

Pupil Premium Strategy Statement



Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Copthorne Primary School
Number of pupils in school	518 (420 Rec – Yr 6)
Proportion (%) of pupil premium eligible pupils	78 (18.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	1 st September 2021
Date on which it will be reviewed	31 st July 2022
Statement authorised by	Christabel Shepherd
Pupil premium lead	Stephanie Ngenda
Governor / Trustee lead	Phillip Gerrard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,085
Recovery premium funding allocation this academic year	£13,485
School Led Tutoring	£10,125.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£148,695

Part A: Pupil premium strategy plan

Statement of intent

At Copthorne there are no limits on learning for any child. We use our Pupil Premium and Recovery grants to ensure that the needs of every individual learner can be met and that any barriers to education or development resulting from socio-economic disadvantage are identified and effectively addressed. In this way, we ensure that any difference in achievement and opportunity between those children who are disadvantaged and other learners, is diminished.

We want our disadvantaged pupils to:

- Develop high levels of literacy, language and communication skills
- Attain at least in line with their non disadvantaged peers
- Attend school regularly
- Access a broad and balanced curriculum
- Develop high levels of cultural capital
- Be supported and nurtured at home by parents who understand and are confident in addressing their child's needs
- Demonstrate excellent levels of wellbeing

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Many children entitled to PP enter Reception with skills, below what is typical, particularly in Communication and Language
2.	Poor comprehension and inference skills in reading. (More able PP pupils demonstrate poor inferential skills compared to peers)
3.	Low standards of development as regards verbal reasoning – particularly in maths.
4.	An increasing number of PP pupils have social and emotional developmental needs
5.	A number of disadvantaged children have fallen behind their peers in terms of basic skill consolidation due to Covid closures
6.	Diagnostic assessments show that some academically able pupils from disadvantaged backgrounds are at risk of under-performing after school closures.

7.	Pupils' communication, language and vocabulary skills have been adversely affected by Covid-lockdowns/Covid-related absence from school
8.	Pupils have become passive in their approaches to learning due to the impact of online learning and home issues
9.	More able disadvantaged pupils have developed a fixed mind set during lockdowns/remote learning and, as a result are more passive and lack resilience when approaching cognitively challenging activities.
10.	Parental confidence in supporting their children with learning at home and with school work
11.	Persistent absence for disadvantaged

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils develop high levels of literacy, language and communication skills	<ul style="list-style-type: none"> • PP pupils' language/communication deficits are identified early and show improved levels of oracy, increased confidence in communication and use of wider breadth of vocabulary • Pupils' reading, phonics and writing fluency improves with outcomes in line with non-PP nationally including greater depth. • All lessons, learning environments and curriculum have a vocabulary focus • PP pupils read daily at school and more regularly at home with increased skill and fluency (as evidenced by reading records, assessments) and develop a love of reading.
Disadvantaged pupils attain at least in line with their non disadvantaged peers	<ul style="list-style-type: none"> • In all years disadvantaged children attain at least in line with their non disadvantaged peers in R,W,M • Disadvantaged pupils consistently achieve highly in EY, KS1 & KS2 • More able disadvantaged pupils in all areas of school make good progress in line with their individual aspirational targets • Disadvantaged children receive targeted intervention to accelerate progress. • Intervention records evidence high quality, targeted support • SLT and teachers are aware of the attainment, progress and trajectory for pupils
Disadvantaged pupils attend school regularly	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally • Persistence absence for disadvantaged pupils is lower than the national figure • Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school • Attendance action plans are in place for all identified pupils

	<ul style="list-style-type: none"> • Bespoke support is provided for disadvantaged families as required
Disadvantaged pupils access a broad and balanced curriculum	<ul style="list-style-type: none"> • The curriculum is ambitious for disadvantaged pupils • Monitoring activities (moderation of outcomes in books, planning scrutinies, termly data analysis) undertaken by SLT and subject leaders evidence Quality First Teaching and high quality work for disadvantaged pupils
Disadvantaged pupils develop high levels of cultural capital	<ul style="list-style-type: none"> • Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life • Disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests • There is strong take-up by disadvantaged pupils of the extra-curricular opportunities provided by the school • 100% of PP pupils access all school trips and visits planned for their class • PP Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
Disadvantaged pupils are supported and nurtured at home by parents who understand and are confident in addressing their child's needs	<ul style="list-style-type: none"> • Parents are provided with information about supporting their child's learning at home, including information about the school's method of teaching reading and how to help their children learn to read • All disadvantaged pupils engage with remote learning • Parents know what their child is learning and how to help them improve • Parents feel involved in, and actively contribute to, the life of the school • Parents are better equipped to support their children's emotional needs and help them to regulate at home
Disadvantaged pupils demonstrate excellent levels of wellbeing	<ul style="list-style-type: none"> • Disadvantaged pupils consistently have highly positive attitudes and commitment to their education • More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities • Disadvantaged pupils consistently report high levels of wellbeing in school • Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties • Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community • Disadvantaged pupils actively support the wellbeing other pupils • Disadvantaged pupils to recognise online and offline risks to their well-being • All PP pupils have access to full school uniform

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2015.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Little Wandle Letters and Sounds Revised, a complete systematic synthetic phonics programme, complete teaching scheme and staff CPD package.</p>	<p>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.</p> <p>Education Endowment Foundation – Phonics + 4 months</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</p>	<p>1, 2, 5, 6, 7, 8, 10</p>
<p>Staff meeting time used to prioritise continuing professional development with regular, sequential sessions, focussing on two key texts : Walkthroughs and Making Space for Able Learners. Books purchased for teachers and support staff.</p> <p>Fortnightly 1 hour CPD for support staff focussing on their needs as well as a focus on improving and evaluating pupil outcomes.</p>	<p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>We based our approach to CPD on sources of evidence for effective delivery, including the Teacher Development Trust’s Developing Great Teaching and the Department for Education Standards for teachers’ professional development implementation guidance</p>	<p>1, 2, 3, 5, 6, 7, 8, 9</p>
<p>Vocabulary training for all staff targeted at enabling vulnerable /disadvantaged</p>	<p>There is clear and consistent evidence about the importance of vocabulary development. The OFSTED Inspection handbook research highlights a range of</p>	<p>1, 7</p>

<p>groups to access higher tiers of language</p>	<p>studies which suggests a vocabulary gap between children from disadvantaged families and their peers exists.</p> <p>Using the EEF’s Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and , , Preparing for Literacy) we have prioritised responding to the barriers relating to vocabulary.</p> <p>Education Endowment Foundation – Oral language interventions +5 /6 months</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	
<p>Provide high quality ‘teaching vocabulary’ training for all new staff</p>	<p>Education Endowment Foundation – Oral language interventions +5 /6 months</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>1, 7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 104,416.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>One to one tuition</u></p> <ul style="list-style-type: none"> Phonics interventions - Precision teaching for phonics and high frequency words. 	<p>One to one tuition and small group work are outlined by the NFER, Ofsted and the Sutton Trust as being effective 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>2, 5, 6</p>

<ul style="list-style-type: none"> • Prioritise all disadvantaged children as daily readers 	<p>Education Endowment Foundation – One to one tuition. – +5months</p> <p>The EEF found one to one tuition to be high impact for moderate cost. Research finds that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<p>2, 5, 6</p>
<p><u>Small group intervention</u></p> <ul style="list-style-type: none"> • Employ additional staffing to work with under achieving disadvantaged children Yr 1 -Y6. This will include more able children at risk of underperforming. • Mathematics - (Targeted Maths Support which includes our disadvantaged pupils): daily before school (30 mins per pupil). • Provide designated, highly qualified and skilled KS2 teacher to teach Maths daily to identified vulnerable groups (mainly PP pupils) in, Year 6 	<p>Education Endowment Foundation – Small group tuition– +3months</p> <p>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). ‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p>We know that Mathematics 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>	<p>2, 3, 5, 6, 7</p>

<ul style="list-style-type: none"> • Implement NELI program into Reception • Embed LEXIA for use with Y1 upwards both at home and at school. Deploy skilled TA for 1:1 work with PP pupils daily. • A Nursery Nurse to work with disadvantaged children in Year 1/2 – small group interventions for reading • KS2 Phonics intervention • Raving Readers: All Support Staff work in classrooms from 8.30 am to support children with reading • Racing Readers: Weekly after school guided reading 	<p>The EEF states that there is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.</p> <p>Brooks’s What Works for Literacy Difficulties? ‘Three studies (Norfolk, York, Cumbria) were based on the computer-installed system. Norfolk and York showed useful to substantial gains in comprehension, Cumbria demonstrated useful gains in reading accuracy, and York and Cumbria showed useful gains in spelling. A project in Darlington using the web-based system showed a useful gain in reading.</p> <p>EEF Impact Report due Autumn 2021</p>	
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<p><u>Speech and Language therapy</u></p> <ul style="list-style-type: none"> Continue to employ a p/t Speech and Language support worker to target disadvantaged pupils with communication and language deficits, working with these children fortnightly in order to improve language development, communication and oracy and provide support and training to staff. 	<p>Education Endowment Foundation – Oral Language Interventions - + 5/6 months</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p>	1, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School breakfast club</p> <ul style="list-style-type: none"> 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>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>	4, 11

<p>Uniform</p> <ul style="list-style-type: none"> • Provide our PP children with two school jumpers each year in order to ensure pupils are warm and have a sense of belonging. 	<p>EEF Teacher Toolkit reports that whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>4, 11</p>
<p>Learning Mentor counselling and support for emotional health and wellbeing.</p> <ul style="list-style-type: none"> • Deploy 3 Learning Mentors to support our PP children with behavioural and emotional difficulties, working with them to overcome barriers to learning. 	<p>Education Endowment Foundation – Mentoring - 0 months</p> <p>Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour</p>	<p>4, 7, 11</p>
<p>Talk it Out Team</p> <p>Embed and extend the Talk it Out Team ‘worry box’ system for pupils to self-refer when they are feeling emotionally vulnerable</p>	<p>Education Endowment Foundation – Mentoring - 0 months</p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes.</p>	<p>4, 7</p>
<p>Trips and visits</p> <p>Provide increased opportunities for PP pupils’ experiential learning by subsidising educational trips, visits and residentials.</p>		<p>4, 7</p>
<p>Attendance support – Education Welfare Officer</p> <p>Continue to reward and celebrate with parents and children - attendance Re-</p>	<p>The Department for Education (DfE) published <u>research</u> in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p>	<p>10, 11</p>

wards to include Most Improved, punctuality awards which will be targeted mainly at disadvantaged families	Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions	
SEMH reading material Purchase reading material that supports SEMH development and recognises challenges faced by our children	'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)	4
After School Club Improve the variety of after school clubs beyond those of a sporting nature (STEM Club & Debate Club)	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 disadvantaged backgrounds and those with more family resources. Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.	4, 5, 7
Leeds University Visit Raise aspirations through a visit to the University of Leeds for Year 6 children (Jonathan Doherty) Brilliant Club Scholars Programme 12 pupils attend university style tutorials, attend trips to the most competitive universities and speak to current to learn about university life.	Feedback from previous pupils attending the Brilliant Club found that pupils were inspired by the experience and said that they felt much more likely to want to progress to university in the future. 100% of participants said that applying to study at university in the future was something that they felt that they were highly likely to do.	
Stay and Play sessions Further develop Stay and Play sessions for parents of pupils in Foundation Stage - targeting disadvantaged	Education Endowment Foundation – Parental Engagement - +3months Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.	

Total budgeted cost: £149,077.12

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Please see the link below to view the evaluated Pupil Premium Strategy for 2020-2021.

<https://cophorneacademy.co.uk/wp-content/uploads/2021/09/Pupil-Premium-Strategy-2020-2021.pdf>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.