Pupil premium strategy statement (23/24 to 25/26)
Reviewed - December 12th 2025

Co-op Academy North Manchester

This statement details our academy'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1268 (as of 9.12.25)
Proportion (%) of pupil premium eligible pupils	48.26% (612)
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)	2023/24 - 2025/26
Date this statement was published	9th December 2025 (republished)
Date on which it will be reviewed	1st December 2026
Statement authorised by	T.Sloper Russell, Principal
Pupil premium lead	L.Parkinson, AVP
Governor / Trustee lead	Keela Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 747,125
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£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*	£747,125

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, challenges or socio-economic circumstances, make good progress and achieve well during their time at Co-op Academy North Manchester.   The core focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring progress for those with additional needs and for those who are already identified as high attainers.

Our aims are to :

- To raise the attainment and achievement of pupils in receipt of pupil premium across all year groups so that they achieve more closely in line with their non-disadvantaged peers.
- To ensure all pupils read with the fluency and confidence needed for them to fully engage with the curriculum
- To ensure that pupils who require additional social, emotional and behavioural support receive the necessary interventions within a timely manner.
- To ensure that mid-term admissions who are in receipt of PP funding are supported in their induction into the academy, ensuring they have what they need to access our curriculum, catch up on what they have missed and experience the full range of opportunities we offer.
- To improve and secure good attendance for all pupils, with particular focus on ensuring that disadvantaged pupils attend at least as well as their non-disadvantaged peers.
- To enable high levels of participation in a wide range of extra-curricular and enrichment activities.
- To secure positive destinations (0% NEET) for all pupils, including those in receipt of pupil premium funding.

At the heart of our approach is a skillfully planned curriculum, with clearly identified 'know how' and 'know thats'. This is coupled with a commitment to ensuring that day to day classroom practice is high quality and is centred around our research-informed Teaching and Learning Framework which, in turn, is designed to support disadvantaged learners to succeed.
We believe that the classroom is where we can make the biggest impact in ensuring that disadvantaged learners are not left behind.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- ensure high quality assessment design is an integral part of curriculum planning so that teachers have the granular diagnostic information they need to identify gaps and support pupils' progress further
- ensure curriculum design and implementation is not predicated on presumption, but instead mitigates potential disadvantage by careful attention to resourcing and knowledge sequencing
- ensure that expectations are high for all pupils and that staff can effectively challenge and support pupils to excel
- enable teachers and leaders to identify and intervene at the earliest opportunity

Challenges

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

Challenge number	Detail of challenge
C1	**Reading** Assessments of reading ages on entry (and when reviewed for some pupils annually) indicate that : - Y7 (2023 entry), disadvantaged pupils have a reading age which is 6 months lower than non-disadvantaged pupils on average - fewer Y7 PPY pupils read at their chronological age or above than their PPN peers upon entry - the PPY/PPN numbers for those that read at or above their chronological age evens out throughout year 8 and 9 - for those pupils whose reading age is significantly below their chronological age, more of these are disadvantaged pupils (and more of these are boys) <u>2024-25:</u> Data gathered from the ART testing indicates that the average reading age of the disadvantaged pupils (2023 entry) and the average reading age of non-disadvantaged pupils has now evened out (PPN = 12.27, PPY = 12.25). The pattern of disadvantaged pupils entering the academy with lower reading ages than their non-disadvantaged counterparts continues year on year, but this data suggests that the disadvantaged pupils make more gains as a result of the academy's Reading Curriculum offer. For this cohort, there are currently 34 pupils reading significantly below their reading age. Of these 34, 19 are PPY and 15 are PPN. Of the 19 PPY, 11 are boys and 7 are girls. Whilst this data suggests that PPY boys are still slightly behind and there is still work to be done, the gap is diminishing.
C2	**Attendance** Our attendance data for the end of academic year 2022/23 indicates that attendance among disadvantaged pupils has been 6.7% lower than for non-disadvantaged pupils. 38% of disadvantaged pupils have been 'persistently absent' compared to 13% of their non-disadvantaged peers during that period. On average, disadvantaged pupils in the 2022/23 cohort were in school for 12 days less than their non-disadvantaged peers. Our assessments, observations and analysis indicate a strong correlation between higher absence and lower achievement. <u>2024-25:</u> Attendance data at the end of the 24/25 academic year indicates that attendance amongst disadvantaged pupils has been 7.5% lower than for non-disadvantaged pupils. 46.7% of disadvantaged pupils have been persistently absent compared to 25.5% of their non-disadvantaged peers. 9.7% of disadvantaged pupils were severely absent in comparison to 3.5% of their non-disadvantaged peers.
C3	**Securing stability, safety and outcomes for pupils with multiple complex challenges** Disadvantaged pupils are significantly represented within the small number of pupils in each year group who present with multiple complex factors (poor attendance, SEND additional needs, being at risk of serious youth violence and criminality, being at risk of repeated suspension / exclusion, and significant lost learning), and for whom on site alternative provision is appropriate. Across 2019, 2022 & 2023, our detailed assessment and observation of these pupils indicates that the cumulative impact of these challenges has historically led to poor outcomes at KS4 (between -2.37 & -3.15 A8 below all pupils, between -1.41 & -2.98 P8 bellow all pupils).

	2024-25: Outcomes for SEND and Pupil Premium pupils in 2025 where the highest the academy has achieved. The gap to non-SEND was in line with the previous year whilst improving the outcomes for both cohorts significantly. This reflects a 4 year trend of improvement for pupils with an EHCP, increasing from an A8 of 1.54 in 2022 to 3.11 in 2025 with the number of pupils receiving an EHCP increasing from 8 to 17 in 2025.	
C4	**Emotional regulation and wellbeing** Our internal assessment, observations, and discussions with pupils and families through our pastoral systems has identified social, emotional and mental health issues for many pupils which has led to an increase in identified SEMH needs. Difficulties such as anxiety, depression (diagnosed by medical professionals), low self-esteem, attentional difficulties and the impact of previous and sometimes ongoing trauma have all increased. Concern about catching up lost learning and exams/future prospects are significant factors. These challenges particularly affect disadvantaged pupils, including their attainment. **2024-25:** Teacher referrals for support remain high. 153 pupils (118 of whom are disadvantaged) currently require additional support with social and emotional needs, with 37 (23 of whom are disadvantaged) currently receiving small group interventions and 15 (all of whom are disadvantaged) are accessing bespoke 1:1 drama therapy. In-school therapeutic support is not appropriate for pupils who are accessing other forms of support from external agencies, such as CAMHS, 42nd Street or M-Thrive. There are also two in-school counselling offers - one running four days per week to support pupils who may not be on the SEND register with a longer-term SEMH need but do need short-term support around their mental wellbeing and another offer from Manchester Minds designed to coach pupils to solution-find and work through issues. In September 2025 Key Stage 3 Waves was established, Waves is an additional class in core subjects which caters for pupils with significant cognition and learning needs with a supported group in the mainstream for all other curriculum subjects at Key Stage 3. KS4 Pathways is an ISAP provision which supports pupils with SEMH needs at KS4 and operates a Progress 5 model.	
C5	**KS4 Outcomes for Disadvantaged pupils** Since 2019, the attainment of disadvantaged pupils has improved (by about half a grade on average) and the PP gap has narrowed very slightly. For progress, the P8 for PP pupils has improved from -0.89 in 2019 to -0.33 in 2023, but more rapid improvement for non disadvantaged pupils (-0.37 to +0.38) has meant that the PP gap has widened. Summer 2023 KS4 results show fewer disadvantaged pupils reaching grade 4 and 5 thresholds in Maths than in English. On average, disadvantaged pupils attain around half a grade lower than their peers in English and Maths (slightly worse in Maths). Overall, disadvantaged pupils' progress was lowest in the Ebacc and Open buckets. Aggregate across all qualifications, the pupil groups within the 2023 disadvantaged pupils where there was the biggest negative gap for PP pupils were PP high attainers and PP SEND pupils. The main 4 challenge areas therefore are : - further improving attainment in Maths with a focus on narrowing the gaps at the 4+ and 5+ thresholds - further improvement at all grades in Science for disadvantaged learners - further improving outcomes for PP pupils with SEND - further improving outcomes for HAPP pupils **2024-25:** There has been a positive trend of improving outcomes for all demographics between 2022 and 2025, with cohort 2025 achieving the academy's highest ever A8 at 42.37:	

A8	2022	2023	2024	2025

	All	4.19	4.01	3.67	4.24
	Eng	4.70	4.30	4.01	4.63
	Maths	3.86	3.77	3.44	4.16
	EBacc	4.10	4.01	3.57	4.06
	Open	4.15	3.97	3.69	4.20

The attainment of 3.76 for PP pupils represents the second highest attainment score since 2019 second only to the first year of exams post-covid when exams were amended. The average grade for PP pupils in English was 4.19, Maths 3.68 and Science 3.44. For English this represented an improvement of +0.73 from 3.46 in 2024, for Maths an improvement of +0.60 from 3.08 in 2024 and in Science an improvement of +0.64 from 2.80 in 2024.

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
1. Reading Improved reading age / reading ability, fluency and comprehension among disadvantaged pupils.	As a result of both targeted reading intervention and a whole-school approach to reading development across the curriculum : ●the gap continues to be be closed for the proportion of PPY/PPN pupils that can read in line with or above their chronological age ●the number of pupils whose reading age is significantly below their chronological age is negligible by the end of their first year in school (for those pupils without other significant SEND barriers), and that PPY pupils are not over represented in this group ●there is evidence of high impact in improving reading (for those pupils that are behind) in their first year at the academy, with continued impact for those that are not yet at age related standards in subsequent years ●reading fluency and comprehension improves which, in turn, unlocks greater engagement and achievement across the curriculum.
2. Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained and improved attendance by 2025/26 demonstrated by: ●the unauthorised absence rate for all pupils to reduce by 2% ●the difference between disadvantaged and non-disadvantaged absence to school to be reduced by 4% (by way of improved PP attendance rather than NPP decline)
3. Outcomes for pupils requiring on-site alternative provision	●attendance tracking will evidence a sustained improvement in attendance as a result of accessing the Waves/ Pathways provision (compared to previous) ●behaviour and exclusions data will evidence a reduction in negative behaviour logs and a reduction in suspensions compared to before pupils accessed the provision ●case studies will evidence how successful engagement with Pathways provision (and the wrap around support) has prevented pupils from being permanently excluded - the deployment of subject-specialist teachers into the provision will result in pupils being entered for at least 5 qualifications in Year 11, and will evidence improved outcomes

	- in the KS3 Waves provision, pupils will either successfully reintegrate into mainstream lessons or will have been supported, through diagnosis, to more specialist provision to meet their needs
4. SEND / Emotional regulation and wellbeing Improved emotional regulation and wellbeing for all pupils.	Improved and sustained emotional regulation and wellbeing by 2025/26 demonstrated by: ●Qualitative data from pupil voice and PASS survey results indicate improvements in wellbeing. ●Qualitative data from parents' surveys and teacher observations indicate improvements in wellbeing. ●Quantitative and qualitative data shows that provision is made for pupils that need additional support and that this impacts positively on how these pupils engage and thrive ●Quantitative behaviour / attitudes and rewards data sets show positive impact of intervention and provision for identified pupils
5. KS4 Outcomes for Disadvantaged pupils Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4, with particular focus on : ● further improving Maths ● securing better outcomes in Science ● further improving outcomes for PP pupils with SEND ● further improving outcomes for HAPP pupils	By 2025/26, KS4 outcomes demonstrate that disadvantaged pupils achieve: ●an average Attainment 8 score of at least 4.5 ●an improved progress measure, driven by improved Science outcomes ●the progress gap for SEND PP and SEND NPP pupils is closed (or negligible) ●the progress gap for HA PP and NA NPP pupils is closed (or negligible)

Activity

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: £393,225 (Dec 2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
T1 Improving literacy in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](#) guidance. Implementation and development of a reading and fluency curriculum that runs through all subject areas. Professional development and planning time focussed on how this can be most	Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: [Improving Literacy in Secondary Schools](#) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: [word-gap (Oxford University Press)](#)	1,2,3,5

powerfully implemented in each subject area.	The National Literacy Trust demonstrates research which shows the issues that can arise when there is a reading deficit. https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/	
T2 Extra lessons in Y7 and Y8 on the Reading Curriculum to improve pupils fluency and develop a love of reading for pleasure.	As above	1,2,3,5
T3 Plan and deliver CPD on Developing metacognitive and self-regulation skills in all pupils.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Teaching and Learning Toolkit | EEF https://researchschool.org.uk/durrington/news/why-is-metacognition-so-important-yet-ellusive	3,5
T4 Create a revised Teaching and Learning Framework built upon some of the most powerful and proven strategies to secure learning, with particular focus on how to ensure that disadvantaged learners are not left behind. Deliver training to develop high quality teaching and learning approaches and build monitoring of this into QA processes.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3,5
T5 Devise and deliver a targeted three year strategy for the cohort of 2024 who present significant challenges. To include: targeted workshops, careful timetabling decisions, recruitment, careers, residentials, tightly focused TLR responsibilities, curriculum development and monitoring, 'gridded out' lessons etc to combine to form a strong package of support.	DfE Supporting School Attendance EEF Toolkit EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance EEF: Special Educational Needs in mainstream schools Gatsby Benchmarks	1,2,3,5

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

Budgeted cost: £729,587 (Dec 2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAS1 Deliver well-evidenced literacy interventions for pupils that require additional support with basic phonics / reading fluency and reading comprehension.	The Ruth Miskin Fresh Start programme shows clear evidence of improving reading ages. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	1,2,3,5
TAS2 Deliver well-evidenced cognitive and well-being interventions for pupils that require additional support to access the wider curriculum. Ensure that staff delivering intervention sessions are suitably trained and skilled, that the intervention itself is carefully planned with identified success criteria and that impact is evaluated.	The EEF guidance on the use of teaching assistants for both in-class and out-of-class interventions shows positive improvements for pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,4,5
TAS3 Facilitate, develop and monitor the KS3 and KS4 Waves and Pathways provisions which are used to intervene with pupils who are struggling to continue within a mainstream setting and may face multiple complex challenges including attendance, safeguarding, being at risk of repeat suspension or exclusion etc. Both Key Stage provisions require careful curriculum planning, specialist staffing and additional support services. Further develop the scope of the KS3 Pathways provision to include a wider range of inclusive and therapeutic approaches, including development of outdoor space and a 'forest school' element. This will better support pupils with SEMH / MLD needs either through supported reintegration or supported diagnosis and specialist provision.	EEF Toolkit EEF Social and Emotional Learning EEF: Special Educational Needs in mainstream schools	2,3,4,5
TAS4 HLTAs and TAs to provide a range of English, literacy and numeracy intervention work in addition to behavioural and SEMH interventions. These include catch up literacy	EEF Guide: Making Best Use of Teaching Assistants EEF Reading Guidance Alex Quigley: Closing the Reading Gap DfE Reading Framework	1,2,3,4,5

programmes, reading interventions, guided reading and clubs and reading challenges. Training and CPD is organised for those who deliver these programmes.		
TAS5 Academic mentors to provide a range of academic support to pupils in each year group, including: ● individualised support ● small group intervention sessions ● support within lessons ● high quality removal intervention sessions ● after school interventions and learning support sessions	EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit	1,5
TAS6 Creation and provision of : ● resource packs for revision for all PP pupils. ● homework packs contain key materials to support learning at home. ● additional resource workbooks to be provided to HABL PP pupils.	EEF Toolkit EEF Remote Learning Guidance	3,5
TAS7 Release time to enable CPD opportunities for TAs and HLTAs with Co-op Bebington to support them to deliver reading intervention schemes to PP pupils within a specified reading age range.	EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit	1
TAS8 Multiple tuition groups for EAL pupils who are also PP. Progress of EAL pupils is tracked in line with the research methods learnt on the Bell Foundation course. EAL support and strategies offered to all staff. Small language acquisition groups set up and progress within these is tracked.	Bell Foundation resources / EAL banding EEF: English as an additional language guidance	1,5
TAS9 Delivery of programmes linked to emerging local and national trends to support SEMH and pupil wellbeing e.g. sexual violence and sexual harrassment. All staff to receive relevant training.	EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance KCSIE	2,3,4
TAS10 Additional assessments and support through EP / SALT / art therapist in order to provide a greater understanding of pupils' needs and relevant training for staff in these areas. Counselling services are also available across the academy (counsellors are employed by the academy) and an additional day of nursing is in place to provide for pupils' health and wellbeing needs. AAVP lead role created to co-ordinate a vulnerable pupil strategy.	EEF: Special Educational Needs in mainstream schools EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit	2,3,4.
TAS11	EEF: Special Educational Needs in mainstream schools	1,3,4,5

Supplementing Teaching Assistant staffing, as high needs funding for SEND pupils does not cover all of the associated costs due to a number of pupils joining the academy who do not have identified SEND needs, but on assessment do require additional support.	EEF Guide: Making Best Use of Teaching Assistants EEF Toolkit	
TAS12 Yr 11 residential to Ghyll Head to target key pupils in the run up to the GCSE examinations and provide support for English, Maths and Science.		5

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

Budgeted cost: £177,686 (Dec 2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
WS1 Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures. Attendance/support officers used to improve attendance. Introduction of strategies such as Race to 50 cards / Attendance Streaks / revised delegated attendance leadership model / closer links between attendance and SEND teams / development of predictive and preventative data modelling / focus on getting beneath non-attendance to drivers.	DfE : Working together to improve school attendance. 'Listening to, and learning from, parents in the attendance crisis' September 2023 Dr Sally Burtonshaw & Ed Dorrell 'Attendance Drivers' Marc Rowland & Unity Research School	2,3,5
WS2 Adoption of behavioural therapy interventions where appropriate to support pupils who require help with regulating their behaviour and emotions. Time to be set aside to ensure staff leading on these interventions are appropriately trained and teaching staff have an understanding of strategies that could help support pupils during lessons.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund) Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	4
WS3 D Deliver well-evidenced reading sessions to support pupils with reading comprehension and fluency.	The National Literacy Trust demonstrates research which shows that reading can improve wellbeing. https://literacytrust.org.uk/research-services/research-reports/reading-for-mental-wellbeing-in-2023/	1,4,5

WS4 Development and resourcing of the Academy Library, employment of Librarian and proactive approach to promoting and celebrating reading and the enjoyment of reading. To improve the provision of books within the library in order to encourage PP pupils to read for pleasure. Audit of books to be completed and purchase of books to further enhance the provision. Initiatives to increase reading for pleasure to be rolled out within the library and as part of the extra-curricular timetable. Author visits / competitions to be organised. Reading buddy programme to be extended across year groups to encourage reading aloud. Family reading opportunities to be increased.	As above	1,4
WS5 Additional staffing and resources to support home learning clubs at different times during the school day. Homework Hub will also be available to support pupil learning before school, after school and lunch.	EEF Toolkit EEF Remote Learning Guidance	5
WS6 A range of strategies are employed to increase arts participation for PPY pupils. Weekly music lessons are offered free to all PPY pupils in Y7 and heavily subsidised lessons continue in subsequent years.	EEF Toolkit EEF guidance on Arts Education	2,4,5
WS7 Organisation of trips/visits to enhance the learning experiences of pupils and to invite local musicians/theatre companies/dance companies into the academy with at least one experience on offer for pupils each term in order to increase cultural experiences for pupils E.g. Abram Wilson Project	As above	2,4,5
WS8 Additional pastoral capacity in place (HOY / AHOY / pastoral team structure) to support pupils with behaviour, attitudes, wellbeing, attendance and academic support.	DfE Supporting School Attendance EEF Toolkit EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance	2,3,4,5
WS9 Additional capacity added to the safeguarding team (additional DDSL and large team of staff trained at DSL level) in order to support the overlapping needs of pupils with complex circumstances. A programme of family learning and targeted support is also offered to PP families and pupils.	KCSIE DfE: Working together to safeguard children EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance	2,3,4,5

WS10 Remote Learning Manager works proactively with pupils to address under-performance and poor behaviour through reflective conversations. Assists pupils in completing work from any lessons they have missed. One-to-one and small group work before re-integrating into lessons.	EEF Guide: Improving Behaviours in Schools DfE: Behaviour in Schools Guidance	2,4,5
WS11 The implementation and monitoring of a new behaviour curriculum will ensure PP pupils are not over-represented in behaviour data and are no more likely to reach intervention stages compared to non disadvantaged pupils. Structures, routines, communication, deliberate practice, staff training, consistency and quality assurance will create the conditions where disadvantaged pupils feel they belong and can thrive and succeed in line with their non-disadvantaged peers.	As above	4
WS12 MUFC Programme runs throughout the academic year and demonstrates engagement and impact with a large number of PP pupils including transition initiatives. Impact reports from the programme indicate that a range of opportunities have been provided for pupils and that these have a positive impact on attendance / achievement / behaviour data.		2,4,5
WS13 Transition projects to be run to bridge the gap between primary and secondary (see extensive primary transition programme which also includes holiday club programmes run by MUFC.)		4
WS14 A range of resources are available to pupils to support SEMH and promote positive mental health of pupils e.g. Boxall profiling. Specialist mentoring and counselling provision are brought in to support pupils. Additional days of support are also bought back from the school nurse. CPD for staff to support with securing positive mental health / Mental Health First Aiders in post. Key staff deliver mindfulness techniques to identified cohorts of pupils.	EEF: Special Educational Needs in mainstream schools KCSIE	2,4,5
WS15 The Community Engagement plan will ensure the availability of uniform and other sundries so that PP pupils feel an active part of academy life. PP funds to support in removing these barriers where they occur so that pupils can thrive and belong.		2,4

WS16 Raising Aspirations initiatives e.g. CEIAG events, enrichment activities, virtual speakers, panels, subscriptions, refreshments. See CEIAG Plan for Y7-11 STEM leadership position introduced. Greater awareness of post-16 courses and support with the application process. SLT structure to include specific responsibility for developing CEIAG provision / securing positive destinations etc with focus on ensuring that disadvantaged pupils are positively represented in all regards.	Ref : Gatsby Benchmarks	2,4,5
WS17 Free Breakfast offered to all pupils in order to ensure that they have eaten prior to the start of the school day and to increase understanding of the importance of a healthy lifestyle.		2,4
WS18 PASS survey to be conducted with new intake (2023) in order to better identify potential challenges / barriers / attitudinal issues that might prevent disadvantaged pupils (and others) from belonging / thriving / achieving.		2,4
WS19 New resource to be developed to support vulnerable pupils and pupils at risk of non-attendance linked to high levels of anxiety. New leadership position to be created to oversee vulnerable pupils' strategy (including use of this new provision). Focus on ensuring that disadvantaged pupils are targeted to benefit from this additional provision.	DfE Supporting School Attendance DfE : Working together to improve school attendance.	2,4
WS20 Partnership project with Barnardos to work directly with severely absent pupils through the appointment of trained mentors / family outreach / multi-agency working and extended Barnardos support.	DfE Supporting School Attendance DfE : Working together to improve school attendance.	2,4

Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged pupils

The summer 2023 KS4 outcomes showed an improved trend (2019 to 2023) for the academy as a whole and for disadvantaged pupils. Contextually (compared to other schools' level of disadvantaged pupils nationally), the academy was in the most disadvantaged decile of all schools. Comparing the academy's overall P8 score against similar schools also shows a remarkable upward trend (-0.45 difference in 2019 to +0.28 difference in 2023). Pupils make significantly more progress at Co-op Academy North Manchester than in other schools with similar levels of disadvantage.

Although the overall Progress 8 score was still negative (-0.33) for PPY pupils, this has improved significantly from -0.87 in 2019 as a combined result of stronger pastoral leadership, culture, targeted intervention and the whole-school approach to curriculum development and stronger implementation / classroom practice. Attainment has also steadily improved (by about half a grade) for disadvantaged pupils over this time, but the academy is ambitious that this needs to improve still further. From 2019, the attainment (A8) gap has narrowed slightly between PPY and PPN pupils but there is still further work to do to continue to close this gap.

Of all the secondary academies in the Trust, Co-op North Manchester has the highest proportion of PPY pupils that achieved a positive Progress 8 score in the summer 2023 results.

Low ability on entry PPY pupils achieved a positive Progress 8 score, but this was not true for middle or high ability PPY pupils. There remains a focus on securing better outcomes for higher ability PPY pupils - even though the number of these in current cohort profiles is relatively low.

There was a strong correlation between the highest attending PPY pupils and higher progress scores (+0.67) compared to those PPY pupils that were among the lowest attenders (-1.4), and whilst it is true that the latter group included some pupils educated off-site, securing improved attendance for disadvantaged pupils remains a priority in the PP Strategy for the next three years.

Despite concerted efforts to support PP pupils that also had additional SEND needs, the summer progress data indicates a persistent gap between these two groups. This remains a strategic priority in the PP plan and academy ADP.

The trend from 2019 shows remarkable improvement in progress for disadvantaged pupils in the English bucket along with a significant narrowing of the PP gap. The same is also true for the Maths bucket although the gap slightly widened from 2022. The same significant improvement in progress is also evident for the Ebacc and Open buckets although it is also true that non-disadvantaged pupils have improved at a faster rate and the gap has widened as a result.

Science outcomes have certainly improved although they still do not make as positive a contribution for PPY pupils to the Ebacc measures as other subjects.

The rate of mid-term admissions has begun to slow as a result of the academy becoming a school of choice, of year groups being full (and over) in every year group, and because the academy has supported the LA admissions by taking an extra bulge class in 2023. The comprehensive pupil induction process (The CANM Way) continues to offer all new starters a strong start to their time at the academy. Mid term admissions are likely to remain a feature of the academy's profile moving forwards due to the nature and profile of influx/outflux to the city. Current tracking of mid term admissions show that they are not statistical outliers either in achievement or attendance terms.

In terms of the impact of CEIAG strategy and provision at the academy, all pupils leave with a known destination and have been given specialist support / opportunities in making their decision. All Gatsby benchmarks are met and the Quality in Careers Standard has been awarded to the academy in recognition of the strength in this area.

Introduction of the Unifrog platform (launched / delivered as part of the ICT KS3 curriculum and within Personal Development time for KS4) has supported the aspirations of disadvantaged pupils and allows them to access resources to enhance their knowledge and skills as part of their 'careers learning journey'. This helps ensure decisions are fully informed and in line with LMI.

Personal Development time is now delivered throughout the academy as part of form time activities and incorporates CEIAG. This allows for all pupils to understand the range of different job roles and pathways available to them.

NEET strategy has been developed and those pupils at risk of NEET are routinely identified from Year 7 and support is put into place including mentoring and one-to-one appointments with impartial careers advisors throughout their time in school. Disadvantaged pupils are prioritised for support in raising aspirations and providing experience of the workplace. This has ensured that support and guidance meets their needs explicitly.

Work experience is now much more tailored to the needs of the pupils and supports the behaviour and attitudes and safeguarding and attendance policies within the academy.

Parental engagement has improved through consistent communication and more careers information being delivered at all opportunities throughout Years 7-11. The most common platforms of communication include Parent Mail and Google Classroom although the academy has also adopted other methods to engage parents/carers which have further enabled transition into sustained post-16 pathways.

Externally provided programmes

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

Programme	Provider
Serious Youth Violence	Manchester LA
MUFC Foundation	MUFC
Jamie's Farm	Jamie's Farm
First Story	First Story
Big Sister Project - Local School Partnership	Cheadle Hulme School
Duke of Edinburgh Awards	Duke of Edinburgh
Universify	Universify
Intu	Intu
REACH project	Manchester LA
Envision Project	Envision
Barnado's renamed Watchtower attendance / engagement project	Barnardos
Abram Wilson project	Abram Wilson Foundation
Manchester Grammar Volunteer Reading programme	Manchester Grammar School
PASS survey	FL
GL Assessments	GL
Reading Plus	Reading Plus
Lexia Powerup	Lexia
Read, Write, Inc. / Fresh Start	Ruth Miskin Literacy

Part B: Review of the previous academic year (2023-24)

Outcomes for disadvantaged pupils

The Academy Review in March 2023 evidenced secure improvements in all key areas. Behaviour and Attitudes have been identified as a strength in both Trust and external academy reviews. There is a theme in all reviews of 'calm' and 'purposeful'.

Academy attendance for 2023-2024 tracked very close to Fischer Family Trust (FFT) national figures (even given the context of our cohort which has significantly more challenges than national for PP and SEND). Over the year, the academy attendance has maintained and slightly improved by 0.2% between Autumn and Spring which is positive when tracked alongside FFT national data.

When tracked alongside FFT, Co-op Academy North Manchester falls into the 5th quintile bracket for deprivation when considering school context. This is the highest disadvantage bracket. When comparing the Academy year-to-date attendance with other schools in this bracket, the Academy is performing better this year and is +1.8% above other schools.

In addition, FFT data shows that our disadvantaged pupils' attendance is currently +2.1% better than other disadvantaged pupils at other schools nationally who also fall in this 5th quintile bracket.

The Academy attendance has been roughly in line with the Trust attendance throughout the year:

	Academy	Academy (without leavers*)	Trust	National
HT1	90.9%	91.3%	90.7%	92%
HT2	89.5%	90.1%	89.7%	93.2%
HT3	89.2%	89.8%	89.6%	93%
HT4	89%	89.7%	89.5%	93%

*When pupil leavers (those pupils who have left school mid year but who may have had periods of absence prior to their removal) are removed from this data, the Academy has higher than Trust average attendance for these same data sets.

For HT1, HT2 and HT4 the Academy PA rate was lower than the Trust average:

	Academy	Trust	Local
HT1	24.7%	33.6%	20.57%
HT2	32%	32.1%	22.68%
HT3	36.1%	32.5%	26.28%
HT4	29.4%	30.6%	22.87%

HT3 saw a spike in PA and this tracked in line with a 4% increase across other schools across Manchester, but declined again in HT4.

The attendance of pupils with additional needs was 81% and remains a focus for the academy.

"The school has made pupils' attendance a high priority. Working closely with the trust, it analyses absence data and uses the information to implement strategies to improve attendance" OFSTED 2024
Governance is a key strength of the school. The AGC is more diverse, is engaged with school and supports whole school improvement. There is strong evidence across all areas of the school's AGC providing high levels

of support and challenge in key areas. The AGC work closely with the Principal to understand the finance in particular so that the school's focus on inclusion is resourced and therefore successful:
'The trust has supported the school well in improving thus far. The trustees and governors are committed to seeing the school develop further. They have an accurate understanding of the school's strengths and areas of development and hold the school to account effectively.' Ofsted 2024

Co-op Academy North Manchester has a joined up approach to a number of key curriculums, structures and strategies which leaders use to drive whole school improvement in the right ways and in their own and others' areas. For example, the following curriculums are strongly led and implemented but leaders are also careful to ensure they are also joined up and complementary to one another:
- Inclusion Strategy
- Teaching and Learning Strategy
- Curriculum Development Strategy
- Reading Curriculum
- Personal Development Curriculum
- CEAIG Curriculum
- Safeguarding Curriculum
- Recruitment Strategy

Starting points for Year 7 and Year 8 (Year 9 no KS2):

Yr Group	Avg SS	Avg SS <100	PPY <100	PPN <100
7	100.5	47%	32%	68%
8	100.5	55%	35%	65%

From September 2023 to April 2024 for Year 7, there has been a 17% increase in the number of pupils on or exceeding their targets in 5 or more subjects and a 20% improvement in the number of pupils at or above age related expectation in 5 or more subjects. This is a 27% increase for PPY pupils in both measures and 7% and 14% for PPN respectively.

From September 2023 to April 2024 for Year 9, there has been a 31% increase in the number of pupils on or exceeding their targets in 5 or more subjects and a 32% improvement in the number of pupils at or above age related expectation in 5 or more subjects. This is a 42% increase for PPY pupils in both measures and 17% and 19% for PPN respectively. (Year 9 targets based on CAT4).

Maths and English starting points:

	Avg SS <100	PPY	PPN
Y7			
Maths	35%	47%	53%
Eng	30%	44%	56%
Both	22%	53%	47%
Y8			
Maths	36%	53%	47%
Eng	30%	45%	55%
Both	24%	54%	46%

Current data (as of April 2024) has the percentage of pupils below age related expectations for both Maths and English Year 7 and Year 8 as 18% and 21% respectively. This is a decrease for both year groups. Internal reading data shows that pupil premium pupils' reading ages improve more rapidly than non pupil premium pupils.

'The school has designed an ambitious and well-defined curriculum. It has ensured that the order of learning

helps pupils to build on prior knowledge and to connect new ideas. The school has identified the important knowledge that pupils need to know and when it should be taught. This helps teachers to be clear about what they need to teach and the order in which it should be taught.'Ofsted 2024

Pupils' work shows that they are knowing and remembering more. Ofsted 2024

Pupils are happy. They are committed to the school and to serving the community. For example, they enjoy volunteering at different school events. Pupils enjoy a variety of musical clubs and performing on stage. There is a raft of leadership opportunities, including being a mental health ambassador, sports leader or sitting on the pupil council. These positions allow pupils to support and represent their peers.' Ofsted 2024.

Internal data analysis indicates that 77 extra curricular clubs have been on offer this year with 759 pupils taking part consistently of which 438 are PP and 129 SEND.

168 pupils have volunteered their time throughout the year at progress evenings, leadership roles and other events.

There are 16 leadership roles with 336 active leaders, with 184PP and 52 SEND

'Personal Development is a main priority of the school, and it is valued by pupils and staff alike. There is genuine investment in the layers of this area with a pupil-centred approach to needs, priorities, and essentials to now and the next stages to adulthood.' Ofsted 2024.

'The Volunteer Journey also provided opportunities for pupils to participate and understand service and support others within and outside the school community. Volunteering is to be re-launched with Leadership roles in 2024 with guidance for how pupils can volunteer.
The 5 a Day Initiative is broad and gauges current pupil voice with the directed focus areas. The creation of 5 a day spreadsheet and 'a you said we did' is shared weekly in PD Time or form notices.
PD is timetabled for one period per week, with specialists delivering. In addition, Citizenship is offered at GCSE and a lesson observed looked at how laws were passed in the UK. Books and pupil feedback was positive. There was an invested pride in the books sampled.'
Magnificat Academy Review 2023

Pathways provision is developing by appointing a new Pathways Manager (KS4) in a new role from July 2024. The SEND Review July 2024 demonstrated how well the provision meets the needs of the learners across all key stages.

Moving on Report for School Leavers 2023:
1.3% NEET - 1 pupil NEET due to personal Circumstances and 1 NEET and accessing support from Careers Connect (Feb 2024, Moving on Report) expected to start Apprenticeship in April 2024.

Further Education	66.24% (155)
Sixth Form	29.91% (70)
Apprenticeship	2.14% (5)
Employment with Training	0.43% (1)
Private training organisation	0.43% (1)
NEET - Seeking	0.43% (1)
NEET - Not available	0.43% (1)

10/44 on the Greater Manchester schools Educational Establishment Report for 2023 with 1-9 being establishments with cohorts of less than 30 pupils.
100% of pupils accessing both on site provision and alternative provision have had one-to-one careers guidance which is impartial and personal to them.
According to the 'Be Well' Survey, 2023, 88.1% of pupils felt optimistic about their future. 87.3% identified themselves as being confident in their own skills and abilities of which 84.3% felt that upon leaving the Academy they would have all the skills needed to prepare them for life.

Externally provided programmes

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

Programme	Provider
Co-op Young Leaders	Co-op
Serious Youth Violence	Manchester LA
MUFC Foundation	MUFC
Gateways	Manchester University
Jamie's Farm	Jamie's Farm
First Story	First Story
Big Sister Project - Local School Partnership	Cheadle Hulme School
Duke of Edinburgh Awards	Duke of Edinburgh
Universify	Universify
Intu	Intu
REACH project	Manchester LA
Envision Project	Envision
Barnado's renamed Watchtower attendance / engagement project	Barnardos
Abram Wilson project	Abram Wilson Foundation
Manchester Grammar Volunteer Reading programme	Manchester Grammar School
PASS survey	FL
GL Assessments	GL
Reading Plus	Reading Plus
Lexia Powerup	Lexia
Read, Write, Inc. / Fresh Start	Ruth Miskin Literacy

Part B: Review of the previous academic year (2024-25)Outcomes for disadvantaged pupils

For the academic year 2024-25 there were higher than average populations of families from disadvantaged backgrounds with 52.7% Pupil Premium pupils. There were 372/1257 - 29.6% of pupils on the SEND register versus the national average of 16.5%. We had approximately twice the national average of pupils with an EHCP - 117 (9.3%) versus 4.8%. Pupils' starting points are consistently below national averages year-on-year with 9 HABL, 85 MABLs and 99 LABLs in Year 11 in 2025, albeit without KS2 scaled scores due to Covid. Each year around 12% of pupils arrive without KS2 benchmarking data. We have over 40 nationalities of pupils attending our school and over 50 languages spoken. 263 pupils are EAL: 20.8%. Across the school there is 12% mobility (2024-25) and for 2025-26 (as of Nov 2025) the numbers of pupils joining and leaving each year group were: Year 7 10/248 = 4.0%, Year 8 8/248 = 3.2%, Year 9 7/268 = 2.6%, Year 10 7/ 244 = 2.9%, Year 11 3/256 = 1.2%. Since the start of each Year 7 to date (November 2025) the numbers of pupils joining and leaving each year group are: Year 7 10/248 = 4.0%, Year 8 38/248 = 4.8%, Year 9 103/268 = 38.4%, Year 10 115/244 = 47.1% and Year 11 132/256 = 51.6%.

Challenge 1 - Reading

In 24/25 pupils with SEND benefited from an adapted offer and were able to access a full and ambitious curriculum whilst also taking part in interventions linked to their EHCP entitlements. Interventions around reading were well attended and assessments showed they had a positive impact on reading ages. SEND attainment improved from 2.71 K and 1.71 EHCP in 2024 to 2.91 K and 2.59 EHCP in 2025.

Word-rich classrooms are cultivated through the explicit teaching and recall of glossary words. These glossary words are selected to extend pupils' language and vocabulary, both spoken and written.
High quality CPD supports teachers' understanding of how to approach the teaching of reading within their subject so that pupils experience daily acts of reading which help develop fluency, confidence and enjoyment. Reading is assessed accurately, and interventions put in place to tackle gaps so that all pupils can access the whole curriculum,. supporting and increasing pupils' reading competency across all subjects.

Curriculum planning ensures that pupils read a wide range of age-appropriate texts across the curriculum. Texts are selected with care to ensure that they are both age-appropriate and accessible. For example, as part of the English and Fluency curricular investment has been made into dyslexic friendly versions of key texts such as Animal Farm, Jekyll and Hyde, Lark and Rat. In addition to this, the academy has invested in sets of texts which facilitate shared form reading. Pupils benefit from hearing strongly modelled reading and participate in guided discussion supporting them to comprehend the texts. Texts selected for each year group over the course of the last three academic years can be found here. A strong culture of reading is demonstrated by pupils' confidence and enthusiasm for reading, setting them up to be lifelong readers.

Below table shows the current average reading age for pupils in each year group and the difference in average reading age from their first reading baseline tests in Year 7:

RA	Y7	Y8	Y9	Y10	Y11
2025	11.0	12.2	12.5	12.9	13.27
+/-	n/a	+0.7	+0.8	+1.4	+0.9

ART testing takes place in September and March of each academic year and is used to identify the pupils who need to receive additional reading interventions. Pupils who are identified as having a reading age significantly behind their reading age (2+ years) are assigned to LEXIA based interventions. This programme supports these pupils by targeting phonological awareness, phonics, fluency, vocabulary and comprehension.   During the academic year 24-25, 166 pupils across Year 7, 8 and 9 received either a LEXIA or Reading Plus based intervention. Given academy context and what we know about reading ages on entry to the academy, priority is given to disadvantaged pupils where necessary. Of the 166 pupils who received a reading intervention, 54% were disadvantaged pupils and 46% were non-disadvantaged. The adaptive nature of this program ensures the correct level of each challenge for each individual pupil with the aim being to reduce reading anxiety for older readers who are struggling, supporting them to be more independent and engaged.   Pupils who are identified as having a reading age behind their reading age (1+ year) are assigned to a Reading Plus intervention group. This programme is more suited to pupils who have a less significant gap in their reading ability as it is designed for pupils who can decode but struggle with speed and efficiency of reading making the processing of complex, subject specific secondary texts more difficult. Like LEXIA it is an adaptive programme but primarily focuses on the improvement in silent reading fluency, comprehension and reading stamina.

Assessments of reading ages on entry (and when reviewed for pupils annually) have indicated that Year 7 (2023 entry) disadvantaged pupils have a reading age which is 6 months lower than non-disadvantaged pupils on average and that fewer Year 7 PPY pupils read at their chronological age or above than their PPN peers upon entry. Internal data gathered from the ART tests indicates that all pupils who entered the academy in September 2023, now have similar average reading ages (PPN = 12.27, PPY = 12.25) and whilst work regarding this still needs to continue, this suggests that PPY pupils are closing gaps more quickly than their non disadvantaged peers. Additionally, on entry for this cohort, more disadvantaged boys were reading significantly below their chronological age than girls. There are now just 10 disadvantaged boys reading significantly below their chronological age.

Challenge 2 - Attendance

Attendance data at the end of the 24/25 academic year indicates that attendance for disadvantaged pupils has been 7.5% lower than for non-disadvantaged pupils. 46.7% of disadvantaged pupils have been persistently absent compared to 25.5% of their non-disadvantaged peers. 9.7% of disadvantaged pupils were severely absent in comparison to 3.5% of non-disadvantaged pupils. Pupils who receive a U code lose 50% of their attendance for the school day. During 2024-25 241 different pupils received a U code during the academic year (Y7-10) and 150 of these pupils were Pupil Premium pupils. In 2024/25 there were 2169 U codes recorded for the whole school. For half term 1 and half term 2 of 2025/26 there have been 466 U codes recorded which is a significant decrease. In terms of the pupils who have received a U code this academic year, there have been 138 pupils logged and 102 of these are PP students. This is an area the academy will continue to focus on as part of the Attendance Strategy.

Currently (December 2025) disadvantaged pupils have a YTD attendance of 86.3% which is 5.9% less than their non-disadvantaged peers. 39.9% of disadvantaged pupils are persistently absent compared to 23% of non-disadvantaged peers. 7.6% of disadvantaged pupils were severely absent in comparison to 3.9% on non-disadvantaged pupils. In December 2024 disadvantaged pupils had a YTD attendance of 86.4% which is 6.2% less than their non-disadvantaged peers. 37.5% of disadvantaged pupils were persistently absent compared to 20.3% of non-disadvantaged peers. 7.7% of disadvantaged pupils were severely absent in comparison to 3.6% on non-disadvantaged pupils.

For pupils with YTD attendance of between 80%-90% in 2024/25 the academy worked with Barnardo's staff. The academy had two mentors from Barnardo's who worked part time across two academies. By the end of the autumn term last year, the academy had the highest number of referrals at 88 and the lowest attrition rate, which shows the proactive response to supporting pupils and the correct identification of pupils to receive this support. The group of pupils working with the mentors was tracked closely to monitor the weekly attendance of the pupils being mentored. The first cohort started working with the mentors from May 2024 and further groups of pupils worked with the mentors throughout the academic year. Out of the 88 pupils referred for support, 61 of these were PP students. In terms of the impact of the support, 30% of the cohort had improved attendance for 24/25 in comparison to their YTD attendance on the start date.

This academic year has seen the development of the Attendance Strategy and the appointment of a senior leader to lead on raising attendance and through granular tracking and a new data analysis policy and practice. As a result more effective and targeted conversations have been possible with specific pupils and families. A devolved attendance model has also been implemented so that heads of year and form tutors are involved in attendance conversations. Whole staff CPD has been delivered to support staff to understand attendance statistics and to support them with attendance conversations. Currently (December 2025) of the 199 pupils that are in the 10-20% absence banding, 100 of these are PP students compared to 91 at the same point last year.

Severely absent (SA) pupils are supported by the SENDCO, DSL and the AVP for Attendance to discuss the pupils who are SA. Since the beginning of the academic year there have been 65 pupils become SA. Of these 65, 38 are PP pupils. In terms of pupils placed on a Reintegration Timetable to support their return to the academy after being SA, this academic year there have been 7 pupils to date and 4 of these are PP students. The reintegration timetables have proven successful, in some instances there has been a significant improvement, with one PP pupil increasing their attendance from 50% in half term 1 to 82.7% in half term 2.

In the Autumn term of 2025 there has also been a new attendance strategy launched, with several different ways in which pupils can be rewarded for their positive or improved attendance. Pupils are rewarded daily with an achievement point for every full day that they complete, they receive a positive postcard from their form tutor for 100% attendance in the week, automated positive messages related to 100% weekly attendance and golden ticket half term prize draw entries for pupils who have 100% attendance (1 ticket per full week of attendance) for high-value rewards.

Following the launch of a new Behaviour Policy in September 2025/26, data from term 1 indicates that there has been a significant reduction in the number of internal truancy logs compared to the same time period in the previous academic year 2732 to week 13 last year vs. 483 this year. In terms of Red Removes from lesson and internal isolation (Reset) there have been 268 different pupils with at least 1 Red Remove; of these pupils, 166 - 61.9% were PP. There have been significantly fewer Red Removes overall 2012 last year vs 746 this year to date. In terms of suspensions there have been 336 since the start of September of which 88% were PP pupils - this is an area of focus.

<u>Challenge 3</u> - <u>Securing stability, safety and outcomes for pupils with multiple complex challenges:</u>

In September 2025 the SEND curriculum offer was restructured to allow fluidity of group structures and timetabling at KS3 so that pupils who access Waves (KS3 ISAP) have a fluid but progressive journey into the mainstream so that they can secure important foundational knowledge across the curriculum by accessing Waves and supported groups in the mainstream as appropriate to their need. As a result of these structural changes, two Primary teachers have been recruited; staff have been carefully selected to deliver lessons to supported groups; there has been additional recruitment of TAs and HLTAs to offer additional support and interventions and curricular and assessments have adapted to meet the needs of pupils in supported and Waves groups. Alternative Provision is commissioned appropriately and is used in pupils' best interests whilst our ISAP provisions Waves and Pathways are utilised first whilst leaders work to reduce reliance on using Alternative Provision and instead reintegrate pupils back into mainstream school via our Internal School Alternative Provisions (ISAP).

AP Data 2025 prior to the implementation of the above changes:

	A8	Avg Total Grades	No of 4+ grades	No of pupils
ISAP	1.52	6	3	9
AP	2.14	6	3	7

Level of need September 2024-July 2025:

	Number	PPY
Number of children who have been looked after (CLA)	7	7
Number of children who have been previously looked after (PCLA)	10	7
Number of children identified as young carers	3	3
Number of children who are privately fostered	0	0
Number of children who have been subject to a Child Protection Plan	12	12
Number of children who are subject to a Child Protection Plan as a result of a referral from external agency	4	4
Number of children who have been supported by a multi-agency plan (including EH/CAF/child in need)	90	79
Number of other children actively being monitored by the designated staff for possible safeguarding concerns	Risk assessment pupils: 27 Vulnerable pupil list: 135	18 104

Challenge 4 - Emotional Regulation and Wellbeing

In September 2025, two SEMH HLTAs were appointed to work as key adults for a cohort of pupils with the highest level of SEMH needs. They have a dedicated space - the Regulation Room, which pupils can access as required throughout the day to co-regulate with a trusted adult. The space also supports pupils with EBSA or those working to return to education after an extended absence with reintegration into school, in liaison with a dedicated EBSA nurse. Each pupil accessing the room has a dedicated plan with targets to work towards to reduce the amount of lost learning time and, where applicable, behaviour sanctions. The SEMH HLTAs work very closely with parents/carers and any other professionals to support families in order to offer a holistic approach to removing barriers to accessing education.

Pupils with SEMH who need a 'lighter touch' and regulate independently with time and space have access to 'time out' in the Hub. The Hub is staffed by a TA on a rota basis. The TA will not necessarily know the pupil accessing the Hub but can facilitate the space and time for them to regulate before returning to learning. The Hub also supports pupils who may be on a reintegration timetable but again do not need the high level of support from a trusted adult provided by the Regulation space.

Pupils are also referred to external services for more specialised support and assessment where required, such as School Health, M-Thrive or CAMHS depending on the type and severity of need.

The Academy works with safeguarding partners and other relevant agencies, in line with [KCSIE 2025](#) to help and protect pupils:

2025 Interventions
- Pastoral Check-ins
- Safeguarding checks and interventions
- Referrals to the Inclusion Board
- Remedi Mentors
- 2 days per week of drama therapy
- Drawing and Talking intervention with qualified TAs
- Mental Health Ambassadors
- Counsellors
- Therapists - Key stage 4 Pathways
- Nurturing School Award
- HOY/PM CPD
- Graduated Response
- Reflection Room

Challenge 5 - KS4 Outcomes for Disadvantaged Pupils

Gender Attainment 2025:

The 2025 results show significant improvement for both genders compared to 2024, although the attainment gap remains similar. Boys' average attainment trajectory improved by half a grade (0.5), while girls saw a slightly larger improvement of over half a grade (0.6). The cohort composition continues to show more boys than girls, a trend that is also projected for the next academic year. Despite the better rate of progress for girls this year, the initial attainment difference means the gap has not closed. Boys attainment in 2025 was 3.95 (3.64 PP) vs 4.57 for girls (3.92). Therefore, despite a similar attainment gap overall, PP boys performed more closely to NPP boys -0.31, than NPP girls did to PP girls -0.65. When compared to 2024, boys attainment was 3.51 (3.37 PP) and girls attainment was 4.10 (3.57 PP). As such PP attainment improved for both boys and girls between 2024 and 2025.

Pupil Premium (PP) Attainment 2025:

Attainment has increased for both Pupil Premium (PP) and Non-Pupil Premium (NPP) pupils, but the attainment

gap has widened considerably. NPP pupils achieved a high average point score of 4.84 (up from 4.13 in 2024, an increase of 0.71 grades) which is the highest outcome ever for this subgroup (102 pupils). PP pupils also improved significantly by a **third of a grade** (rising to 3.76 from 3.38 for 138 pupils). However, the higher rate of increase for NPP pupils has caused the attainment gap to grow from **0.75 grades to 1.15 grades**. The attainment of 3.76 for PP pupils represents the second highest attainment score since 2019 second only to the first year of exams post-Covid when exams were amended. The average grade for PP pupils in English was 4.19, Maths 3.68 and Science 3.44. For English this represented an improvement of +0.73 from 3.46 in 2024, for Maths an improvement of +0.60 from 3.08 in 2024 and in Science an improvement of +0.64 from 2.80 in 2024.

Key Stage 2 (KS2) Prior Attainment 2025:

There was **strong progress across all KS2 prior attainment groups**. High Attainers (HAPs - 5 pupils) showed the most dramatic improvement, increasing their average attainment by almost **1.5 grades** (7.60 (8.9 PP 1 pupil), up from 6.28 (5.46 PP) in 2024). Middle Attainers (MAPs - 108 pupils) likewise improved substantially, by **more than a full grade** (5.20 (4.82 PP), up from 4.08 (3.91 PP) in 2024). Low Attainers (LAPs - 101 pupils) also improved significantly, increasing their average attainment by **half a grade** (3.02 (2.84), up from 2.58 (2.19 PP) in 2024). Across HAPs + 3.36 (1 Student) and LAPs + 0.65 PP pupils have made a bigger increase between 2024 / 2025 than non PP.

Special Educational Needs and Disabilities (SEND) Attainment 2025:

All SEND subgroups improved their attainment compared to 2024. Pupils with **Education, Health and Care Plans (EHCPs)** (17 pupils) showed the greatest progress, improving by **almost a full grade** 2.59 (2.38 PP), up from 1.71 (1.22 PP)) despite a higher number of pupils in this group than last year. PP pupils with an EHCP have improved between 2024 and 2025 by +1.16 which is more than the overall increase of +0.88. Pupils on **SEND K (Support)** (35 pupils) also saw higher attainment 2.89 (2.98 PP), up from 2.71 (2.50 PP). SEND K PP pupils improved between 2024/25 by +0.38 which was more than the overall increase of +0.18. Overall, the SEND group (52 pupils) improved by a **third of a grade** on average 2.79 (2.77 PP), up from 2.43 (2.14 PP). Once again, the improvements for all SEND PP pupils +0.63 was higher than the overall increase of +0.33. The **non-SEND** group (188 pupils) improved by **over half a grade** (4.57, up from 3.97).

The 4 year trend of improvement for pupils with an EHCP, increased from an A8 of 1.54 in 2022 to 3.11 in 2025 with the number of pupils receiving an EHCP increasing from 8 to 17 in 2025.

Outcomes for SEND in 2025 were the highest that the academy has achieved whilst reducing the gaps to the lowest they have been to -0.87 against overall. The gap to non SEND was in line with the previous year.

A8	2022	2023	2024	2025
EHCP	1.54	1.84	1.71	3.11
No.	8	7	13	17

A8	2022	2023	2024	2025
SEND	2.56	2.39	2.71	3.37
No SEND	4.66	4.25	3.97	4.64
All	4.19	4.01	3.67	4.24

From the review the 4 main areas of challenge identified for KS4 outcomes for disadvantaged pupils where:
- further improving attainment in Maths with a focus on narrowing the gaps at the 4+ and 5+ thresholds
- further improvement at all grades in Science for disadvantaged learners
- further improving outcomes for PP pupils with SEND
- further improving outcomes for HAPP pupils

The Academy is extremely successful in knowing what to do and mitigating against the high levels of deprivation to ensure the best outcomes for all demographics. Our context of deprivation does not make our cohorts further away from national averages than other schools. A higher contributing factor is the quality of teaching and learning and attendance of pupils, which can be seen as a by-product of the quality of teaching.

Following an underperformance in outcomes for cohort 2024 the [Raising Achievement Plan](#) was written as a statement of our strategic vision in improving the outcomes of pupils of all demographics at Co-op Academy North Manchester. The core focus of our Raising Achievement Plan is to improve the quality and the consistency of teaching and learning through the implementation of our curriculum. We know that where teaching is of high quality, pupils will attend and when they attend, outcomes are strong.

Disadvantaged pupils improved by a third of a grade compared to 2024 and high ability pupils increased by almost 1.5 grades in 2025 compared to the previous year. There were similar successes for the SEND cohort in 2025, which had more pupils than ever with an EHCP, and as a group they improved by almost a full grade. SEND K attainment was higher than 2024 and all SEND improved by a third of a grade on average.

The successful implementation of the Raising Achievement Plan contributed to outcomes for 2025 significantly increasing across all basic measures, resulting in the academy's highest ever A8 at 42.37. Maths achieved its highest ever A8 at 4.13, improving significantly at the top end with 14 pupils achieving 7-9 (2024) to 36 pupils in 2025. This more than doubled the outcomes at 9-7 from 6% to 15%. Science outcomes improved by 0.8 of a grade between 2024 and 2025 resulting in the department's strongest ever outcomes and an increase in the pass rate for disadvantaged pupils of 7% on the previous year.

An outline of the most successful strategies used with disadvantaged pupils are as follows:
-    Outcome review meetings including mock review meetings held with each Head of Department which had a focus on the tracking and improvement of key groups including, disadvantaged, SEND and high ability.
-    Academic mentors used in Maths (and English) to target key groups who were underperforming. Academic mentors given 2 small intervention groups to teach. Pupils chosen based on demographics such as disadvantaged. These intervention classes had great success in improving outcomes for these pupils.
-    Regular RAP meetings were held with core Heads of Department to look at tracking, intervention and improvement of key demographics such as disadvantaged, SEND and high ability.
-    A key area of focus was disadvantaged boys in Year 11. There was targeted tracking of this group including attendance to school, revision and parental engagement at Progress Evenings. There were regular book looks and lesson drop ins focused on this key group.
-    As part of the Maths Excellence fund our GMES was utilised in the higher maths sets, focusing on the disadvantaged, high ability pupils. This member of staff also took small intervention groups and revision classes. There was a clear impact from these strategies with the significant improvement at 7-9% in Maths, doubling from the previous year.
-    Personalised revision, alongside high quality teaching, had the biggest impact on outcomes on pupils of all demographics. Revision was targeted to each individual pupil with sessions added to pupils timetables and attendance monitored throughout. Daily communication was sent to parents/carers in regards to the pupils' attendance.
-    Weekly rewards to attendance to revision were used to incentivise. These included weekly Amazon vouchers to 2 pupils per week. There was a conscious decision to ensure that disadvantaged pupils and SEND pupils were over represented in this.
-    Holiday revision and saturday sessions were delivered to Year 11 with a focus on ensuring that disadvantaged, SEND and high ability pupils were invited.
-    Tiering in both Maths and Science was reviewed regularly to ensure high aspirations for all with a particular focus on disadvantaged, SEND and high ability pupils. This worked particularly well in Science where there was movement of these targeted pupils into a combined higher tier class resulting in significant improvement in progress and attainment for these pupils.
-    The Trust Director of Science, who was seconded for an extended period of time to teach Year 11 lessons and deliver revision worked with key groups such as disadvantaged, SEND and high ability pupils.

The academy's Careers Education, Information, Advice, and Guidance (CEIAG) provision has achieved outstanding success, evidenced by the award of the Quality in Careers Standard (July 2025). This success is driven by exceptional strategic planning and the dedicated work of the Careers Team and the wider Personal

Development Team, resulting in a whole-academy focus on raising aspirations. Crucially, this robust strategy ensures all pupils, especially disadvantaged pupils and other vulnerable groups (SEND,open to social care), are consistently exceptionally well-prepared for their next steps in education, employment, and training. Furthermore, a high-impact NEET prevention strategy is in place, which proactively identifies at-risk pupils from Year 7 and prioritises support, mentoring, and guaranteed one-to-one impartial guidance for disadvantaged pupils to provide vital workplace experience. The delivery of CEIAG is reinforced by a pioneering, fully integrated Personal Development curriculum during daily form time, ensuring 100% equitable access to career knowledge and diverse pathway understanding for all pupils. This holistic and proactive approach is proven effective, as demonstrated by the Future Skills Questionnaire analysis: 84% of pupils understood their post-16 options, 82% were confident about employer skills needs, and 74% showed knowledge of Labour Market Information (LMI) and future job changes. These results confirm that the academy's commitment successfully raises aspirations, provides second-to-none support, and guarantees that disadvantaged pupils leave with the necessary knowledge and confidence to make well-informed, ambitious decisions about their future.

Only 3.67% of the 2024 cohort (8 pupils) were NEET (Not in Education, Employment, or Training) as of February 2025, meaning a strong 96.33% of the cohort have successfully progressed into further education, employment, or training. Only 25% of these pupils were PP (2 pupils) Crucially, every one of the 8 pupils described as NEET has been connected with and is actively collaborating with Careers Connect, ensuring they receive tailored support to develop valuable skills, gain experience, and achieve the qualifications needed for a successful future.

Externally provided programmes

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

Programme	Provider
Serious Youth Violence	Manchester LA
MUFC Foundation	MUFC
Jamie's Farm	Jamie's Farm
First Story	First Story
Big Sister Project - Local School Partnership	Cheadle Hulme School
Gateways	Manchester University
Universify	Universify
Intu	Intu
REACH project	Manchester LA
Envision Project	Envision
Abram Wilson project	Abram Wilson Foundation
Manchester Grammar Volunteer Reading programme	Manchester Grammar School
PASS survey	FL
GL Assessments	GL
Reading Plus	Reading Plus
Lexia Powerup	Lexia
Read, Write, Inc. / Fresh Start	Ruth Miskin Literacy