

Pupil premium strategy statement 2018-19



1. Summary information					
School	Copthorne Primary School				
Academic Year	2018-19	Total PP budget	£133,320	Date of most recent PP Review	-
Total number of pupils	546	Number of pupils eligible for PP	101	Date for next internal review of this strategy	July 2019

2. Current attainment (Year 6 2018)				
	<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	95%	20%	64%	10%
% making progress in reading	95%	60%	75%	28%
% making progress in writing	95%	30%	78%	20%
% making progress in maths	95%	55%	76%	24%

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. Introduce reciprocal reading across school to further develop pupils understanding and use of vocabulary and comprehension skills. (More able PP pupils demonstrate poor inferential skills compared to peers).
C.	Low standards of development as regards reasoning – particularly in maths for LPA pupils.
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

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> <p>(iv) AHT support for identified pupils for SPAG knowledge and accurate use in writing.</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 • Writing improves for targeted pupils 	SW NB HB	
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</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 	CS CA	

	<p>skills.</p> <p>(ii) Skilled SENDCo/KS2 teacher to work with 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> <p>(vii) Reciprocal reading: training for all staff in reciprocal reading structures and resouces.</p>	<p>to more challenging texts</p> <ul style="list-style-type: none"> • Pupils demonstrate improved use and understanding of vocabulary • 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</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	•

	embed reasoning skills in Years 5 and 6.			
Budgeted Cost				£15, 897
D.	(i) Deploy 2 Learning Mentors to support our children with behavioural and emotional difficulties, working with them to overcome barriers to learning.	<ul style="list-style-type: none"> The emotional needs of PP pupils are quickly identified and addressed by Learning Mentors 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. 	AK	•
Budgeted Cost				£19,376
E.	(i) Deploy Home School Liaison Officer to facilitate ESOL courses. (ii) Increase number and scope of events for parents in order to develop their English skills.	<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.	(i) Provide increased opportunities for PP pupils' experiential learning by subsidizing educational trips, visits and residential. (iii) Provide free Holiday Clubs for our PP children and those whose families are in need of support. (iv) Provide PP children and those whose	<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 	CS AK	•

	families are in crisis and need support, with access to our After School clubs without charge.	<p>vocabulary and are able to describe learning experiences beyond the classroom</p> <ul style="list-style-type: none"> PP pupils' writing outcomes improve to be in line with their non PP peers in school. 		
Budgeted Cost				£1,253
G.	<p>(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</p> <p>(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.</p>	<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	
Budgeted Cost				£5,421

H.	<p>(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.</p> <p>(ii) School Uniform: provide our PP children with school jumpers in order to ensure pupils are warm and have a sense of belonging.</p>	<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	•
Budgeted Cost				£12,750
Total Cost				£155,702



Copthorne Primary School

Review of Pupil Premium Expenditure 2018-19



Impact of Pupil Premium spending on Performance of disadvantaged pupils

Early Years GLD: 57 %

Early Years Pupil Premium Pupils GLD: 100 %

Year 1 Phonics Screening Test Results 2018: Percentage of children passing the test: **98% (National: 83%)**

Pupil Premium pupils: **93% (National: 85 %)**

Gap between our Pupil Premium children and all children nationally: **+8% (+10% in school comparison)**

Percentage of pupil premium children achieving ARE in comparison to non- pupil premium children: July 2018. (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
	2018	2018	2018	2018	2018	2018
Year 2-PP	94	+15	94	+20	89	+10
Year 2- National (PP)	79		74		79	
Year 2- National (All pupils)	87	+7	70	+24	76	+13
Year 6- PP	95	+15	95	+12	95	+15
Year 6- National PP	80		83		80	
Year 6- National (All pupils)	75	+20	78	+17	76	+19

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.