEF +6 months (in primary schools) Low attaining pupils gain the most from 1:1 tuition, particularly where this is through regular short sessions	3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Pupil Premium to attend at least one extra-curricular club. PP leads to track PP pupils' attendance. Class staff to personally invite PP pupils to attend an afterschool club.	EEF Children's University Project 2+ months The Social Mobility Commission report An Unequal Playing Field investigated the availability and impact of extra curricular clubs in schools. It found that 'Ultimately our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field.' We aim to provide children with access to opportunities and experiences through a broad range of extra curricular activities.	3, 4, 5
Supporting the wellbeing and SEMH needs of pupils including; Mindfulness sessions and strategies to be used.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at	1, 4, 5

Develop CPD for emotion coaching. NHS trained staff to complete sessions in school. Interventions to take place.	all ages than their better-off classmates.	
Staff to use every opportunity to make links with families. Staff to use positive discussions and affirmations, building in time every day to make these links. Newsletters, website information, policies and ongoing correspondence to all families. Individual correspondence to specific families when necessary.	EEF +4 months Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: ✓ general approaches which encourage parents to support their children with, for example reading or homework; ✓ the involvement of parents in their children's learning activities; and ✓ more intensive programmes for families in crisis.	4, 5
Staff to champion all disadvantaged children to ensure they attend school daily. Year 2 Attendance Ambassadors to play an active role in promoting attendance.	The Department for Education (DfE) published research in 2016 which found that: ✓ Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions	4, 5

SAO to continue to monitor attendance and invite families to attendance clinics.	✓ Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons There's a clear link between poor attendance and lower academic achievement DfE research (2012) on improving attendance at school found that: ✓ Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English ✓ 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C Pupils with persistent absence are less likely to stay in education Advice from the National Strategies (hosted on the National Archives) says that: ✓ The links between attendance and achievement are strong ✓ Pupils with persistent absence are less likely to attain at school.	
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Total budgeted cost: £48,480

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 2024 to 2025 academic year.

GLD

GLD was above national 2024 and has increased by 43.86% since baseline - boys, EAL and SEND remain target groups. All areas continued to show good progress however SEND continued to be a target group for C&L, PSED, fine motor, literacy (with writing being particularly low) and number. EAL continues to be a target group for Speaking, writing and number. Boys are a target group for number pattern and writing.

Phonics Screens

Phonics data is very strong with 96% of the cohort passing the phonics screen.

End of KS1

Reading, writing and maths data is strong and significantly above national 2024 with a percentage of children achieving GDS. Boys continue to be a target group for all areas as girls continue to significantly outperform boys due to strong data.

Reading: 76% of pupils achieved EXS+ at the end of KS1 with 31% achieving GDS.

71% of PP pupils achieved EXS+ in reading with 36% of PP achieving GDS - this was an increase of 36% compared to baseline. Despite the national percentage of EAL pupils achieving expected standards being 9% greater than the percent of EAL pupils achieving expected standards at school, this was still an increase of 11% compared to baseline. 36% of SEND pupils achieved EXS+.

Writing: 76% of pupils achieved EXS+ at the end of KS1 with 17% achieving GDS.

71% of PP pupils achieved EXS+ in writing with 21% of PP achieving GDS.

Maths: 79% of pupils achieved EAL+ at the end of KS1 with 31% achieving GDS. 71% of PP pupils achieved EXS+ with 29% achieving GDS.

SEND and EAL are target groups for reading, writing. SEND is also a target group for maths.

Phonics: the data for retake was very positive with 100% of the children passing the screen.

Attendance and Punctuality

Despite current strategies, attendance and punctuality of disadvantaged pupils continues to be slightly below (1.27%) compared to non disadvantaged pupils. We understand the impact being in school everyday has on pupils and for this reason we are embedding our whole school approach to championing children and families in order to support good attendance and punctuality. Along with our poverty proofing approach we have also adhered to the guidance; Working Together to Improve School Attendance: Guidance for maintained schools, academies, independent schools and local authorities. We will continue to work with families and external agencies to ensure that we are supporting all disadvantaged children to have good attendance.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Power Maths	Pearson
Focus	Clive Davies
Charanga	Charanga Ltd
3D PSHE	Dimensions Curriculum
Kapow	Kapow Primary
Power of PE	Craig Sigley
National Centre for Computing Education	DfE
Barefoot Computing	CAS
RE Today: Stoke Agreed Syllabus	RE Today

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)