

**Copeland Road Primary**  
**Pupil Premium Expenditure 2016 -17**

Year	Amount of Pupil Premium Funding
2016 - 17	£52,980

Pupil Premium Categories	2016/17
Percentage of FSM pupils	26%
Number of FSM pupils eligible for Pupil Premium	39 x £1320
Number of Looked After pupils eligible for Pupil Premium	0
Number of service pupils eligible for Pupil Premium	5 x £300
Percentage all Pupil Premium	30%
Total	£52,980

**Curriculum Focus for Pupil Premium Grant 2016-17**

To support pupils at the school the Pupil Premium Funding was targeted at the following areas:

- Raising attainment and improving rates of progress in Reading, Writing and Maths.
- Developing emotional well-being, social skills and behaviour of pupils.
- Increasing access to a wider range of experiences.
- Promoting good attendance.

Pupil Premium used to develop and support	Strategy (rationale)	Cost	Brief summary of the intervention / action, including year groups, pupils involved and timescale and how it will be evidenced for impact	Impact to be reported upon Autumn 2017
<b>Read Write Inc</b>	Ensuring early literacy skills is vital in helping children to make good progress. Following several years on different phonic schemes the school and governors agreed to significantly invest in a single approach in school. Although the school budget has been used to fund the majority of the materials and training, the impact upon the pupil premium children has been extremely important and therefore regular funding is used to help maintain the intervention groups.	<b>£15,000</b> <b>TA cost x % PP in high needs groups</b>	To be implemented fully, RWI is very staff intensive as it requires teaching smaller groups of pupils with similar levels of ability. This requires additional staffing in school. % of TA Costs  <b>Evidence of impact:</b> improved phonics awareness as measured in groups and assessments	
<b>Visits and visitors</b>	Children learn best from hands on experiences. These are not always best covered through classroom based activities or by the class teacher. Opportunities to stimulate and enthuse children and provide memorable experiences can develop their subject knowledge, talents and abilities. This can create interest into later life. They can provide the chance for children to manage risks and apply skills in meaningful ways.	<b>approx £100</b> per bus and <b>£50</b> entry fee per visit  <b>£200 - £300</b> per visitor / expert in school  Approximate annual cost:- <b>£4000</b>	All year groups have a regular enrichment visits or visitors to enhance the curriculum and provide real life experiences beyond the classroom. Visits are subsidized to ensure pupil premium children can participate. Visits include cultural, creative, spiritual and historical venues such as museums, cathedral, theatres, plays and cluster events and places of environmental and safety sites such as the Safety Carousel.  <b>Evidence of impact:</b> Tracking and assessment data –showing application of skills and knowledge taught. Improvements in behaviour and attitudes to learning. Pupil engagement in themes, topics and the wider curriculum evidenced in class and through pupil consultation meetings.	
<b>Breakfast Club</b>	A good start to the day is extremely important to children's health and well-being. In our school we promote healthy eating and the importance of a eating before starting school. The school uses Teaching Assistants and a Breakfast Co-ordinator to manage the club. There is a high proportion of pupil premium children in attendance.	<b>£1200</b>	The Breakfast Club currently costs 50p per child per day. This is a subsidised cost.  The annual cost of food is approximately <b>£1200</b> The annual cost of additional staff cover is approximately <b>£2200</b>  <b>Evidence of impact:</b> Improvement on pupil attendance and punctuality Improved concentration levels as children are prepared for school. Support for parents with child care arrangements – regular attendance	

<p><b>Interventions and 1:1 support</b></p>	<p>Not all children are catching up to their peers by the end of key stages. Children enter school below age related expectations and last year left Year 6 broadly in line. This is only achieved through well differentiated teaching and carefully tailored interventions.</p> <p>Children were showing less progress and lower attainment levels in spelling, elements of comprehension, ability to ask relevant questions and using mental maths (number bonds and tables) in calculation problems last academic year.</p> <p>A high % of the children have speech and/or language programmes and fine/gross motor programmes. Without these key skills being acquired the children will not be able to work in at expected levels in reading across all subjects, in writing for a range of purposes or applying mathematical skills and knowledge in real life context.</p>	<p><b>£15,000</b> <b>TA cost x %</b> <b>PP in high needs groups</b></p>	<p>One to One and small group interventions for identified pupils. Interventions include key skills in reading, writing, SPAG and mathematical development for 'catch up' children. Also therapeutic and tailored work in Speech and Language and fine and gross motor.</p> <p>Movement programmes include input from Sports Apprentice Speech and Language programmes interventions and additional 1:1 programmes led by TAs Booster programmes on Maths and English</p> <p><b>Evidence of impact:</b> Pupil Assessment data Improvements in confidence and attitudes to learning SAT's results</p>	
<p><b>Attendance and Inclusion Officer</b></p>	<p>Poor attendance has a detrimental effect on children's learning and does little to support children's long term attitudes to learning to appropriately prepare them for the work place in later life.</p> <p>Absence tends to be higher in children entitled to Pupil Premium and in our school this is also currently higher for girls. On-going regular work needs to be done to support families to remove any barriers causing problems getting the children to school regularly and on time. Many of these families either have challenges at home with routines or have other issues such as health concerns.</p> <p>Evidence within school shows that working with parents through 1:1 work, signposting to other specialist services, working on the TAF process and providing regular guidance shows improvements in attendance and academic outcomes.</p>	<p><b>£5000</b></p>	<p>Support and advice to parents and in particular those vulnerable families needing more tailored support. Liaison and collaboration with other agencies i.e. health, One Point, CAMHS, Social Services, Job Centre Plus and Housing.</p> <p><b>Evidence of impact:</b> Improved attendance data Improvements in wellbeing and parental engagement to support children's learning and emotional needs Improvements in attitudes and improvements in child's attainment and progress</p>	

<p><b>The Centre</b></p>	<p>Promoting Children and Young People’s Emotional Health and Wellbeing. Improving children’s wellbeing has a direct impact on their motivation to learn, gives them a sense of commitment and connectedness with learning and school as well as a purpose. Increased satisfaction leads to improved happiness. Developing social skills, emotional understanding and attitudes to challenges improves mental health and resilience towards challenges both now and in later life. This can all improve behaviours in school, reduce low level disruptive behaviours that impact on all children’s progress, decreases incidents of bullying and fighting. It also improves attendance, reduces exclusions and supports children to understand and limit risky behaviours.</p> <p>The programmes at the Centre, their bespoke work in school and the Inclusion facility all support children’s holistic needs.</p>	<p><b>£6000 school contribution</b></p>	<p>Provide wellbeing 3 day courses in nurturing, behaviour, anger management, friendship, bullying and self-esteem. Bespoke work for 1:1 and whole class sessions. Provide purpose inclusion facility for children at risk of exclusion for challenging behaviours.</p> <p><b>Evidence of impact:</b></p> <p>Improvements in self-esteem and wellbeing using social skills assessment wheel.</p> <p>Pupil progress meetings, tracking and assessment data</p> <p>Reduction in exclusions</p> <p>Delivering programmes, one to one support and group work around literacy skills to enable children to access learning. Children are identified by school staff each term for additional support.</p>	
<p><b>Creating Individual Year Groups</b></p>	<p>Teaching the children in their own year group with smaller numbers ensures that the children are focusing on the age appropriate curriculum. The reduced class sizes will help to provide more time per pupil and help the teacher to spend more time providing feedback to each pupil. The children at the end of Key Stages can focus on their specific assessments. Reducing the class size will provide more space within the classes and should lead to improved behavior within the classroom. As it is a more comfortable environment.</p> <p>The governors have a proactive approach to the reduction of class numbers and have funded this measure to create improved pupil ratios within single year groups.</p> <p>The highest percentage of pupil premium (<b>71%</b>) children is in the junior classes where the additional member of staff is located.</p>	<p><b>Teacher Costs x 71%</b></p> <p><b>£17,750</b></p>	<p>Additional class to be created in juniors in Year 4 will lead to targeted year group teaching in Key Stage 2. This will also provide an opportunity provide additional support to year 6 SATs via the Deputy Headteacher.</p> <p>The additional support will also create time for the Deputy Headteacher to work with the families of pupil premium children on SEN issues.</p> <p>Cost:- supply teacher salary for the full year</p> <p><b>Evidence of impact:</b></p> <p>Improved achievement and attainment across Key Stage 2 and particularly in year 6 SATs</p> <p>Evidence of focused year group teaching in all of Key Stage 2</p>	
<p><b>Total</b></p>		<p><b>£63,950</b></p>		
<p><b>Additional funding from the school budget has been added to the Pupil Premium figure to meet the above shortfall</b></p>				