

# Copthorne Primary Pupil Premium Strategy Statement



## Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	522 (423 Rec – Yr 6)
Proportion (%) of pupil premium eligible pupils	120 (22.99%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023- 2024
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	31 <sup>st</sup> July 2024
Statement authorised by	Stephanie Ngenda
Pupil premium lead	Stephanie Ngenda
Governor / Trustee lead	Phillip Gerrard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,196
Recovery premium funding allocation this academic year	£16,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£177,291</b>

## 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.

At Copthorne we have a clear, strategic, tiered approach for Pupil Premium funding provision which follows EEF guidance and focuses on the following:

- Whole school strategies that impact all pupils
- Focussed support to target under performance
- Specific support targeting pupil premium pupils

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

The school rigorously monitors and evaluates the impact of Pupil Premium funding to ensure this is allocated and used effectively. Tracking progress over time is essential so that needs can be quickly identified, and strategies and intervention developed to accelerate progress. Data is collected consistently during Curriculum Impact Meetings to identify impact of actions taken.

To support effective allocation of funding, analysis of impact for Pupil Premium spending for 2022-23 has been conducted to identify strengths and areas for development for 2023-24.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research based evidence to support our actions.

## 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.	In 2023, KS2 disadvantaged pupils did not achieve as well as non-disadvantaged pupils in RWM
3.	A large proportion of disadvantaged pupils have limited life experiences and families face significant financial pressures which potentially limits access to resources and opportunities
4.	Disadvantaged children's attendance and persistent absence rates, over time, are not as high as their non-disadvantaged peers (July 2023: PP 93.4% / Non-PP 94.55%)
5.	An increasing number of PP pupils have social and emotional developmental needs

## 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"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>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</li> <li>Pupils' reading, phonics and writing fluency improves with outcomes in line with non-PP nationally including greater depth.</li> </ul>

	<ul style="list-style-type: none"> <li>• All lessons, learning environments and curriculum have a vocabulary focus</li> <li>• 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.</li> </ul>
Disadvantaged pupils attain at least in line with their non disadvantaged peers	<ul style="list-style-type: none"> <li>• In all years disadvantaged children attain at least in line with their non disadvantaged peers in R,W,M</li> <li>• Disadvantaged pupils consistently achieve highly in EY, KS1 &amp; KS2</li> <li>• More able disadvantaged pupils in all areas of school make good progress in line with their individual aspirational targets</li> <li>• Disadvantaged children receive targeted intervention to accelerate progress.</li> <li>• Intervention records / Curriculum Impact meetings evidence high quality, targeted support</li> <li>• SLT and teachers are aware of the attainment, progress and trajectory for pupils</li> </ul>
Disadvantaged pupils develop high levels of cultural capital	<ul style="list-style-type: none"> <li>• Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life</li> <li>• Disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests</li> <li>• There is strong take-up by disadvantaged pupils of the extra-curricular opportunities provided by the school</li> <li>• 100% of PP pupils access all school trips and visits planned for their class</li> <li>• PP Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</li> </ul>
Disadvantaged pupils attend school regularly	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally</li> <li>• Persistence absence for disadvantaged pupils is lower than the national figure</li> <li>• Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school</li> <li>• Attendance action plans are in place for all identified pupils</li> <li>• Bespoke support is provided for disadvantaged families as required</li> </ul>
Disadvantaged pupils demonstrate excellent levels of wellbeing	<ul style="list-style-type: none"> <li>• Disadvantaged pupils consistently have highly positive attitudes and commitment to their education</li> <li>• More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities</li> <li>• Disadvantaged pupils consistently report high levels of wellbeing in school</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties</li> <li>• Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community</li> <li>• Disadvantaged pupils actively support the wellbeing other pupils</li> <li>• Disadvantaged pupils to recognise online and offline risks to their well-being</li> <li>• All PP pupils have access to full school uniform</li> </ul>
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## 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: £ 79,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Little Wandle Letters and Sounds Revised 'Fluency' scheme for KS1.	<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><a href="#">Phonics: Teaching &amp; Learning Toolkit EEF</a></p>	1,2
Purchase 'Sum Dog' to improve pupils fluency and recall of mathematical facts	<p>The EEF Improving Maths in KS2 &amp; 3 highlights the importance of ensuring that pupils develop fluent recall of facts.</p> <p><a href="#">EEF: Improving Maths in KS2 &amp; 3</a></p>	2
Embedding reading comprehension strategies across the school curriculum. We will purchase resources and fund ongoing teacher training and release time.	<p>There is a strong evidence base that suggests reading comprehension strategies, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Reading Comprehension Strategies: Teaching &amp; Learning Toolkit EEF</a></p>	1,2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas,	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	1,2

consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	
Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	2
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, including Team Teach deescalation training.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5

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

Budgeted cost: £76,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>One to one tuition</u></b></p> <ul style="list-style-type: none"> <li>Phonics interventions - Precision teaching for phonics and high frequency words.</li> <li>Prioritise all disadvantaged children as daily readers</li> </ul>	<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>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</p>	1,2

	pupils that are identified as having low prior attainment or are struggling in particular areas.	
<p><b><u>Small group intervention</u></b></p> <ul style="list-style-type: none"> <li>• Employ additional staffing to work with under achieving disadvantaged children Yr 1 -Y6. This will include more able children at risk of underperforming.</li> <li>• Mathletics - (Targeted Maths Support which includes our disadvantaged pupils): daily before school (30 mins per pupil).</li> <li>• Provide designated, highly qualified and skilled KS2 teacher to teach Maths daily to identified vulnerable groups (mainly PP pupils) in, Year 6</li> <li>• Small Group after school tuition for Year 6</li> </ul>	<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 Mathletics is highly effective in developing and supporting our pupils’ fluency and maths reasoning.</p> <p>Focused quality first teaching for our PP pupils consistently allows us to quickly and effectively identify and address gaps in learning.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1,2

<ul style="list-style-type: none"> <li>Additional KS1 &amp; 2 phonics sessions targeted at disadvantaged pupils who require further phonics support. Local English hub training will inform practice.</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	
<p><b><u>Speech and Language therapy</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<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>	<p>1,2</p>

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

Budgeted cost: £21,316



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School breakfast club</b></p> <ul style="list-style-type: none"> <li>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.</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>4,5</p>
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>Provide our PP children with two school jumpers each year in order to ensure pupils are warm and have a sense of belonging.</li> </ul>	<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>4,5</p>
<p><b>Learning Mentor</b> counselling and support for emotional health and wellbeing.</p> <ul style="list-style-type: none"> <li>Deploy 3 Learning Mentors to support our PP children with behavioural and emotional difficulties, working with them to overcome barriers to learning.</li> </ul>	<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>4,5</p>
<p><b>Talk it Out Team</b></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>4,5</p>
<p><b>Trips and visits</b></p> <p>Provide increased opportunities for PP pupils' experi-</p>		<p>3,4,5</p>

<p>ential learning by <b>subsidising educational trips, visits and residential</b>s.</p>		
<p><b>Attendance support</b> – Education Welfare Officer</p> <p>Additional Attendance Officer to be recruited in school.</p> <p>Continue to reward and celebrate with parents and children - attendance Rewards to include Most Improved, punctuality awards which will be targeted mainly at disadvantaged families</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>Pupils with <b>no absence</b> 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</p>	4,5
<p><b>SEMH reading material</b></p> <p>Purchase reading material that supports SEMH development and recognises challenges faced by our children</p>	<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.’</p> <p>(Teaching and Learning toolkit)</p>	5
<p><b>After School Club</b></p> <p>Improve the variety of after school clubs beyond those of a sporting nature</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 disadvantaged backgrounds and those with more family resources.</p> <p>Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.</p>	3,4,5
<p><b>Leeds University Visit</b></p> <p>Raise aspirations through a visit to the University of Leeds for Year 6 children (Jonathan Doherty)</p> <p><b>Brilliant Club Scholars Programme</b></p> <p>12 pupils attend university style tutorials, attend trips to the most competitive universities and speak to current to learn about university life.</p>	<p>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.</p>	3,4,5

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

**Total budgeted cost: £ £177,291**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that in EY, KS1 & KS2, for the vast majority of assessments, disadvantaged pupils either performed in line with or above national figures. In the Year 6 national assessment for Reading, pupils did not perform inline with their peers or national figures. This has been addressed through the whole school improvement plan for 2023-24 and through actions identified in this strategy.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that behaviour of disadvantaged pupils was excellent, inline with the behaviour of other children in school. Whilst demonstrable improvements were seen in the attendance of disadvantaged pupils, their overall attendance and levels of persistent absence was not yet in line with that of their non-disadvantaged peers. This will be addressed in 2023-24.

Our evaluation of the approaches delivered last academic year indicate that focussing on quality first teaching, with additional layers of tuition targeted at specific needs and knowledge gaps, was a highly effective way to support low attaining disadvantaged pupils or those falling behind. Ongoing monitoring and tracking, through curriculum impact meetings, demonstrated that teachers know the disadvantaged children well in their classes and strategies put in place to meet their needs were effective. A focus on Reading in 2023-24 will remain a priority.

### 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.*