

Pupil premium strategy statement 2017-18



1. Summary information					
School	Copthorne Primary School				
Academic Year	2017-18	Total PP budget	£132,000	Date of most recent PP Review	-
Total number of pupils	548	Number of pupils eligible for PP	100	Date for next internal review of this strategy	June 2018

2. Current attainment (Year 6 2017)				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
	ARE	GD	ARE	GD
% achieving in reading, writing and maths	85%	23%	48%	9%
% making progress in reading	90%	45%	60%	-
% making progress in writing	90%	40%	66%	-
% making progress in maths	90%	70%	63%	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Poor levels of oral language skills, particularly as regards breadth of vocabulary.
B.	Poor comprehension and inference skills in reading. (More able PP pupils demonstrate poor inferential skills compared to peers).
C.	Low standards of development as regards verbal reasoning – particularly in maths.
D.	Range of behavioural and emotional needs.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Limited English spoken at home by family members.
F.	Limited range of experiences to support learning beyond the school day, during weekends and during holidays.
G.	Parents/carers have limited knowledge and skills as regards how to support pupils' learning at home.
H.	Chaotic and impoverished home lives leading to difficulties with concentration and disruptive behaviour

4. Planned actions, planned spending and desired outcomes				
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Staff Lead</i>	Evaluation
A.	<p>(i) Employ a full-time Speech and Language worker to target disadvantaged pupils with communication and language deficits, working with these children weekly in order to improve language development, communication and oracy.</p> <p>(ii) EAL support: Provide pupils, at least weekly, dedicated access to small group intervention for EAL/N2E children with a qualified member of staff</p> <p>(iii) Purchase a range of innovative technologies in order to motivate and engage pupils in 'talk' activities e.g. film making</p>	<ul style="list-style-type: none"> • PP pupils' language/communication deficits are identified early • Remedial actions put into place to effectively address the needs of the pupils • PP pupils demonstrate improved levels of oracy and increased confidence in communication • Pupils' breadth and use of vocabulary increases • Pupils fluency improves 	SW NB	
Budgeted Cost				£24,438
B.	<p>(i) Provide designated, highly qualified and skilled teachers (X 1 in both KS1 and KS2) to teach English and Maths daily to identified vulnerable groups (mainly PP pupils) in Year 2, Year 5 and Year 6.</p> <p>(ii) Skilled, Deputy Head Teacher to work with PP in Years 1 and 2 x 3 per week to improve reading, writing and reasoning skills.</p> <p>(ii) Skilled SENDCo/KS2 teacher to work with</p>	<ul style="list-style-type: none"> • PP pupils reading skills improve (as evidenced by reading records, assessments) • PP pupils achieve challenging targets in Reading • The in-school gap in Reading outcomes between PP and non-PP pupils completely diminishes • Pupils demonstrate improved comprehension skills especially in relation to more challenging texts 	CS CA	

	<p>Pupil Premium children in KS2 daily to improve literacy skills with a particular focus on comprehension and inference</p> <p>(iii) A Nursery Nurse to work with disadvantaged children in Year 1/2 – small group interventions for reading</p> <p>(iv) 1 to 1 reading for our vulnerable/disadvantaged pupils to take place for 30 minutes daily with skilled adults</p> <p>(v) Raving Readers: All Support Staff work in classrooms from 8.30 am to support children with reading</p> <p>(vi) Racing Readers: Weekly after school guided reading provision in each year group – includes targeted more able, disadvantaged pupils</p>	<ul style="list-style-type: none"> • More Able PP pupils achieving Greater Depth in Reading is in line with non PP pupils in school. 		
Budgeted Cost				£62,976
C.	<p>(i) Mathletics (Targeted Maths Support which includes our disadvantaged pupils): daily before school (30 mins per pupil).</p> <p>(ii) Deploy a specialist maths teacher to work with more able PP pupils to develop and embed reasoning skills in Years 5 and 6.</p>	<ul style="list-style-type: none"> • PP pupils demonstrate improved verbal reasoning levels • PP pupils’ confidence and accuracy in interpreting and answering maths reasoning questions improves 	SW	•
Budgeted Cost				£15, 897
D.	<p>(i) Deploy 2 Learning Mentors to support our children with behavioural and emotional</p>	<ul style="list-style-type: none"> • The emotional needs of PP pupils are quickly identified and addressed by Learning Mentors 	AK	•

	difficulties, working with them to overcome barriers to learning.	<ul style="list-style-type: none"> • Mentored PP pupils are able to sustain concentration in lessons • Gaps in progress between PP and non PP pupils diminish significantly • There are significantly fewer incidents of poor behaviour by PP pupils as evidenced by CPOMS records. 		
Budgeted Cost				£19,376
E.	<p>(i) Deploy Home School Liaison Officer to facilitate ESOL courses.</p> <p>(ii) Increase number and scope of events for parents in order to develop their English skills.</p>	<ul style="list-style-type: none"> • ESOL classes run and are attended by the majority of targeted parents • PP parents' English improves • There are termly events taking place which are attended by at least 50% of PP parents 	CS	•
Budgeted Cost				£13,591
F.	<p>(i) Provide increased opportunities for PP pupils' experiential learning by subsidizing educational trips, visits and residentials.</p> <p>(iii) Provide free Holiday Clubs for our PP children and those whose families are in need of support.</p> <p>(iv) Provide PP children and those whose families are in crisis and need support, with access to our After School clubs without charge.</p>	<ul style="list-style-type: none"> • 100% of PP pupils access all school trips and visits planned for their class • At least 75% of Y6 PP pupils access the residential • At least 50% of PP pupils access Holiday Clubs and, age-appropriate, after-school clubs • PP pupils demonstrate increased vocabulary and are able to describe learning experiences beyond the classroom • PP pupils' writing outcomes improve to be in line with their non PP peers in school. 	CS AK	•

			Budgeted Cost	£1,253	
G.	(i)	Develop and implement a range of half-termly workshops for parents (targeting the parents of PP children) in order to support their understanding of how and what pupils are taught, and the strategies they can use to support their children at home	<ul style="list-style-type: none"> • Half termly parent workshops are planned for each half term in each Key Stage • Parents of PP pupils feel confident in supporting their child’s learning at home • PP pupils complete homework regularly • Frequency of PP pupils’ reading increases • PP pupils’ times table knowledge and mental maths skills improve 	CS Class Teachers HN	
	(ii)	Deploy the Home School Liaison Officer to source and facilitate free courses for targeted parents in order to develop their own skills, raise aspirations and improve life chances.			
			Budgeted Cost	£5,421	
H.	(i)	Breakfast Club: provide a free breakfast to all our children in receipt of Pupil Premium in order to ensure good health and to support pupils’ concentration levels.	<ul style="list-style-type: none"> • Pupils are in school in time for registration each day (punctuality increases) • Incidents of low level disruption decrease (as evidenced by CPOMS ‘Behaviour’ data). • Pupils are able to maintain concentration for longer periods of time. (Evidenced by lesson observations and feedback from staff) 	CS HK	•
	(ii)	School Uniform: provide our PP children with school jumpers in order to ensure pupils are warm and have a sense of belonging.			
			Budgeted Cost	£12,750	
			Total Cost	£155,702	



Copthorne Primary School Review of Pupil Premium Expenditure 2016-17



Impact of Pupil Premium spending on Performance of disadvantaged pupils

Early Years GLD: 51.8%

Early Years Pupil Premium Pupils GLD: 25%

Year 1 Phonics Screening Test Results 2017: Percentage of children passing the test: **87%** (National: 81%)

Pupil Premium pupils: **100%** (National: 70%)

Gap between our Pupil Premium children and all children nationally: **+30 %** (+23% in school comparison)

Percentage of pupil premium children achieving ARE in comparison to non- pupil premium children: July 2017. (The figures show the percentage of children attaining national expectations for their year group.) Where there is + in front of a figure this signifies that pupil premium children **attained higher standards** than others in the year group or, where the figures are available, others nationally.

Year group	Reading		Writing		Maths	
	Achieving ARE	Difference	Achieving ARE	Difference	Achieving ARE	Gap
	2017	2017	2017	2017	2017	2017
Year 2-PP	70	+8	80	+27	90	+30
Year 2- National (PP)	62		53		60	
Year 2- National (All pupils)	76	-6	68	+12	75	+15
Year 6- PP	90	+30	90	+24	90	+27
Year 6- National PP	60		66		63	
Year 6- National (All pupils)	72	+18	76	+14	75	+15

At Copthorne, by the time children complete Year 6, the gap between pupil premium children and all children nationally does not exist. In all cases the gap is actually a positive one (+) where disadvantaged pupils make more progress than those who are not disadvantaged.

We will continue to target and encourage these children to attend after school, Saturday and holiday clubs and make sure they attend breakfast club as well as accessing targeted family support to keep attendance up and remove any barriers to learning. The most important aspect of our provision, however, will continue to be a focus on actions which positively impact upon quality first teaching to ensure that this is meeting the needs of our disadvantaged pupils

The provision for every pupil premium child who is not achieving the expected level or above is, as for all our children, monitored half termly to enable them to accelerate their progress. The impact of this can be seen in Year 6.