

# Pupil Premium Strategy Statement 2020-21



1. Summary information					
<b>School</b>	Copthorne Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£119,929	<b>Date of most recent PP Review</b>	09.2019
<b>Total number of pupils</b>	518	<b>Number of pupils eligible for PP</b>	106	<b>Date for next internal review of this strategy</b>	04.2021 07.2021

Current attainment (Year 2 2020)				
	Pupils eligible for PP (your school)		Pupils not PP (National)	
	ARE	GD	ARE	GD
% achieving the expected standard in reading, writing and maths	Outcomes based on teacher assessment due to the cancellation of KS1 statutory assessments as a result of COVID-19			
% achieving the expected standard in reading				
% achieving the expected standard in writing				
% achieving the expected standard in maths				

Current attainment (Year 6 2020)				
	Pupils eligible for PP (your school)		Pupils not PP (National)	
	ARE	GD	ARE	GD
% achieving the expected standard in reading, writing and maths	Outcomes based on teacher assessment due to the cancellation of KS2 statutory assessments as a result of COVID-19			
% achieving the expected standard in reading				
% achieving the expected standard in writing				
% achieving the expected standard in maths				

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading)
<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>	Financial restrictions and limited access to wider enrichment activities
<b>G</b>	Attendance and engagement of PPG pupils' with school and learning following prolonged 'closures' as a result of COVID-19

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
<b>A</b>	PP pupils are exposed to new vocabulary in the range of books they read and stories they hear. Pupils' breadth and use of vocabulary increases. Pupils fluency improves.	<ul style="list-style-type: none"> <li>PP 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> <li>PP pupils demonstrate improved levels of oracy and increased confidence in communication</li> <li>PP pupils develop increased cultural capital</li> </ul>
<b>B</b>	Early Years to provide a language rich environment to optimise PP pupils speaking and listening opportunities. A language group intervention is established for PP children Language will be modelled to PP children through meaningful communication in everyday conversation and a range of practical activities	<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>
<b>C</b>	PP pupils reading skills improve (as evidenced by STAR standardised reading assessments)	<ul style="list-style-type: none"> <li>The in-school gap in Reading outcomes between PP and non-PP pupils completely diminishes</li> </ul>

		<ul style="list-style-type: none"> <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>
<b>D</b>	PP pupils' confidence and accuracy in interpreting and answering maths reasoning questions improves (as evidenced in STAR standardised maths assessments)	<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>
<b>E</b>	Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<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>
<b>F</b>	Pupils have a breadth of experiences that enable them to contextualize their learning. Range of strategies used to improve quality of life and community attitudes towards school ensure that all pupils eligible for pupil premium attend school, wear uniform and have well-informed parents who engage with school.	<ul style="list-style-type: none"> <li>• The Copthorne Curriculum will provide pupils with exciting and engaging learning experiences</li> <li>• Teachers and support staff will plan a wide range of visits /experiences to inspire and enhance learning</li> <li>• 100% of PP pupils access all school trips and visits planned for their class</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</li> <li>• All PP pupils have access to full school uniform</li> </ul>
<b>G</b>	All disadvantaged pupils will at least meet national expectations for attendance/persistent absence.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</li> <li>• Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence</li> </ul>

**Planned actions, planned spending and desired outcomes**

	Desired outcomes	Action	Evidence and rational for this choice	Staff Lead	Evaluation
A.	Pupils are exposed to new vocabulary in the range of books they read and stories they hear. Pupils’ breadth and use of vocabulary increases. Pupils fluency improves.	(i) Continue to purchase effective resources including <b>books</b> to support quality first teaching in the classroom, the delivery of interventions and to support home learning to close the gap for disadvantaged pupil  (ii) Employ a <b>Speech and Language worker</b> to target disadvantaged pupils with communication and language deficits, working with these children weekly in order to improve language development, communication and oracy.	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.  (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.  Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.	SW / CA	
<b>Total:</b>					
B.	Early Years to provide a language rich environment to optimise children’s speaking and listening opportunities. Language will be modelled through meaningful communication in everyday conversation and a range of practical activities	(i) Weekly <b>language support</b> group for PP children in EY delivered by support staff  (ii) CPD to ensure that Early Years provide a <b>language rich environment</b> and language is modelled through meaningful communication in every day	EEF - Improving Literacy in KS1 Develop pupils’ speaking and listening skills and wider understanding of language - activities which extend pupils’ spoken and receptive vocabulary  EEF - Improving CLL in Early Years 4 Prioritise the development of communication and language		

		<p>conversation as well as a range of practical activities.</p> <p>(iii) <b>Phonics intervention</b> delivered by a member of teaching staff and support staff to support catch up programme of missed learning to identified pupils</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 phonics in developing early reading.</p>		
<b>Total:</b>					
<b>C</b>	<p>PP pupils reading skills improve (as evidenced by STAR standardised reading assessments)</p>	<p>(i) <b>Accelerated Reader</b> purchased for children In Year 2 – Year 6. Quizzes to be used monitor comprehension and develop reading skills.</p> <p>(ii) <b>Staff CPD on Accelerated Reader and MYON</b> to enable staff to allocate digital books to children and match children with appropriate books</p> <p>(iii) <b>Star Reading Assessment</b> purchased for all children in Year 2 – 6 to provide standardised reading assessment scores</p> <p>(iv) Provide designated, highly qualified and skilled teachers</p>	<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 targeted interventions rather than any one product.</p>		

		<p>(X 1 in both KS1 and KS2) to teach <b>English and Maths to identified vulnerable groups</b> (mainly PP pupils) in Year 2, Year 5 and Year 6.</p> <p>(v) Skilled <b>SENDCo/KS2</b> teacher to work with Pupil Premium children in KS2 daily to improve literacy skills with a particular focus on comprehension and inference</p> <p><b>(vi)</b> A Nursery Nurse to work with disadvantaged children in Year 1/2 – <b>small group interventions for reading</b></p> <p>(vii) <b>1 to 1 reading</b> for our vulnerable/disadvantaged pupils to take place for 30 minutes daily with skilled adults</p> <p>(viii) <b>Raving Readers:</b> All Support Staff work in classrooms from 8.30 am to support children with reading</p> <p>(ix) <b>Racing Readers:</b> Weekly after school guided reading provision in each year group – includes targeted more able, disadvantaged pupils</p>			
<b>Total:</b>					

D.	PP pupils' confidence and accuracy in interpreting and answering maths reasoning questions improves (as evidenced in STAR standardised maths assessments)	<ul style="list-style-type: none"> <li>(i) Purchase <b>Star Maths Assessments</b></li> <li>(ii) <b>Mathletics</b> (Targeted Maths Support which includes our disadvantaged pupils): daily before school (30 mins per pupil).</li> <li>(iii) Deploy a <b>specialist maths</b> teacher to work with more able PP pupils to develop and embed reasoning skills in Years 5 and 6.</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>		
<b>Total</b>					
E.	Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	(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.	'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)		
<b>Total:</b>					
F	Pupils have a breadth of experiences that enable them to contextualize their learning. A range of strategies are used to improve the quality of life and community attitudes towards school ensure that all pupils eligible for pupil premium	<ul style="list-style-type: none"> <li>(i) Provide increased opportunities for PP pupils' experiential learning by <b>subsidising educational trips, visits and residentials.</b></li> <li>(ii) Provide PP children and those whose families are in</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 economically</p>		

	<p>attend school, wear uniform and have well-informed parents who engage with school.</p>	<p>crisis and need support, with access to our <b>After School clubs</b> without charge.</p> <p>(iii) <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>(iv) <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> <p>(v) Deploy <b>the Home School Liaison Officer</b> to source and <b>facilitate free courses</b> for targeted parents in order to develop their own skills, raise aspirations and improve life chances.</p>	<p>disadvantaged backgrounds and those with more family resources.</p> <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 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.</p> <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>		
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**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.