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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 Rathbone
Number of pupils in academy	70
Proportion (%) of pupil premium eligible pupils	83.82%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26
Date this statement was published	01/11/25
Date on which it will be reviewed	01/09/26
Statement authorised by	Stephen Brice
Pupil premium lead	Sean Jones
Governor / Trustee lead	Liza Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72 520
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,520
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

Ultimate Objectives for our Disadvantaged Children

We are ambitious for all our pupils, including our disadvantaged children, and aim to ensure they thrive personally, emotionally, and academically. Our ultimate objectives are that they will be:

- Ready for their Next Steps: Successfully progress to secondary-aged learning and beyond , equipped with the necessary skills, knowledge, and understanding.
- Literate, Numerate, and Effective Communicators: Demonstrate a core focus on literacy and numeracy , be vocabulary-rich, fluently read and write, and communicate effectively.
- Thriving Individuals: Develop the character and emotional resilience required to succeed, showing the qualities needed to thrive in the 21st century. They will be independent learners, aware of the world around them, and positive towards their future.
- Successful Contributors to the Community: Display Co-op Values and Ways of Being (such as self-help, responsibility, solidarity, equity, and equality) and have the social skills to thrive , showing consideration for others. They will have the breadth of skills and experiences needed to access and be successful in their learning, free from cultural barriers (Do what matters most).

How our Current Pupil Premium Plan Addresses these Objectives

Our Pupil Premium Strategy is a multi-year plan (currently in its first year) focused on three key areas identified using the EEF Implementation Guidance Report: Communication, Language and Literacy (CLL); cultural and aspirational opportunities; and readiness for learning. We follow the EEF's tiered approach, allocating funds to high-quality teaching , targeted academic support, and wider strategies.

Tier 1: High-Quality Teaching (Do what matters most)

- We focus on securing the best possible educational provision for our pupils through outstanding and expert practitioners:
- Expert Primary Practitioners: Our strategy directs funding to upskill our high-quality teachers through bespoke CPD to ensure fidelity to our planned, progressive, and ambitious curriculum.
- Specialist Curriculum Provision: We have secured specialist teachers in Sports and Spanish (MFL) to ensure a broad and balanced education and to enhance curriculum delivery, making learning irresistible.
- Trauma-Informed Practice: We take advice from external consultants in trauma-informed behaviour approaches to ensure adults understand the impact of toxic stress and can remain calm , promoting a settled and safe learning environment.
- Phonics and Maths Programmes: We embed a synthetic and systematic programme of Phonics/Early Reading (ReadWriteInc), supporting our phonics-first approach , and an acceleration in Maths (White Rose Maths), ensuring a strong focus on literacy and numeracy.

Tier 2: Targeted Academic Support (Equipped to progress)

We ensure targeted support meets the specific needs of our disadvantaged pupils, particularly those with Special Educational Needs (100% of our PP children have SEN status):

- Individualised Support: We utilise Learning Support Assistant intervention to tailor teaching and address identified gaps. This is informed by rigorous data analysis,

including standardised assessments (NGRT, NTS, CAT4), QLA, and SEND primary areas of need.

- Curriculum Adaptation: Our specialists and teachers use EHCP outcomes and Pupil Passports to design and implement adapted learning and targeted support, ensuring all pupils are challenged and stretched while their needs are accommodated.

Tier 3: Wider Strategies (Show we care and Succeed together)

We aim to develop the whole child, fostering personal growth and promoting pro-social behaviours and a sense of community:

- Cultural Capital and Aspiration: We provide a range of cultural experiences both in and out of the classroom through trips and residential visits (supported by our own mini-bus), as well as specialist visitors (sports coaches, authors, community workers). This instills a love of learning and makes pupils more aware of the world outside of Liverpool.
- Emotional and Social Development: We embed two powerful initiatives: 'Cognitive Behavioural Therapy' (endorsed by the NHS) to explicitly address mental health issues and SkillsBuilder (endorsed by CIAG) for career-related learning. Our Safeguarding and Wellbeing Managers run the Emotional Literacy Support programme, which equips children with metacognitive strategies for resilience in the face of adversity, supporting them to become emotionally resilient and more able to self-help.
- Welfare and Attendance: Part of our Attendance and Welfare Officer's salary is funded by PP to further aid capacity for home visits and regular attendance review meetings, highlighting PP pupils and setting targets. This supports our commitment to pupils being safe and healthy in life and within relationships.
- Community and Family Support: We run regular workshops for parents to support with paperwork, communication, and advice on significant healthcare topics (dentist, doctor, diet). We also facilitate links with the local community family hubs, providing effective sign-posting to a network of professionals (Nurses, SALT, Educational Psychologists, etc.).
- Resilience and Self-Help: We offer an enhanced enrichment programme including sports, games and teambuilding to support resilience and self-regulation. Full access to our on-site mentor specialising in Early Help.
- Outdoor Learning (promoting SEMH through talk and our trained forest school practitioners) reinforces pupils' ability to take responsibility and self-help.

Challenges

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

Challenge number	Detail of challenge
1	<i>Loss of learning on entry into school (either through permanent exclusion, seclusion or reduced timetables in mainstream settings)</i>
2	Poor Speech and language and vocabulary knowledge
3	Emotional regulation and metacognition

4	Ability to play, move with control and listen
5	Fine and gross motor skills
6	Poor literacy and numeracy skills
7	Low parental engagement
8	Limited future aspirations; low value on education
9	Concern/worry about home or trauma (including attachment) (Domestic Violence; poverty, family dysfunction affect a lot of our children)

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
<i>To develop a culture where communication, language and literacy is at the heart of our curriculum</i>	<p>Improved speech, language and vocabulary use in KS1 impacting on improved results in Y1 reading assessments.</p> <p>All physical speech impediment pupils make significant progress in their enunciation and social interaction language (3 pupils) using the NHS speech and language toolkit and dedicated training from the trust SALT director https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit/</p> <p>An increased number of disadvantaged pupils being able to write with cohesion at the end of KS2.</p> <p>An increase in the number of disadvantaged pupils meeting expected Reading standard at the end of KS2 in Year 1 of PP strategy (currently 15%)</p> <p>An increase in the number of disadvantaged pupils meeting expected Phonics standard at the end of Year 2 (in Year 1 of PP strategy) (Currently 10%)</p> <p>Whole school culture where children recognise reading as a key and integral skill which opens the door to their future; pupils to independently talk about this in Pupil Voice opportunities</p>
Embed a proactive attendance policy that engages with families and secures further improvements in attendance, reduced PA and SA.	<p>For disadvantaged pupils' attendance to be above the national special school average in Year 1 of PP strategy (currently persistent absenteeism is at 30% and severe absence at 4.8%)</p>

	<p>Regional Director reports to identify significant improvements in attendance in all year groups by Spring Term 2026</p> <p>Regional Director reports to identify significant improvements in our support for children with significant attachment and trauma difficulties outlining how less learning is being disrupted due to these behaviours</p> <p>Pupils to be able to describe their learning in all curriculum areas in Pupil Voice surveys and discussions, including in the foundation subjects</p> <p>Parent survey to be completed by parent body in Year 1 of PP strategy and increased engagement in parent engagement in all workshops across Year 1 of PP strategy</p> <p>Continued improvement in the number of Level 1-4 behaviour incidences due to improved emotional regulation and embedded 'Ways of Being' values by summer 2026.</p>
To close the gap and reach the expected standards in maths	<p>An increase in the numbers of disadvantaged pupils meeting expected Maths standard at the end of KS2 in Year 1 of PP strategy</p> <p>Support and bespoke training from trust Maths Director (Sarah Thornton) in specific small group tuition in maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Children to identify themselves as being mathematicians and see the purpose of learning Maths; captured in Pupil Voice surveys across the school</p>
To close the gap in cultural opportunities impacting on vocabulary, experience, confidence and future aspirations	<p>Academic Calendar demonstrates increased opportunities including trips, visits, career experiences, cultural opportunities and</p>

displays populated with this information by summer 2026 with disadvantaged children using new vocabulary and memories to recall from these experiences - captured via pupil voice and parental feedback

Full pupil parliament programme to be fully embedded with all pupils knowing which children lead on what and understand the positive impact that they make

Pupil Parliament engages with other local Co-op Academies and local schools/ organisations.

Writing opportunities with improved experiential vocabulary seen in children's books

Regional Director reports, Link Academy Community Council

visits and Academic Reviewers highlight a school culture focused on giving disadvantaged children that 'step up' in life i.e. books marked first, student leaders representing disadvantaged community, high number attending clubs and enrichments

Introduce a programme of career skills within PSHE programme impacting children feeling more confident to talk and take a risk and speak effectively

Pupil Voice and book work captures our curriculum drive to address racism and sexism and sexual harassment, and promotes equal opportunities.

Reports from the places our school visits to state how engaged our children are in their learning off-site by summer 2026.

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		£ 28706
Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist MFL (Spanish) teacher employed for whole class work in KS2 £5040	EEF identifies communication and language approaches that consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/foreign-language-learning https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1, 2, 3, 4, 5, 6, 7
Cookery teacher, nutrition lessons in addition to the Design & Technology curriculum £7990	Cooking is a valuable life skill which is often linked with improved diet quality, such as improving the uptake of fruit and vegetables and an increased recognition of healthier foods. In a UK survey of 2000 residents, 'learn to cook' was rated as the fifth most important life skill for modern living (the highest non-tech skill) following 'searching the internet,' 'operating a mobile phone,' 'connecting WiFi' and 'mastering online banking,' demonstrating public interest in learning cooking skills. Cooking skills have been increasingly used on their own and as part of other initiatives as a preventive measure to address diet-related diseases including obesity. In recent years there has been an increase in cooking skills and food skills interventions as a means to improve dietary outcomes. This research highlights the importance of learning cooking skills at an early age for skill retention, confidence, cooking practices, cooking attitude and diet quality. https://ijbnpa.biomedcentral.com/articles/10.1186/s12966-016-0446-y	1, 8, 9

Specialist Outdoor Learning mentor employed with specialist skills in SEMH strategies (0.5 timetable) £13,436	<p>Specialist Outdoor Learning mentor employed with specialist skills in SEMH strategies £16,000 The focus with our outdoor learning interventions is not on the outdoor provision itself but the opportunity to model self-regulation and collaboration and to provide sensitive and difficult 'feedback' from a specialist SEMH mentor in a calming and engaging environment.</p> <p>The EEF outlines this type of verbal feedback has a high impact of 7months+. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 8, 9
Curriculum development CPD for staff whilst observing high engagement activities with pupils where specialist teachers demonstrate Best Practice (SEND Director led sessions) Staffing costs to facilitate= £2240	EEF identifies Behaviour Engagement strategies can have a moderate impact on learning, but more importantly outlines how necessary this if for broad and balanced learning to take place EEF looks at self-regulation through the development of executive function and reports this is consistently linked with successful learning, especially problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress (EEF 2018)	3, 4, 5, 6

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

Budgeted cost	£ 30,680
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Activity	Evidence that supports this approach	Challenge number(s) addressed
NTS Assessments- SHINE interventions £2,372.80	Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning. This information should be used to inform subsequent teaching and learning activities. Without good baseline assessment – a strong starting point – it is impossible to measure progress well.' Extract: Assessment and Monitoring Pupil Progress – EEF (Education Endowment Foundation)	

	https://media.hachettelearning.com/media/medialibraries/hodder/images-and-documents/whitepapers/shine-impact-report-web-2.pdf	
Read Write Inc Phonics £1526.35	Read Write Inc. Phonics and Fresh Start teach children to read and write through a systematic approach to literacy rooted in phonics. Read Write Inc. Phonics is for children in Reception – Year 4 (age 4–9) and begins with 20-minute daily lessons in term 1 of Reception, building up to an hour a day for children in Year 1 and above. Most children complete the programme by the first term of Year 2 while those in need of further support may continue until the end of Year 4. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	
2x LSAs (0.5) to deliver Read Write Inc Phonics and 'Shine' interventions= £26, 780.85	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

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

Budgeted cost		£ 13134
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sand Play Therapy-Brighter Days Ahead CIC</i> £6480	Sandplay therapy can reduce anxiety, withdrawal, and social behavioural problems in school-age children with chronic diseases, as well as relieve anxiety and depression symptoms in their caregivers. Effects of sandplay therapy in	1, 3, 8, 9

	<p>reducing emotional and behavioural problems in school-age children.</p> <p>The results showed that symbolic and imaginal expression, core mechanisms of SPT, are strongly influenced by the cultural context. This promotes the development of local symbolic systems and enhances SPT's cross-cultural adaptability. Practically, SPT has been widely applied with children, adolescents, and adults, showing notable positive effects on trauma recovery, emotional regulation, and social adaptation.</p> <p>Forty years of sandplay therapy research: A systematic review with insights into emerging digital applications.</p>	
Seedlings £4226	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	3, 7, 8, 9
Cognitive Behavioural Therapy £2,158.80	<p>Cognitive behavioural therapy (CBT) is a recommended treatment for many mental health problems, such as: depression, including social anxiety, phobias and obsessive compulsive disorder (OCD) post-traumatic stress disorder (PTSD) eating disorders, including anorexia and bulimia, bipolar disorder personality disorders CBT can also help with other conditions including: sleep problems, such as insomnia, irritable bowel syndrome (IBS) chronic fatigue syndrome (CFS)</p> <p>https://www.nhs.uk/tests-and-treatments/cognitive-behavioural-therapy-cbt/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3, 7, 8, 9
Lego Therapy Training £270 and staffing cost to deliver.	<p>Play-based learning approaches have a moderate positive impact (+ four months) on learning outcomes. The evidence base for play-based learning is not strong or consistent, but does indicate a clear relationship between play and early learning outcomes. On average, the studies of play that measure impact found that</p>	1, 3, 8, 9

play-based learning approaches improve learning outcomes by approximately four additional months.
<https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning>

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 2024 to 2025 academic year.

Pupil premium strategy outcomes

The academic year 2024/25 represented a crucial period of strategic development for the school, driven by a commitment to ensure all pupils, particularly those eligible for Pupil Premium funding, received the highest standard of support and opportunity. The Pupil Premium was strategically deployed to target key areas—intervention, support plans, and curriculum development—with a rigorous, evidence-based approach.

Pupil Premium: Outcomes for 2024/25

1. Strengthening Intervention and Personalised Support Plans

A core focus of the Pupil Premium strategy for 2024/25 was the development of robust, personalised support to remove barriers to learning and address social, emotional, and behavioural needs.

Personalised Support Plans: The funding was instrumental in allowing the team to implement and monitor personalised support effectively. The school focused on providing personalised support through Pupil Support Plans and Personal Handling Plans. This included dedicated training for staff on effective reporting and half-termly monitoring of these plans by school leaders. The aim was to ensure that all staff can implement agreed actions on these plans and that there is comprehensive record keeping of pupils.

Behaviour and Attendance Interventions: The Pupil Premium supported the overarching objective to ensure consistent strategies to improve pupils' behaviour and attendance were in place. A key initiative was the implementation of consistent behaviour expectations and consequences, which involved Staff Continuing Professional Development (CPD), staff consultation, and the roll-out of a new Behaviour Policy. The intended impact was a reduction in the number and length of physical interventions, an improvement in the quality of incident reporting, and the application of a consistent approach to consequence and reward by all staff.

Impact Monitoring: To ensure accountability, the school committed to compiling Case Studies to highlight impact. This ensured that the impact of interventions on high-risk pupils was captured through regularly updated pupil incident logs and showed a measurable reduction in physical interventions and an improvement in attendance. Furthermore, a systematic procedure was developed for new pupil intake to ensure needs of pupils are assessed and understood prior to transfer.

2. Enhancing Curriculum Development through High-Quality Teaching

While the SDP's primary focus was on behaviour and support, the Pupil Premium indirectly drove curriculum enhancement by prioritising high-quality teaching, recognised as the single greatest factor in closing the attainment gap.

Consistent Expectations and CPD: The investment which included Staff CPD and Behaviour Monitoring and Modelling, directly elevated the quality of teaching and consistency in the classroom. By ensuring staff confidence and safety, and by developing a system of Natural and Logical Consequences, teachers were better equipped to deliver a challenging, stable curriculum to all pupils.

The continuous improvement cycle was embedded through regular fidelity checks, such as Behaviour Learning Walks and a Staff Behaviour Quiz, ensuring the high-quality curriculum was delivered with consistency and precision across the school.

The dedication and strategic planning demonstrated during the 2024/25 academic year were integral to the school's preparation for a significant milestone. The school formally transferred from Ernest Cookson School to Co-op Academy Rathbone on 1st July 2025. This transition marked the start of a new, long-term sustainable future for the academy, where the strong, evidence-based foundation laid by the 2024/25 Pupil Premium strategy will continue to drive inclusion, high aspirations, and academic success for all its pupils.