

Pupil premium strategy statement

This statement details our school's use of Pupil Premium for the 2025 - 2026 academic year to help improve the progress and attainment of our disadvantaged students.

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 Manchester
Number of students in school	(1570 as of 28/11/25)
Proportion (%) of pupil premium eligible students	49.5% (777 students) (as of 28/11/25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jade Nesfield Academy Vice Principal
Pupil premium lead	Richard Haseler Assistant Vice Principal
Governor / Trustee lead	Kimberley Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£918,651
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	£918,651

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background, talents, barriers or challenges, make great progress and attain well throughout their time at Co-op Academy Manchester. Our Pupil Premium Strategy sets out to support all disadvantaged students and ensure they are given the knowledge and tools needed to achieve well.

Our aim is that all students acquire, retain and apply knowledge to unlock their potential as knowledge experts, whilst developing long lasting knowledge through our broad and balanced curriculum. We also aim to develop confident, competent readers who are equipped with the vocabulary knowledge they require to access a wide range of subjects. At the same time, creativity, individuality and difference are celebrated in our curriculum and the Pupil Premium strategy looks to remove barriers to students being able to embrace this.

Expert teaching is central to our approach as an academy and our key teaching techniques have been devised with pupil premium students in mind. The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. This central principle underpins our approach to addressing disadvantage and informs our Pupil Premium

Strategy. We believe all our students are entitled to a curriculum that challenges their individual abilities, is relevant to their experience and present needs; is inclusive and has application and value in the world outside the academy. Our students experience a curriculum that is knowledge rich, and is taught by expert teachers who have a deep understanding of pedagogy, of the subject that they teach and the way in which students learn and remember. The recognition of students as individuals demands the application of appropriate pedagogical approaches, a clear understanding and knowledge of cognitive frameworks and theories, in particular how best to strengthen and deepen the knowledge, memory and understanding of the subjects they study in order to engage all our young people, including those with additional needs.

Our curriculum is carefully crafted with all our students in mind; the expectation is that it is studied by all. Adaptations are made through expert selection of pedagogical approaches, how we teach all the concepts, not selecting which concepts to teach. This ensures all are fully immersed and no narrowing for any of our students occurs. With careful consideration to targeted and bespoke academic interventions, we aim to ensure that our students eligible for the Pupil Premium can be fully immersed in this educational process and be successful, supported where necessary to ensure full access to the curriculum and excellence through learning.

An excellent quality of education is our priority within the academy; with this in mind we provide a curriculum which is broad, balanced, has clear progression in subject expertise and knowledge and is filled with rich first-hand purposeful experiences. Through careful sequencing our KS4 builds seamlessly on the foundations in 'mastery' developed throughout KS3, allowing for success in terminal examinations and future destinations. Our philosophy for the curriculum experience is to provide a dynamic journey of learning from novice to expert. We believe that to gain conceptual understanding students need to experience expert teaching.

Through careful lesson sequencing, excellent cognitive knowledge, subject knowledge and pedagogical knowledge of our teachers, students receive a knowledge rich approach to their learning. Each step in the design and the delivery of our curriculum is informed by educational research and cognitive science. At the heart of our curriculum implementation is the development of the knowledge required for each subject, ensuring learning is generative. The process of memory underpins our pedagogical approaches, with the idea 'if nothing in the long-term memory has changed then nothing has been learned' underpinning our approach. We aim to teach in a predictable and consistent way which utilises the best techniques and resources for our learners and their needs.

We want our school to be a GREAT place to learn, a GREAT place to work and at the heart of a GREAT community.

We also approach supporting our pupil premium students through our 'Ways of Being Co-op'.

Do what matters most...

- Every pupil premium student in the academy will experience high quality teaching in every classroom with high expectations and strong academic outcomes.

Be yourself, always...

- All pupil premium students are challenged, so that they develop and excel in their own talents, skills and abilities.

Show you care...

- Our classrooms are inclusive, and built upon equity because every student is valuable to us, their local community and the wider world.

Succeed together...

- We collaborate with external partners to support pupil premium students in building a growth mindset. This creates a sense of belonging to the academy and wider community through immersion in a range of opportunities.

However, our Academy vision will only be truly realised if we improve outcomes for all our students, particularly those from disadvantaged backgrounds. Our strategy is informed by up to date and relevant educational research published by a number of sources including the Sutton Trust Education Endowment Fund (EEF). The Academy has followed the recent guidance for Pupil Premium published by the EEF and has utilised a tiered approach to allocation and spending of Pupil Premium funding. This has enabled the Academy to balance its approaches to improving teaching, targeted support and wider Strategies.

Our strategy to raise aspirations and outcomes for disadvantaged students is three-fold:

- An excellent quality of education through quality first teaching.
- Targeted and bespoke interventions to ensure students can fully access the curriculum and their learning.
- Increasing the attendance of our students through improved parental engagement and high quality pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Addressing the need to improve the universal teaching offer for all students</p> <p>Assessments and observations indicate that there are a range of starting points and significant knowledge gaps leading to students falling further behind age-related expectations in education. Students require expert teaching in lessons, as a universal offer. We are building a codified, evidence-informed whole school approach to teaching and learning based upon our GREAT lesson model, high quality</p>

	research-driven CPD for all teaching staff and a rigorous quality assurance process.
2	<p>Literacy barriers</p> <p>Assessments and observations show that some Pupil Premium students have gaps in literacy including reading, the use of key vocabulary, and writing skills. We are dedicated to creating a literacy-first approach to teaching, with reading and writing being an integral part of our daily practice. We are supporting all teaching staff to develop their literacy teaching skills and deliver disciplinary reading in all subject areas. Our Guided Reading offer in Tutor Time is also designed to support students with learning metacognitive skills and we are deliberate about driving reading for pleasure. We are also committed to providing high quality reading intervention for students who need additional and extra support.</p>
3	<p>Lack of basic routines constructive to learning</p> <p>Observations suggest that many Pupil Premium students do not have a consistent and predictable routine inside and outside the academy. This means some students lack structure to their day and are unclear of boundaries. Observations also show that some students struggle to control their emotions and have a lack of social and emotional skills to share how they are feeling. This can then lead to poor behaviour choices in lessons and around the academy. As part of the GREAT strategy we are building a routine based approach to teaching and learning within the academy and deliberately practicing regulation and independence, this includes basic routines at the start of the day, in tutor, explicit revision techniques and practices within lessons.</p>
4	<p>Poor attendance levels.</p> <p>Attendance data shows a disproportionate number of disadvantaged students are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.</p>
5	<p>Lack of engagement with interventions and extra-curricular opportunities</p> <p>Data show that some pupils are disengaged with the curriculum and may need additional support and motivation when it comes to identifying future pathways. We have developed a systematic approach to interventions for all KS 4 students in tutor time, informed by prior data and based upon their maths and English needs. We are also delivering a full suite of GCSE revision sessions, promoting highly developed revision and building upon individual strengths and areas to develop following QLE</p> <p>Some disadvantaged students have low aspirations as they have not been exposed to the wider world around them so have a limited cultural capital. This includes enrichment experiences which help</p>

	expose students to social, moral, cultural and spiritual diversity as well as academic enrichment such as educational visits, experiences and access to see further and higher education in action. Whilst extra curricular activities were happening, there was not a specific targeted approach for students to attend. This has become one of the academy priorities next academic year.
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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 / Needs	Success criteria
Improved attainment and progress of disadvantaged students especially when compared to non disadvantaged students	<ul style="list-style-type: none"> Increased attainment across all subjects, when compared to 2025 outcomes, including the correlation of those achieving in English and Maths A greater proportion of pupil premium students achieve grade 4 and above in at least 8 subjects Reduced gap between disadvantaged and non-disadvantaged students
Improved destinations for disadvantaged students including no NEET students	<ul style="list-style-type: none"> Improved positive destination data so that students can access their choice of courses at post-16 All students have the opportunity to access post-16 education, no NEETS More PP students working towards higher/further education All student access careers guidance and support
Improved attendance for disadvantaged students	<ul style="list-style-type: none"> Increase in attendance, narrowing the gap between PP / Non PP pupils Reduced PA figures Students are educated in barriers preventing attendance Action plans created to support where attendance is a concern
Improved behaviours for learning for disadvantaged students	<ul style="list-style-type: none"> Increased recognition for PP students, including number of positive logs in school

	<ul style="list-style-type: none"> • Decreased behaviour figures, including narrowing the gap between disadvantaged and non-disadvantaged students • Fewer Pupil Premium students accessing off-site education or being directed off-site
Improved engagement with curriculum offer and extra curricular opportunities	<ul style="list-style-type: none"> • Student voice will be positive in relation to the options process • Improved behaviour data, reflecting high engagement in lessons • Greater attendance at extra-curricular clubs • Increase in completion of homework through analysis of Sparx Reader and Sparx MATHs
Wider range of experiences in and out of the classroom accessed.	<ul style="list-style-type: none"> • Increased engagement in an academic curriculum resulting in improved academic outcomes. • Reduction in NEET figures due to raised aspirations. • Increase in positive logs due to students' wider engagement in school life • Reduction in negative behaviour logs due to links with rewards • Broader extra curricular offer widening students' experience beyond the classroom
Wider range of careers experiences accessed both within and outside of the classroom	<ul style="list-style-type: none"> • Improved positive destination data, ensuring more choice for PP students at post-16 • Students have access to relevant and bespoke guidance to ensure they are making choices which are right for them • Students are exposed to a varied diet of CEIAG education so they make informed choices
Targeted intervention to address gaps in knowledge	<ul style="list-style-type: none"> • Improved attainment and progress figures, showing gaps in knowledge have been readdressed • Narrowing the gaps between PP and non PP 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: £207,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement and monitor a shared framework for curriculum development through the research driven TLAC approach to teaching and learning.	EEF Research Reference Feedback +6 Collaborative Learning Approaches +5 Individualised Instruction +4 Mastery Learning +5 NFER Whole school ethos for attainment for all High quality teaching	1, 2, 5
Teachers embed strong teaching and learning routines, allowing them to be responsive to the needs of all students.	EEF Research Reference Feedback +6 Collaborative Learning Approaches +5 Individualised Instruction +4 Mastery Learning +5 NFER Whole school ethos for attainment for all High quality teaching	1, 2, 5
To continue to ensure Pupil Premium students have access to high quality teaching across the curriculum. Teachers access quality professional development in line	EEF Research Reference Collaborative Learning Approaches +5 Feedback +6 Individualised Instruction +4 Mastery Learning +5 NFER High quality teaching Deploying staff effectively	1, 2

with the academy's CPD offer.		
Diagnostic assessment to identify gaps across all year groups. All students access: Access Reading Tests Cognitive Ability Tests Pupil Attitude to Self and School surveys	NFER Data driven and responding to evidence	1, 2, 3
Delivery of Guided Reading within KS3 tutor time and a whole school disciplinary reading strategy.	EEF Research Reference Reading comprehension strategies +6	1, 2

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

Budgeted cost: £405,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions for those students with the most significant gaps in reading and literacy, including SEND students	EEF Research Reference Individualised instruction +4 One to one tuition +5 Oral language interventions +6 Small group tuition +4 NFER Clear, responsive leadership Meeting individual needs	1, 2, 5
Targeted maths and English sessions in tutor time for KS4 and booster sessions for all year 11 students across the curriculum to address gaps and misconceptions,	EEF Research Reference Individualised instruction +4 One to one tuition +5 Oral language interventions +6 Small group tuition +4 NFER Clear, responsive leadership	1, 2

delivered by subject specialists	Meeting individual needs	
On site alternative provision provided for our most vulnerable students. Students may access Elevate (Year 7) or The Bridge (Year 8-11) to support their transition/return to mainstream learning.	EEF Research Reference Small Group Tuition +4 <u>NFER</u> Effective Alternative Provision	1, 2, 3, 4, 5

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

Budgeted cost: £305,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking of PP students to identify anomalies on attendance and behaviour and subsequently removing attendance barriers such as transport, uniform, resources etc.	EEF Research Reference Behaviour interventions +4 Mentoring +2 NFER Clear, responsive leadership Meeting individual needs	3, 4
Tracking of parents' evening attendance and engagement with those who have failed to attend and engage by HOYs, AHOYs and AVPs.	EEF Research Reference Parental engagement +4	5
Increased access to wider educational opportunities to promote higher aspirations.	EEF Research Reference Arts participation +3	1, 5
Subject trips and visits which enhance	NFER Clear, responsive leadership	5

learning and give equal access to enrichment.	Meeting individual needs	
Access to college and university trips to explore subjects in greater depth.	NFER Meeting individual needs EEF Research Reference Aspiration intervention	5
Engagement with a Careers Advisor including bespoke interviews to discuss options and pathways and raise aspirations.	NFER Meeting individual needs EEF Research Reference Aspiration intervention	5
Breakfast club to allow students to access a healthy meal before beginning their studies everyday.	NFER Whole school ethos of attainment for all Meeting individual need	2, 4, 5

Total budgeted cost: £918,651

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.

The pupil premium strategy has continued to have a positive impact on students in the academy, leading to improved academic outcomes, increased post 16 destinations data and additional support for disadvantaged students.

Careers and destination outcomes

155 PP students in the cohort

15 NEET (Non attenders/ off Site) 9.7% of PP students were NEET

138 FE College - 89% of PP students went to college

2 Apprenticeships were PP 1.3% of PP students started apprenticeships

Academic outcomes

There is no progress data for 2025 results - as that cohort have no KS2 Scaled Scores due to Covid.

Headline Analysis by Group

Measure	Progress 8				Attainment				9-4 E&M %				9-5 E&M %			
Dataset	2025 Results	Co2025 Spr Pre	2024 Results	2023 Results	2025 Results	Co2025 Spr Pre	2024 Results	2023 Results	2025 Results	Co2025 Spr Pre	2024 Results	2023 Results	2025 Results	Co2025 Spr Pre	2024 Results	2023 Results
PP	-	-	-0.42	-0.44	38.58	36.65	36.99	39.00	42.9	43.9	48.1	42.7	27.2	29.7	29.3	29.2
Non-PP	-	-	0.29	0.10	50.16	47.58	47.45	46.40	69.5	68.7	62.3	59.1	45.2	50.5	47.0	33.6
PPDIFF	-	-	-0.71	-0.54	-11.58	-10.93	-10.46	-7.40	-26.6	-24.8	-14.2	-16.4	-18.0	-20.8	-17.7	-4.4
SEND	-	-	-1.31	-0.65	25.90	24.51	21.45	28.48	18.9	20.9	13.5	19.2	11.1	11.0	3.8	8.2
Non-SEND	-	-	0.24	-0.07	52.22	49.59	47.31	46.15	72.2	71.5	64.8	58.6	47.0	52.7	46.6	37.8
SENDDIFF	-	-	-1.55	-0.58	-26.32	-25.08	-25.86	-17.67	-53.3	-50.6	-51.3	-39.4	-35.9	-41.7	-42.8	-29.6
EAL	-	-	1.07	0.79	52.42	48.95	53.46	46.04	66.7	68.0	77.1	55.9	43.3	47.2	58.1	35.4
Non EAL	-	-	-0.48	-0.68	40.49	38.85	37.87	39.61	52.0	51.2	46.0	45.6	33.3	37.6	30.3	28.2
EALDIFF	-	-	1.55	1.47	11.93	10.10	15.59	6.43	14.7	16.8	31.1	10.3	10.0	9.6	27.8	7.2
Male	-	-	-0.23	-0.29	42.18	40.75	39.34	40.04	60.1	59.6	52.7	51.6	40.5	41.0	38.5	31.7
Female	-	-	0.22	-0.15	46.45	44.40	47.32	44.25	55.0	55.7	60.5	47.8	33.9	41.3	40.8	30.4
MFDIFF	-	-	-0.45	-0.14	-3.27	-3.65	-7.98	-4.21	5.1	3.9	-7.8	3.8	6.6	-0.4	-2.3	1.3
PA - High	-	-	0.18	-0.44	-	-	65.83	59.94	-	-	90.5	82.0	-	-	88.1	68.0
PA - Mid	-	-	-0.05	-0.18	-	-	45.56	44.98	-	-	68.7	59.2	-	-	44.6	33.8
PA - Low	-	-	-0.08	-0.16	-	-	25.94	25.69	-	-	11.6	14.7	-	-	4.7	2.9

Data for 2025 year 11 leavers shows that attainment gaps (there are no progress data as the cohort had no KS2 scaled scores as a result of covid) between Pupil Premium and non Pupil Premium is still significant with PP students attainment 8 score of 38.58 compared to 50.16 for non PP students. However the figure of 38.58 is an improvement on the 2024 figure of 36.99.

In the academic year 2024-25 there was an attainment gap in both the 9-4E&M percentages and 9-5E&M%. The 9-4 figure fell from 48.1% for PP students in 2024 to 42.9%, and is at similar levels to 2023 (42.7%). The gap between PP and non-PP students for this measure has also widened, going from 16.4% in 2023 to 24.8% in 2024 to 26.6% in 2025.

The figures for 9-5E&M% show a similar pattern with a decrease from 29.3% in 2024 to 27.2% in 2025. The gap between non-PP and PP students for this measure widened slightly to 18% in 2025 from 17.7% in 2024, both of these figures are a big increase from a gap of 4.4% in 2023.

Due to the widening of this gap, we have reviewed and improved our Pupil Premium plan for 2025-2028.

Moving forwards there will be a greater focus on narrowing the gap in attainment through curriculum design and implementation, with all staff new to the profession, new to the academy or in a supporting role, trained in the science of learning and successful strategies to support disadvantaged students in the classroom. This alongside clear routines for teaching and learning that support disadvantaged students to be successful in lessons. Classroom drop-ins and work scrutinies, when possible, will assess the learning of pupil premium students and this will be disseminated, through Directors of Learning Zones and Heads of Subjects to share best practice. Additionally, departments are able to put in

requests for a range of resources and experiences for Pupil Premium students including bids put into the trust central bidding process.

We will prioritise reading and literacy through a whole school reading strategy, which will support disadvantaged students to further develop their literacy knowledge - this continues to be an area of focus due to starting points on entry to the academy.

Cultural Capital

Use of the Pupil Premium has ensured that additional opportunities have been offered to our students to raise their cultural capital.

The list is extensive but includes: The brilliant club, Jamie's Farm, Eden Project Trip, museum, theatre, zoo, college, and concert trips and access to educational experiences in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia
Universify	Universify
Big Solutions	Big Solutions
Girls Out Loud	Big Sister
Green Power	Green Power Education Trust
The Girls Network	The Girls Network
Ambition for Generation	Ambition for Generation
GM Higher	GM Higher
In2University	In2University