



## Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Copthorne Primary School				
Academic Year	2019-20	Total PP budget	£121,050	Date of most recent PP Review	09.2019
Total number of pupils	556	Number of pupils eligible for PP	90	Date for next internal review of this strategy	01.2020 04.2020 07.2020

2. Current attainment (Year 6 2019)				
	Pupils eligible for PP (your school)		Pupils not PP (National)	
	ARE	GD	ARE	GD
% achieving the expected standard in reading, writing and maths	91	30	65	11
% achieving the expected standard in reading	96	57	74	27
% achieving the expected standard in writing	91	48	79	20
% achieving the expected standard in maths	96	52	79	27

3. 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>	Many children entitled to PP enter Reception with skills, below what is typical, particularly in Communication and Language
<b>C.</b>	Poor comprehension and inference skills in reading. (More able PP pupils demonstrate poor inferential skills compared to peers).
<b>D.</b>	Low standards of development as regards verbal reasoning – particularly in maths.
<b>E.</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>F.</b>	Limited English spoken at home by family members.
<b>G.</b>	Limited access to reading materials in English and across a range of genres. Parents lack the knowledge to support children with reading at home.
<b>H.</b>	Limited range of experiences to support learning beyond the school day, during weekends and during holidays.
<b>I.</b>	Parents/carers have limited knowledge and skills as regards how to support pupils' learning at home.
<b>J.</b>	Chaotic and impoverished home lives leading to difficulties with concentration and disruptive behaviour. Increased incidences of domestic violence.

Planned actions, planned spending and desired outcomes					
	Desired outcomes and how they will be measured	Success criteria	Evidence and rationale for this choice	Staff lead	Evaluation
<b>A.</b>	(i) Purchase new <b>reading books</b> and class novels for all phases to improve the quality and quantity available to PP children. (ii) Employ a full-time <b>Speech and Language worker</b> to target disadvantaged pupils with communication and language deficits, working with these	<ul style="list-style-type: none"> <li>Pupils are exposed to new vocabulary in the range of books they read and stories they hear.</li> <li>Pupils' breadth and use of vocabulary increases</li> <li>Pupils fluency improves</li> <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> </ul>	There is clear and consistent evidence about the importance of vocabulary development. The OFSTED Inspection handbook research highlights a range of studies which suggests a vocabulary gap between children from disadvantaged families and their peers exists.	SW / CA	Monitoring and evaluation strategies, SEN records and pupil progress meetings evidence that PP children demonstrate improved vocabulary.  A wider range of books have been purchased to support the curriculum and

	<p>children weekly in order to improve language development, communication and oracy.</p>	<ul style="list-style-type: none"> <li>• PP pupils demonstrate improved levels of oracy and increased confidence in communication</li> <li>• PP pupils develop increased cultural capital</li> </ul>	<p>(e.g. Huttenlocher, 2010 and Gilkerson, 2018). The research also suggests that 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993). Increasing the range and types of texts available, supports the development of cultural capital for pupils.</p>		<p>monitoring evidences that children read regularly, exposing them to new vocabulary more frequently. Raving Reader records show that PP read regularly.</p> <p>Summative, end of year data relating to these cohorts is unavailable due to COVID-19 restrictions and cancellation of formal assessments at KS1 and KS2.</p>
<b>Budgeted cost: £9,833</b>					
<b>B.</b>	<p>(i) Work with the <b>English Hub</b> to embed the teaching of Early Reading and Phonics and close the gap on entry for disadvantaged pupils</p> <p>(ii) Purchase <b>phonically decodable books</b> and group reading books in Early Years and KS1 to support home learning and close the gap for disadvantaged pupils</p> <p>(iii) CPD to ensure that Early Years provide a <b>language rich environment</b> and language is modelled through meaningful communication in every day</p>	<ul style="list-style-type: none"> <li>• GLD for pupils entitled to PP will be in line with or better than those not entitled.</li> <li>• The number of children achieving the expected standard in Reading and Writing by the end of Reception will increase.</li> </ul>	<p>The number of children achieving the expected standard in Literacy by the end of EY was lower than other areas at 65%.</p> <p>Research for the OFSTED Inspection framework describes a systematic synthetic approach to phonics as being a particularly effective way to teach early reading.</p> <p>EEF's research including the Scarborough Reading Rope evidences the importance of</p>	CA / VT	<p>Spring 2 and teacher assessed predictions showed that an increasing number of PP children were on track to meet their individual targets for reading.</p> <p>Ongoing monitoring demonstrated the positive impact of having sets of phonically decodable books that matched the sounds children were learning. Learning walks and drop-ins evidenced more frequent</p>

	conversation as well as a range of practical activities.		phonics in developing early reading.		opportunities for meaningful communication between staff and children in EY classes.  Summative, end of year data relating to these cohorts is unavailable due to COVID-19 restrictions and cancellation of formal assessments in EYFS, KS1 and KS2.
<b>Budgeted cost: £7,252</b>					
<b>C</b>	<p>(i) Provide designated, highly qualified and skilled teachers (X 1 in both KS1 and KS2) to teach English and Maths to identified vulnerable groups (mainly PP pupils) in Year 2, Year 4 and Year 6.</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 – <b>small group interventions for reading</b></p> <p>(iv) <b>1 to 1 reading</b> for our vulnerable/disadvantaged 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</p>	<ul style="list-style-type: none"> <li>• The in-school gap in Reading outcomes between PP and non-PP pupils completely diminishes</li> <li>• Pupils demonstrate improved comprehension skills especially in relation to more challenging texts</li> <li>• More Able PP pupils achieving Greater Depth in Reading is in line with non PP pupils in school.</li> <li>• PP pupils reading skills improve (as evidenced by reading records, assessments)</li> <li>• PP pupils achieve challenging targets in Reading</li> </ul>	<p>The Education Endowment emphasises the fact that the quality of teaching is an important driver of pupil attainment and a range of other outcomes. Therefore, maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants is of high priority at Copthorne.</p> <p>Small group work and one to one tuition are outlined by the NfER, Ofsted and the Sutton Trust as being strategies to use. We took note that no specific package, intervention or scheme was mentioned. Our ethos is to ensure our teaching is tailored to the children and so we will look at specific</p>	SN	<p>Summative, end of year data relating to these cohorts is unavailable due to COVID-19 restrictions and cancellation of formal assessments at KS1 and KS2.</p> <p>Support will recommence during the 2020-21 academic year this and early assessment as highlighted will take place in Autumn 1 2020.</p>

	am to support children with reading  (vi) <b>Racing Readers:</b> Weekly after school guided reading provision in each year group – includes targeted more able, disadvantaged pupils		targeted interventions rather than any one product.		
<b>Budgeted cost £73,821</b>					
<b>D.</b>	<p>(i) Work with the <b>Maths Hub</b> and purchase resources to embed Teaching for Mastery across all year groups to support quality first teaching in the classroom and close the gap for disadvantaged pupils</p> <p>(ii) Reception teachers attend <b>paid-for training</b> to deliver the Maths using a mastery approach effectively</p> <p>(iii) <b>Mathletics</b> (Targeted Maths Support which includes our disadvantaged pupils): daily before school (30 mins per pupil).</p> <p>(iv) Deploy a <b>specialist maths teacher</b> 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>• Staff are confident and skilled in their maths mastery pedagogy to support all learners.</li> <li>• PP pupils demonstrate improved verbal reasoning levels</li> <li>• PP pupils' confidence and accuracy in interpreting and answering maths reasoning questions improves</li> <li>• The number of children achieving ELG in Number improves.</li> <li>• In school difference between PP and other children in school is diminished</li> </ul>	<p>EEF recommends that 'Professional development should be used to raise the quality of practitioner's knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.'</p> <p>We know that Mathletics is highly effective in developing and supporting our pupils' fluency and maths reasoning.</p> <p>Focused quality first teaching for our MA PP pupils consistently allows us to quickly and effectively identify and address gaps in learning.</p>	GT	<p>Summative, end of year data relating to these cohorts is unavailable due to COVID-19 restrictions and cancellation of formal assessments at KS1 and KS2.</p> <p>Support will recommence during the 2020-21 academic year this and early assessment as highlighted will take place in Autumn 1 2020.</p>
<b>Budgeted cost; £16,546</b>					
<b>E.</b>	<p>(i) Deploy <b>3 Learning Mentors</b> to support our PP including Looked After children with behavioural and emotional difficulties, working with them to overcome barriers to learning.</p>	<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> </ul>	<p>'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' (Teaching and Learning toolkit)</p>	AK	<p>The learning mentors worked closely with vulnerable children. Ongoing monitoring, including pupil voice demonstrated the positive impact this had on their wellbeing. Improvements</p>

		<ul style="list-style-type: none"> <li>There are significantly fewer incidents of poor behaviour by PP pupils as evidenced by CPOMS records.</li> </ul>			<p>in behaviour, attainment and attendance were also recognised as a result of support provided. CPOMS records show a reduction in the number of incidents of poor behaviour. Whilst school closures make direct comparisons to other times more difficult, staff and pupil feedback evidence that learning mentor support has positively impacted on PP children's engagement in learning.</p> <p>Summative, end of year data relating to these cohorts is unavailable due to COVID-19 restrictions and cancellation of formal assessments at KS1 and KS2.</p>
<b>Budgeted Cost £25, 750</b>					
<b>F.</b>	<p>(i) Deploy <b>Home School Liaison Officer</b> to facilitate ESOL courses.</p> <p>Increase the number and scope of events in order to develop the English skills of the parents of PP pupils.</p>	<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>	<p>A significant number of parents have limited English skills. This presents a barrier to them being able to effectively support their child with learning activities such as reading at home.</p>	HN	<p>ESOL classes were put on hold due to COVID 19 restrictions.</p> <p>Online support for families will recommence during the 2020-21 academic year.</p>
<b>Budgeted Cost £15, 743</b>					
<b>G.</b>	<p>(i) Provide increased opportunities for PP children to visit the school library and borrow books</p>	<ul style="list-style-type: none"> <li>PP children read more regularly at home</li> <li>A greater range of books are available</li> </ul>	<p>Research for the OFSTED Framework highlights the point that if pupils cannot</p>	HN / CA	<p>Monitoring, including pupil voice and parent feedback</p>

	<p>(ii) Increase the number and range of books available to PP children in the school library and classroom reading areas</p> <p>(iii) Increase events and workshops for parents such as PIW-led read with your child sessions (Target PP families)</p> <p>(iv) Provide workshops and resources for PP parents in order to help them support their child's reading at home</p> <p>(v) Provide opportunities for children and parents to join the local library through organised trips (Target PP families)</p> <p>(vi) Further develop reading areas in classrooms to promote reading for pleasure and give PP pupils further access to books.</p>	<ul style="list-style-type: none"> <li>• PP report that they regularly access books from the library and have access to books that they enjoy</li> <li>• The number of PP families accessing the library increases</li> <li>• Parents are more able to support their child with reading at home.</li> <li>• An increased number of trips to the library are organised.</li> </ul>	<p>read, they will not be able to access the curriculum, and will be disadvantaged for life.</p>		<p>evidenced that pupils read regularly at home.</p> <p>Whilst visits to the library were not possible, PP children were provided with regular access to books. Ongoing monitoring carried out by the English leader found that PP children read regularly and maintained positive attitudes towards reading, in line with non PP pupils interviewed.</p> <p>Parents reported that online phonics and reading lessons supported them in their own ability to read with their child.</p>
<b>Budgeted Cost £2,598</b>					
<b>H.</b>	<p>(i) Provide increased opportunities for PP pupils' experiential learning by subsidising educational trips, visits and residential.</p> <p>(vii) Provide PP children and those whose families are in crisis and need support, with access to our <b>After School clubs</b> without charge.</p>	<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> <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>Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.</p> <p>Studies funded by the Nuffield Foundation, found taking part in activities after the formal school day can play a role in closing the attainment gap between children from</p>	AK / SN	<p>Trips were not possible due to COVID-19 restrictions.</p> <p>Online opportunities and reading workshops / experiences will recommence during the 2020-21 academic year.</p>

			economically disadvantaged backgrounds and those with more family resources.		
<b>Budgeted Cost £4,907</b>					
<b>I.</b>	<p>(i) Develop and implement a range of <b>half-termly workshops</b> 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 <b>free courses for targeted parents</b> 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>	<p>We know that Parental involvement is mentioned by the Sutton Trust as having a moderate impact on attainment. We feel it can have a significant impact when used well and we believe this is something we have done well over time.</p>	<b>HN</b>	<p>The number of PP children engaging with remote learning, including reading lessons in created in all Year groups throughout the period of lockdown.</p> <p>Parents reported that live lessons provide them with guidance on how they could further support their child at home.</p> <p>Parent workshops to support children with Reading scheduled April 21, after children's return to school from Lockdown.</p>
<b>Budgeted Cost £5,643</b>					
<b>J.</b>	<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 two school jumpers each year 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> <li>• Pupils demonstrate a sense of belonging and security</li> </ul>	<p>There is significant research into the importance of a healthy breakfast in relation to cognitive development. We need to ensure all of our children start the day with a good breakfast to ensure maximum development.</p> <p>Whilst uniform costs are not considered high impact by the</p>	HK / HN	<p>Pupil Premium in school and at home have been provided with a breakfast (bagel and cereal care packages for pupils at home) throughout lockdown.</p> <p>Monitoring of pupils engagement with remote learning showed increasing</p>



			Sutton trust, there is research that suggests wearing uniform has a significant impact on behaviour, attitude and self-esteem. These things contribute to a child's Social and emotional learning which does have an impact on their attainment and progress.		levels of engagement for PP overtime throughout the period of lockdown.
					<b>Budgeted Cost £14,725</b>
					<b>Total Cost £176,818</b>

**The School will measure the impact of interventions by:**

- Tracking the progress of students on a half termly basis;
- Measuring the success of students at the end of each key stage, particularly key stage 2, against national measures;
- Monitoring the support of students accessing additional need and pastoral support and reviewing provision half-termly;
- Feedback from the additional outside agencies we buy in such as our professional Educational Psychologist (counselling), and from staff about the positive difference these services are making;
- Directly comparing the quality of work and progress in their books to that of the other children in the class;
- Analysis of other relevant key indicators such as attendance, punctuality, behaviour;
- Discussions with pupils;
- Parents and agencies involved.