

# Pupil Premium Strategy Statement 2018-19



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

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |   |
|---|---|
| <b>In-school barriers</b>   |   |
| <b>A.</b>   | Poor levels of oral language skills, particularly as regards breadth of vocabulary.   |
| <b>B.</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). |
| <b>C.</b>   | Low standards of development as regards reasoning – particularly in maths for LPA pupils.   |
| <b>D.</b>   | Range of behavioural and emotional needs.   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>E.</b>   | Limited English spoken at home by family members.   |
| <b>F.</b>   | Limited range of experiences to support learning beyond the school day, during weekends and during holidays.  |
| <b>G.</b>   | Parents/carers have limited knowledge and skills as regards how to support pupils' learning at home.  |
| <b>H.</b>   | Chaotic and impoverished home lives leading to difficulties with concentration  |

### 3. 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> | <b>Evaluation</b>   |
|----------------------|---|---|-------------------|---|
| <b>A.</b>            | <p>(i) Employ a full-time Speech and Language worker to target PP 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"> <li>• PP pupils' language/communication deficits are identified early</li> <li>• Remedial actions put into place to effectively address the needs of the pupils</li> <li>• PP pupils demonstrate improved levels of oracy and increased confidence in communication</li> <li>• Pupils' breadth and use of vocabulary increases</li> <li>• Pupils fluency improves</li> <li>• Writing improves for targeted pupils</li> </ul> | SW<br>NB<br>HB    | <ul style="list-style-type: none"> <li>• 100% of PP children achieved the expected standard in the <b>Phonics</b> Screening by the end of Y1 compared to 83% of all children nationally.</li> <li>• 73% of PP children, achieved the expected standard in <b>writing</b> at the end of KS1 compared to 69% of all children nationally.</li> <li>• At the end of KS2, 96% of PP children achieved the expected standard in <b>Reading</b> compared to 73 of all children nationally;</li> <li>• 57% of PP children, achieved the higher standard compared to 27% of all children nationally.</li> <li>• The KS2 <b>writing</b> outcomes for PP pupils were 91% ARE compared to 78% nationally and 48% greater depth compared to 20% nationally.</li> </ul> |
| <b>Budgeted Cost</b> |   |   |                   | <b>£24,438</b>  |
| <b>B.</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, Assistant 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"> <li>• PP pupils reading skills improve (as evidenced by reading records, assessments)</li> <li>• PP pupils achieve challenging targets in Reading</li> <li>• The in-school gap in Reading outcomes between PP and non-PP pupils completely diminishes</li> </ul>   | CS<br>CA          | <ul style="list-style-type: none"> <li>• 100% of PP pupils passed the <b>Year 1 phonics screening check</b> compared to 82% of children nationally.</li> <li>• 100% of PP pupils passed the <b>Year 2 phonics screening check.</b> (1child)</li> <li>• The number of PP children in KS2 working at the expected standard</li> </ul>   |

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|                      | <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 PP children in Year 1/2 – <b>small group interventions for reading</b></p> <p>(iv) <b>1 to 1 reading</b> for our vulnerable/PP pupils to take place for 30 minutes daily with skilled adults</p> <p>(v) <b>Raving Readers:</b> All Support Staff work in classrooms from 8.30 am to support children with reading</p> <p>(vi) <b>Racing Readers:</b> Weekly after school guided reading provision in each year group – includes targeted more able, PP pupils</p> <p>(vii) <b>Reciprocal reading:</b> training for all staff in reciprocal reading structures and resources.</p> | <ul style="list-style-type: none"> <li>• Pupils demonstrate improved comprehension skills especially in relation to more challenging texts</li> <li>• Pupils demonstrate improved use and understanding of vocabulary</li> <li>• More Able PP pupils achieving Greater Depth in Reading is in line with non PP pupils in school.</li> <li>• PP pupils demonstrate a love of reading.</li> </ul> |    | <p>in <b>reading</b> increased from 95% 2018 to 96% 2019 and exceeded national at 73%.</p> <ul style="list-style-type: none"> <li>• 57% of PP achieved a higher standard in <b>reading</b> at the end of KS2 compared to 44% of non-PP within the school. Both groups outperformed 27% of children nationally.</li> <li>• Pupil voice and Raving Reader records evidence that PP pupils have a love of reading.</li> </ul>             |
| <b>Budgeted Cost</b> |   |   |    | <b>£62,976</b>   |
| <b>C</b>             | <p>(i) <b>Mathletics</b> (Targeted Maths Support which includes our PP 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"> <li>• PP pupils demonstrate improved verbal reasoning levels</li> <li>• PP pupils' confidence and accuracy in interpreting and answering maths reasoning questions improves</li> </ul>   | SW | <ul style="list-style-type: none"> <li>• 73% of PP children, achieved the expected standard in <b>Maths</b> at the end of KS1 compared to 76% of all children nationally</li> <li>• At the end of KS2, 96% of PP children achieved the expected standard in <b>Maths</b> compared to 79% of all children nationally</li> <li>• 52% of PP children, achieved the higher standard compared to 27% of all children nationally.</li> </ul> |
| <b>Budgeted Cost</b> |   |   |    | <b>£15, 897</b>  |

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| D                    | (i) Deploy <b>2 Learning Mentors</b> to support our children with behavioural and emotional difficulties, working with them to overcome barriers to learning.   | <ul style="list-style-type: none"> <li>The emotional needs of PP pupils are quickly identified and addressed by Learning Mentors</li> <li>Mentored PP pupils are able to sustain concentration in lessons</li> <li>Gaps in progress between PP and non PP pupils diminish significantly</li> <li>There are significantly fewer incidents of poor behaviour by PP pupils as evidenced by CPOMS records.</li> </ul> | A<br>K   | <ul style="list-style-type: none"> <li>PP children performed at least in line with or out-performed children nationally in all key stages. See table below.</li> <li>Ongoing monitoring and pupil progress meetings evidences that mentored PP pupils demonstrate improved concentration and lessons.</li> <li>CPOMS records demonstrate a proportionately low level of poor behaviour.</li> </ul> |
| <b>Budgeted Cost</b> |   |   |          | <b>£19,376</b>   |
| E.                   | (i) Deploy <b>Home School Liaison Officer</b> to facilitate ESOL courses.<br>(ii) Increase number and scope of events for parents in order to develop their English skills.   | <ul style="list-style-type: none"> <li>ESOL classes run and are attended by the majority of targeted parents</li> <li>PP parents' English improves</li> <li>There are termly events taking place which are attended by at least 50% of PP parents</li> </ul>  | CS       | <ul style="list-style-type: none"> <li>Parent feedback reports improved levels confidence and ability to speak in English.</li> <li>ESOL classes were well attended by targeted parents.</li> <li>There are termly events taking place which are attended by at least 50% of PP parents</li> </ul>   |
| <b>Budgeted Cost</b> |   |   |          | <b>£13,591</b>   |
| F.                   | (i) Provide increased opportunities for PP pupils' experiential learning by subsidizing educational trips, visits and residential.<br>(ii) Provide free Holiday Clubs for our PP children and those whose families are in need of support.<br>(iii) Provide PP children and those whose families are in crisis and need support, with access to | <ul style="list-style-type: none"> <li>100% of PP pupils access all school trips and visits planned for their class</li> <li>At least 75% of Y6 PP pupils access the residential</li> <li>At least 50% of PP pupils access Holiday Clubs and, age-appropriate, after-school clubs</li> </ul>  | CS<br>AK | <ul style="list-style-type: none"> <li>100% of PP pupils attended the residential.</li> <li>100% of pp accessed all school trips and visits for their class.</li> <li>Over 50% of PP pupils accessed before and after school clubs.</li> <li>91% of PP children achieved the expected standard in <b>writing</b> by</li> </ul>   |

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|                      | our After School clubs without charge.  | <ul style="list-style-type: none"> <li>PP pupils demonstrate increased vocabulary and are able to describe learning experiences beyond the classroom</li> <li>PP pupils' writing outcomes improve to be in line with their non PP peers in school.</li> </ul>   |   | <p>the end of KS2 compared to 78% of all children nationally.</p> <ul style="list-style-type: none"> <li>73% of PP children achieved the expected standard in <b>writing</b> by the end of KS1 compared to 69% of all children nationally.</li> <li>Pupil voice evidences that PP pupils demonstrate at least good levels of oracy which is in line with their peers.</li> </ul>  |
| <b>Budgeted Cost</b> |   |   |   | <b>£1,253</b>   |
| 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"> <li>Half termly parent workshops are planned for each half term in each Key Stage</li> <li>Parents of PP pupils feel confident in supporting their child's learning at home</li> <li>PP pupils complete homework regularly</li> <li>Frequency of PP pupils' reading increases</li> <li>PP pupils' times table knowledge and mental maths skills improve</li> </ul> | CS<br>Cla<br>ss<br>Te<br>ach<br>ers<br>HN | <ul style="list-style-type: none"> <li>Parents reported that they felt more confident in their ability to support their children with learning at home.</li> <li>Half termly workshops were well attended by parents of PP pupils in all Key Stages.</li> <li>Monitoring showed an improvement in the number of pupil premium children completing homework regularly. An improvement in home learning projects was reported.</li> <li>96% of PP children achieved the expected standard in <b>maths</b> by the end of KS2 compared to 79% of all children nationally</li> </ul> |
| <b>Budgeted Cost</b> |   |   |   | <b>£5,421</b>   |

|                      |   |  |          |  |
|----------------------|---|--|----------|--|
| H .                  | <p>(i) <b>Breakfast Club:</b> 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) <b>School Uniform:</b> 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"> <li>• Pupils are in school in time for registration each day (punctuality increases)</li> <li>• Incidents of low level disruption decrease (as evidenced by CPOMS 'Behaviour' data).</li> <li>• Pupils are able to maintain concentration for longer periods of time. (Evidenced by lesson observations and feedback from staff)</li> </ul> | CS<br>HK | <ul style="list-style-type: none"> <li>• Monitoring evidences that pp pupils throughout school are able to concentrate and engage well in lessons.</li> <li>• Pupil voice shows that PP children regularly eat breakfast and have a positive start to the day.</li> <li>• All children wear school uniform.</li> <li>• CPOMS evidences low numbers of low level disruption.</li> </ul> |
| <b>Budgeted Cost</b> |   |  |          | <b>£12,750</b>   |
| <b>Total Cost</b>    |   |  |          | <b>£155,702</b>  |



## Cophorne Primary School

### Impact Review of Pupil Premium Expenditure 2018-19



**Percentage of pupil premium children achieving ARE in comparison to non- pupil premium children: July 2019.** (The figures show the percentage of children attaining national expectations for their year group.)

| Attainment measures - 2019   | School – All pupils | National    | Disadv             |
|--|---------------------|-------------|--------------------|
| <b>Foundation Stage: GLD</b>   |                     |             |                    |
| % with a <b>GLD</b> at the end of EYFS   | <b>63</b>           | <b>72</b>   | <b>33 (-30)</b>    |
| Mean score at the end of EYFS  | <b>33.9</b>         | <b>34.6</b> | <b>31.1 (-3.5)</b> |
| <b>Y1 &amp; Y2 Phonics</b>   |                     |             |                    |
| % achieving the expected standard in <b>phonics</b> by end of year 1               | <b>84</b>           | <b>82</b>   | <b>100 (+18)</b>   |
| % achieving the expected standard in <b>phonics</b> by end of year 2               | <b>97</b>           | <b>91</b>   | <b>93 (+2)</b>     |
| <b>KS1</b>   |                     |             |                    |
| <b>Reading</b> % achieving the expected standard or above at the end of year 2     | <b>83</b>           | <b>75</b>   | <b>73 (-2)</b>     |
| <b>Writing</b> % achieving the expected standard or above at the end of year 2     | <b>83</b>           | <b>69</b>   | <b>73 (+4)</b>     |
| <b>Mathematics</b> % achieving the expected standard or above at the end of year 2 | <b>83</b>           | <b>76</b>   | <b>73 (+3)</b>     |

| Attainment measures - 2019   | All          | National     | Disadv              |
|--|--------------|--------------|---------------------|
| <b>KS2</b>   |              |              |                     |
| <b>Reading</b> % achieving the expected standard or above at the end of year 6 | <b>97</b>    | <b>73</b>    | <b>96 (+23)</b>     |
| <b>Reading</b> % achieving a high standard at the end of year 6                | <b>52</b>    | <b>27</b>    | <b>57 (+30)</b>     |
| <b>Reading</b> average scaled score  | <b>110</b>   | <b>104.4</b> | <b>111.6 (+7.2)</b> |
| <b>Writing</b> % achieving the expected standard at the end of year 6          | <b>95</b>    | <b>78</b>    | <b>91 (+13)</b>     |
| <b>Writing</b> % achieving a high standard at the end of year 6                | <b>42</b>    | <b>20</b>    | <b>48 (+28)</b>     |
| <b>Mathematics</b> % achieving the expected standard at the end of year 6      | <b>98</b>    | <b>79</b>    | <b>96 (+17)</b>     |
| <b>Mathematics</b> % achieving a high standard at the end of year 6            | <b>50</b>    | <b>52</b>    | <b>27 (+25)</b>     |
| <b>Mathematics</b> average scaled score  | <b>110.1</b> | <b>105</b>   | <b>110.7 (+5.7)</b> |
| <b>R, W, M</b> % achieving the expected standards at the end of year 6         | <b>93</b>    | <b>65</b>    | <b>91 (+26)</b>     |

|   |       |       |              |
|---|-------|-------|--------------|
| R, W, M % achieving at a higher standard at the end of year 6     | 23    | 11    | 30 (+19)     |
| EGPS % achieving the expected standard at the end of year 6       | 95    | 78    | 91 (+13)     |
| EGPS % achieving a high standard at the end of year 6             | 63    | 36    | 65 (+29)     |
| EGPS average scaled score   | 111.2 | 106.3 | 112.4 (+6.1) |
| Science % achieving at the expected standard by the end of year 6 | 93    | 83    | 91 (+8)      |

### Progress Measures

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 **PP pupils make more progress than those who are not PP.**

We will continue to target and encourage these children to attend after school and holiday clubs, making sure that 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 curriculum provision for every child in receipt of the Pupil Premium, who is not achieving the expected level or above is, as for all our children, monitored on an on-going basis to enable them to accelerate their progress. The impact of this can be seen in Year 6.