



Copeland Road Primary School

Pupil Premium Strategy Statement 2020 - 2021



1. Rationale

At Copeland Road Primary School we believe that our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
35 Per Pupil : £1,345 £47075	19	16	Total = 3 pupils DCC - £2,300 - £600 = £1700 x 2 pupils = Total £3400 per year CCC - £2,300 x 1 pupil = Total £2,300 Total of 3 pupils = £5700 per year	3 Per Pupil £300 £900

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

4. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	143	Number of Pupils Eligible	41
Total Pupil Premium Budget	£56 220	% of Pupils Eligible	29%

5. 2018 - 2019 – Disadvantaged pupils outcomes								
EYFS – Data not available pupils (FSM)								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
	%	75%	%	-19%				
KS1 Y2 – 15 pupils (3 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other 2019	School diff	Nat diff 2019	School Dis	NA Other 2019	School diff	Nat diff 2019
Reading	67%	78%	-8%	-16%	33%	28%	16%	-14%
Writing	33%	73%	-50%	-18%	0%	17%	0%	-10%
Maths	67%	79%	-25%	-16%	33%	24%	25%	-12%
KS2 Y6 - 22 pupils (7 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other 2019	School diff	Nat diff 2019	School Dis	NA Other 2019	School diff	Nat diff 2019
Reading	43%	78%	-17%	-16%	0%	31%	-7%	-14%
Writing	86%	83%	-1%	-15%	29%	24%	16%	-13%
Maths	57%	83%	-23%	-15%	14%	31%	-6%	-15%

GPS	57%	83%	-10%	-15%	0%	40%	0%	-15%
RWM combined	43%	70%	-4%	-20%	43%	12%	0%	-11%

6. 2019 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other 2019	Difference	Nat gap 201
Reading	-2.8	0.3	-1.2	-0.9
Writing	4.4	0.3	4.1	-0.8
Maths	-1.0	0.3	-0.9	-1.0

7. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	Some children in receipt of PP have missed out on being taught in school due to Covid-19	Children return happy, settled and ready to learn (observations). Children make good progress from their starting points in September. Quality first teaching and targeted academic support and staff accessing professional development . Children will make good progress from their KS starting points
B	Some children in receipt of EYPP have not had the usual transition opportunities. PP pupils enter reception significantly behind their peers.	Children settle quickly and are ready to learn (EYFS observations). Children will achieve well in EYFS against the ELGs. Children will make good progress from their baseline with targeted academic support and staff accessing professional development and early career support .
C	Children starting school may have below average speech and language skills	Children’s speech and language rise to age related expectations targeted academic support and staff accessing professional development and early career support .

D	Pupils who are eligible for Pupil Premium make less progress than other pupils in their Phonics Screening at the end of Year 1 without significant intervention.	School to continue to be close to or in line with national outcomes for phonics in 2020. To increase the amount of children passing their year 2 phonics re-sit and be close to or in line with national outcomes. Targeted academic support and staff accessing professional development and early career support.
E	PP pupils across KS2 do not make the expected progress across KS2 in their reading and maths.	Increased rates of progress for PP pupils in reading in KS2. Targeted academic support and staff accessing professional development and early career support.
8. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)		
Barriers		Desired Outcomes
F	Some children in receipt of pupil premium may have not accessed much home learning during the school closure period along with low attendance rates for some PP children including high persistent absence.	Attendance of children in receipt of PP is close to or in line with all children with an increased attendance at Breakfast Club. Increasing attendance using wider strategies.
G	Several PP children have complex SEND issues which require outside agency support.	Children with SEND and in receipt of PP make good progress from individual starting points, children make at least good progress in Reading, Writing and Maths. Targeted academic support and staff accessing professional development and early career support.
H	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. Increasing attendance using wider strategies.
I	Social deprivation	Provide activities and experiences which target PP pupils to enrich wider opportunities. Increasing attendance using wider strategies.
J	Children's level on entry and other factors mean reaching the expected age related standard can be challenging	Children in receipt of PP are as close to or at age related expectations at the end of KS. Targeted academic support and staff accessing professional development and early career support.

9. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source (why it is being used – evidence based approach)	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
A	Children return happy, settled and ready to learn (observations). Children make good progress from their starting points in September. Quality first teaching and targeted academic support and staff accessing professional development. Children will make good progress from their KS starting points	Assess all children in September to provide an accurate starting point for future teaching Good/outstanding teaching throughout school Start the well being award to further improve pupil wellbeing.	Using formative and summative approaches will allow teachers to identify gaps in knowledge and address them Research shows the difference a high quality teaching team can make on the progress of a child.	All teachers to share baseline with LK/JM by the end of October 2020 Monitoring of teaching and learning through lesson observations, book scrutiny, pupil conversations and assessments. 12 £90 sessions = £1080 x 3 terms = £3240 Wellbeing award £1500 – PP £230	Summer Term NFER assessments used along with QLA to determine gaps in learning to enable Teachers to plan accordingly. (See NFER Assessment data)	Baseline data and QLA completed. PP targeted support JB £65.71 x 12 = £788.52 End of Term Assessments completed. Wellbeing award started. End of Spring Term assessments completed following lockdown. Around 60% of Wellbeing Award now completed.
B	Children settle quickly and are ready to learn (EYFS observations). Children will achieve well in EYFS against the ELGs. Children will make good progress from their baseline with targeted academic support and staff accessing professional development and early career support.	Assessments throughout year made frequently to allow maximum progress. Strong relationships between EYFS team and parent/carers Good ratio of staff/children in EYFS Small RWI groups Good/Outstanding teaching and learning Staff INSET	EYFS unable to attend normal transition. Early days in school important to form strong, trusting relationships with children and parents. Good staff ratio allows regular, informative observations and for teaching and learning to flourish. RWI groups made as small as possible with highly trained staff to allow the swift and effective teaching of early reading. Research shows the difference a high-quality teaching team can make on the progress of a child. High performing schools direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils	Ensure enough staff available. New Apprentice TA to receive additional training by school and the LA. Staff well trained in RWI Monitoring of teaching and learning in Early Years Early Adopters and EYFS network clusters £5.90 (20 minsTA) x 5 (days) x 4(chn) x 39 weeks	0% PP GLD Sept 2020.	3 staff in EYFS now. New Apprentice accessing CPD. RWI Training package bought and shared with EYFS Staff. 2 out of four pp pupils are close to achieving a GLD in all areas. PP interventions daily. Apprentice has completed CPD and is now taking a daily phonics group with 3 pupils. PP interventions daily AT, VS and SH attending Early Adopters workshops.

		through EDA	August 2018)	£4602		
C	Children's speech and language rise to age related expectations targeted academic support and staff accessing professional development and early career support.	Use NHS and Let's Talk speech therapists for greatest needs. TAs to run Speech and Language programmes. Buy into Speech and Language Link for the whole school. Discussion and language development a key focus in all classrooms through high quality Teaching and Learning	NHS/ Let's Talk to provide expert support and have had good results. Staff to be trained by Speech Therapist about the programme to help improve their understanding to deliver programmes Curriculum rich in language will provide benefits for all. Vocabulary development a key component of knowledge retention.	Let's Talk screen all children who teachers think may benefit from additional support and work with them. NHS support children with ECHPs. Monitor progress through Support Plans and classroom observation cycles. Let's Talk programmes and interventions can be run by school staff in the future. Training our staff to use these programmes helps ensure that this is an effective method, with its impact being monitored. £1248 x 3 terms = £3744 TA Support £5.90 (20minsTA) x10 (chn) £59 x 39 (wks) £2301	Reception and Year 1 – greatest needs	Let's Talk therapist attended every week during the Autumn Term £32.00 per hour £96 per weekly morning session x 13 = £1248 NHS S&L involved with ¾ Reception PP Nuffield Early Language assessments carried out on all Reception pupils. £59 x 12 = £708 Let's Talk therapist restarted weekly sessions following lockdown. £96 per week x 2 = £192 NHS S&L therapists have been into school during lockdown for sessions with Reception PP. Nuffield Early Language Intervention has started with 2/4 Reception PP £59 x 9 = £531
D	School to continue to be close to or in line with national outcomes for phonics in 2020. To increase the amount of children passing their year 2 phonics re-sit and be close to or in line with national outcomes. Targeted academic support and staff accessing	1 hour RWI provision for all pupils in reception, year 1, year 2. RWI development days for staff. 1:1 phonics intervention 10 minutes a day for all	Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit) Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be	£2825 Phonics development days and Training Package £2.95 (10minsTA) x 5 (sessions a week) x 21 (chn 1:1 or small groups) Cost :£309 x 39	September – assess R, Y1 and Y2 in Phonics to give targeted support.	PP numbers = R – 4, Y1 – 3, Y2 – 6, T=13 Have received additional phonics support daily £309 x 12 =£3708. 50% of Pupil Premium pupils in Year 2 passed their Phonics screening. Phonics development days and Training Package bought. Phonics has continued to be taught over lockdown. Small groups and 1:1 interventions have restarted now all pupils are back in school.

	professional development and early career support.	children who did not pass phonics test across the whole school.	additional to, but explicitly linked with, normal teaching. EEF NFER report stresses the importance of deploying staff effectively and the how interventions which target social and emotional needs can have an impact on learning.	£12080		
E	Increased rates of progress for PP pupils in reading in KS2. Targeted academic support and staff accessing professional development and early career support.	3x weekly reading buddy Staff INSET guided reading and implementation of new reading scheme and RWI Phonics. Comprehension express and Project x to be used every day. RWI Phonics as required.	Small group interventions like quality guided reading with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Reading TA Support £5.90 (20minsTA) x26 (chn) £153 x 39 (wks) £5982 Comprehension Express reading books £1484	Progress for disadvantaged reading at the end of KS2 considerably lower than national.	KS2 PP – 26 Targeted support £153 x 12 = £1836 C Express consumables and texts bought = £148.75 Reading support from TAs have restarted following lockdown. KS2 classes using Comprehension Express materials.
F	Attendance of children in receipt of PP is close to or in line with all children with an increased attendance at Breakfast Club. Increasing attendance using wider strategies.	School EWO to be fully involved in school attendance. Praise and reward positive attendance. Highlight links between attendance and attainment. Be mindful where children have been absent for the unique circumstances of the current situation. Build positive relationships with all children. Understand some children's medical needs. Communicate regularly with families of children in receipt of PP where attendance is not	Sharing links between attendance and attainment can have a positive effect. Building up strong relationships with parents can help reduce barriers to attending Well researched correlation between attendance and academic achievement Through evidence provided, CVQO has positive impact on attendance Breakfast clubs that offer pupils in primary schools a nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year Attainment in education, good social and emotional skills and positive parenting are critical protective factors: they promote better outcomes for children in childhood and later life (http://dera.ioe.ac.uk/7755/1/PU188.p)	Check attendance each month throughout the year Monitor attendance each half term. Discuss benefits of positive attendance with parents Build up positive relationships with parents.. Breakfast club £7140 (staffing cost) Actual cost heavily subsidised for all pupils – PP £2047 EWO (staffing cost) - £5000 PP £1433	Currently ? PP children attend breakfast club regularly.	Breakfast club is staffed and open. £682. EWO every Tuesday - £477 Breakfast Club has remained open during lockdown £682 EWO continued over lockdown, building relationships and letters have been sent out to poor attenders £477

		over 95% Look at barriers to attendance and work with outside agencies/support eg school nurse if applicable. Reward children well for positive attendance.	df)			
G	Children with SEND and in receipt of PP make good progress From individual starting points, children make at least good progress in Reading, Writing and Maths. Targeted academic support and staff accessing professional development and early career support.	High Quality First Teaching Ensure well targeted interventions are in place to meet each child's individual needs Staff training	Extra support in areas that a child finds tricky (1:1 or in small groups boosts confidence and progress in reading for example). Children with SEND have responded well and achieved well with these interventions in the past. Specific support identified by Ed Psyc or outside agencies carried out. Staff training has included work from the sensory team, ASD and Learning and Cognition. Future support arranged includes SEMH.	TA Support £5.90 (20minsTA) x15 (chn) £88 x 39 (wks) £3451	SEND and PP = 15	Pupils who are both SEND and PP are carefully monitored and interventions in place. £88 x 12 £1056. Staff have received CPD. Interventions are still being done including Pegs to Pens following work done with other agencies.
H	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. Increasing attendance using wider strategies.	WEDUC offers parental engagement opportunities that can be used to increase engagement in supporting pupils with reading. Lexia to be used at home and in school to engage families with reading support.	Research shows that improving parental engagement in their child's learning can increase their progress and attainment.	WEDUC £1700 Total cost – PP £487 Lexia £3850 Total cost - PP £1103	App usage to be monitored.	App has been used for parental engagement including the Home Learning section for all subjects including reading. App has been invaluable during lockdown to stay in touch with parents and provide information. Posts have been on the Newsfeed about reading and websites sent home to further encourage. All pupils in school have now completed the placement task on Lexia. Classes have timetables to get pupils online during the school week as well as encouraging it at home.
I	Provide activities and experiences which target PP pupils to enrich wider opportunities. Increasing attendance using wider strategies.	Now Press Play offers experiences otherwise not available to some pupils.	Research shows that giving children enrichment opportunities broadens their experiences in life.	Now Press Play £1560 total cost – PP £447		Now Press Play usage being monitored across school and JM accessed CPD and relayed this to staff in school. JM has accessed further CPD. Now Press Play was used during lockdown and is now being used by pupils in school. JM is monitoring its use.
J	Children in receipt of PP are as close to or at age related expectations at the end of KS. Targeted academic support and staff accessing professional development and early career support.	High quality CPD for all staff.	Research shows that ensuring that staff access focussed CPD can increase all pupils progress and attainment.	Education Durham CPD SLA - £1820 External provider CPD - £2500 Additional Teacher Support £90 (afternoon session) twice a week (41 chn to access in small groups across the year) x 39 (wks)		Assessment meetings took place with every staff member to look at PP groups and ensure that interventions are taking place. All staff have accessed CPD related to their subject area or school improvement plan. £2160 x 12 sessions. Spring assessments have been delayed due to lockdown. Assessment meetings will take place at the start of the Summer Term. Staff have continued to have CPD about Intent of subject areas as well as attending other CPD including network meetings.

				£7020		
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10. Budget Summary

Desired Outcome		Cost
A	Children return happy, settled and ready to learn (observations). Children make good progress from their starting points in September. Quality first teaching and targeted academic support and staff accessing professional development . Children will make good progress from their KS starting points	£3670
B	Children settle quickly and are ready to learn (EYFS observations). Children will achieve well in EYFS against the ELGs. Children will make good progress from their baseline with targeted academic support and staff accessing professional development and early career support .	£4602
C	Children's speech and language rise to age related expectations targeted academic support and staff accessing professional development and early career support .	£6045
D	School to continue to be close to or in line with national outcomes for phonics in 2020. To increase the amount of children passing their year 2 phonics re-sit and be close to or in line with national outcomes. Targeted academic support and staff accessing professional development and early career support .	£14 905
E	Increased rates of progress for PP pupils in reading in KS2. Targeted academic support and staff accessing professional development and early career support .	£7466
F	Attendance of children in receipt of PP is close to or in line with all children with an increased attendance at Breakfast Club. Increasing attendance using wider strategies .	£3480
G	Children with SEND and in receipt of PP make good progress From individual starting points, children make at least good progress in Reading, Writing and Maths. Targeted academic support and staff accessing professional development and early career support .	£3451
H	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. Increasing attendance using wider strategies .	£1590
I	Provide activities and experiences which target PP pupils to enrich wider opportunities. Increasing attendance using wider strategies .	£447

J	Children in receipt of PP are as close to or at age related expectations at the end of KS. Targeted academic support and staff accessing professional development and early career support.	£11 340
Total Budget Spent		£56 996

Additional Funding Supporting Provision

We currently have 7 classes that range in cohort size from 18 to 28 and Governors have always been keen to keep classes smaller and in year groups which means we fund additional staff to maintain this. This will benefit all pupils including the pupil premium group.

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Carol Torano

Pupil Premium Committee Meeting

Autumn:

Spring:

Summer:

Autumn Summary

Spring Summary

Summer Summary

Review Date

July 2021