

Pupil premium strategy statement

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.

To calculate PP allocation for the academic year we have worked out:

- 7/12ths of 2021-22 funding (Sept 21-March22) 7/12 of £8070 = £4707
- Estimated 2022-23 funding (9 pupils x £1345 = £12,105) and added 5/12ths (£5043) of this funding (April22-Aug23) to the above

School overview

Detail	Data
School name	Copdock Primary School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	9 – 11% (previously 6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanne Austin
Pupil premium lead	Joanne Austin
Governor / Trustee lead	Peter Drew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,750
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£11,750

Part A: Pupil premium strategy plan

Statement of intent

Our school recognises that not all pupils who are eligible for pupil premium funding are underachieving academically, but we do recognise the extra challenges that these pupils may face. As a school we use the pupil premium fund to mitigate against these challenges. It is our school policy to plan, adapt and prepare for any individual, or group, where under-performance is evident. This may be in the form of extra academic tuition, access to a mental health first aider or nurture programme. Where pupils are achieving well, funding will be used to enhance their future educational aspirations and achievements as part of this entitlement

Our focus is on enabling early intervention strategies to be implemented as soon as concerns arise. To support this, staff structures have been maintained, with TA support in each class every morning and a designated member of staff to oversee nurture provision alongside the SENDCo during breaks and afternoon sessions. Focused support is directed carefully to pupil premium children at the point of need and can be reinforced as part of daily classroom life without the need to withdraw for support.

CPD is available regularly to all staff to ensure quality first teaching in every class, in every lesson.

Our aim is to provide an environment and curriculum that enables all pupils to thrive, socially, emotionally and academically. Research identifies that a range of factors can inhibit children's capacity to access and fully engage with learning opportunities; these include feeling safe and happy, maintaining positive relationships with both adults and peers and having effective social, emotional, mental health and well-being strategies to cope with challenges. These aspects are considered when planning effective support to meet pupils' needs and address barriers to learning. Pupil well-being remains a high priority at all times and our carefully planned and progressive PSHE curriculum is embedded across the whole school. This is enhanced by nurture provision and mentoring, provided by adults and peers to support emotional well-being. A fully qualified mental health first aider also supports staff training and promotes effective engagement with pupils requiring additional guidance.

Our ultimate goal is for all disadvantaged pupils to achieve their full potential and maintain progress in line with their peers or to make better progress. These pupils will be a focus in our progress review meetings to ensure they are on track for meeting their end of year target. Those identified as at risk of falling behind will have structured academic support put in place to prevent this.

Challenges

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

Challenge number	Detail of challenge
1	In some cases, disadvantaged pupils are not meeting age related expectations in reading, writing and maths (sometimes this is the case on entry to the school). Currently, this is largely due to partial school closures and is supported by national studies.
2	Assessments, observations, and discussions with pupils indicate spoken language skills and breadth of vocabulary are underdeveloped in an increasing number of pupils and in general, more so among our disadvantaged pupils.

3	In some cases, there is a lack consistency in support at home (homework completion, volume of reading at home). This is compounded by little academic support during remote learning for some pupils, despite learning structure and resources being provided.
4	Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning.
5	For some children, there is poorer access to resources and also sporting and cultural life experiences.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil voice identifies high levels of well-being. An increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure the curriculum is enriched with experiences, visits and visitors. To ensure that all pupils access trips and visits.	Curriculum is enhanced and pupil recall of core subject knowledge is good. No pupil will miss out on the opportunity of a trip due to funding.
To ensure classroom teaching is effective to meet the needs of all pupils, including disadvantaged pupils, so that they make progress in line with or greater than national expectations. To respond rapidly with targeted teaching for pupils at risk of underachievement.	SLT monitoring of lessons, book studies and end of year data show that pupil premium pupils are making progress in line with or greater than national expectations. Class teachers are able to easily identify pupils who are at risk of underachievement in termly PP meetings. The pupils who have been identified receive targeted teaching. Targeted teaching addresses misconceptions and supports progress.
More pupils in receipt of pupil premium funding will have reached the end of year expectations for their age.	School data shows that at the end of the year, pupils in receipt of pupil premium have reached age related expectations or made at least good progress from their starting point.

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: £8,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of phonics resources.</p> <p>Purchase of Phonics books to accompany new phonics scheme ensuring consistency and effective delivery.</p> <p>£750</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils.</p> <p>The early catastrophe research report shows significant differences in vocabulary acquired.</p> <p>Parent partnership research</p>	<p>1, 2 and 3</p>
<p>Renewal of Subscriptions for Write Stuff plans, Spelling Shed, Rock Stars</p> <p>£300</p>	<p>Having structured teaching models within lessons reduces cognitive overload and supports children to apply skills effectively in learning.</p> <p>Regular practice of key skills independently can support recall and application.</p>	<p>1</p>
<p>Release of subject leaders to enhance provision of their subject across the school.</p> <p>£2400</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p>	<p>1, 2 and 5</p>
<p>Recruit ECT to enable additional focused time for Deputy / SENDCo to have positive impact on teaching and learning across the school,</p>	<p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p> <p>Maslow's hierarchy of needs shows that basic needs must be met before learning can take place.</p>	<p>1 and 4</p>

including overseeing tutoring and nurture provision. £3500	A child with self-regulatory skills is able to focus attention, control emotions and manage thinking, behaviour and feelings.	
Purchase CUSP resources and curriculum visions to support teacher workload, remote learning and embed principles of retrieval into curriculum maps / lesson sequencing. £1000	An evidence informed and knowledge-rich curriculum; Lesson by lesson resources through unique knowledge notes designed to combat the split attention effect and increase cognitive participation. Downloadable and editable cumulative quizzes strategically mapped to each lesson that support retrieval practice.	1 and 2
Opportunities for developing dialogue within the wider curriculum is embedded, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. Eg DIALLS, P4C	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Purchase of clicker to support next 3 years, enabling pupils with SEND to successfully engage in independent writing. £1000	Research highlighted Clicker's impact on improving writing enjoyment, engagement and confidence; facilitating writing for those with poor motor skills; increasing writing self-regulation and resilience skills; and helping children with diverse needs take part in meaningful literacy practices.	1, 4

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group targeted academic support by a fully qualified teacher who will work with those with additional SEND needs.	All pupils in receipt of pupil premium funding will have targeted academic support either one-to-one or in small group. This includes those already working at age related expectation as evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils. EEF: One to one tuition <input type="checkbox"/> Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	1, 2 and 3

	<input type="checkbox"/> Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.	
Screening for speech and language needs on entry to identify early intervention by trained ELCLAN TA.	Early intervention is essential if pupil progress is to be maximised. Speech and language alongside vocabulary acquisition is key as identified in EEF toolkit and Alex Quigley vocabulary research.	2

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding for trips and visits for pupils entitled to pupil premium funding.	It is an Ofsted requirement that: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	5
Range of nurture / well-being activities in place at lunchtime to support positive pupil interactions, active participation and pupil leadership. Peer mentors and adult nurture lead, activities 3 lunchtimes each week.	The physical and social environment in which staff and pupils spend a high proportion of every weekday may have profound effects on their physical, emotional and mental health as well as affecting their attainment. A whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including: • culture, ethos and environment: the health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's values and attitudes, together with the social and physical environment.	1 and 4

Total budgeted cost: £ 11,450

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.

Despite the challenges of school closures, all children returned to school when able to and attendance was high for all pupils including disadvantaged pupils. This was largely down to the nurture and pastoral support provided for children and parents during closure and on the return to school. Where required, 1-1 support was in place to support emotional well-being and a great emphasis was placed on delivery of the PSHE curriculum which promoted positive mental health and well-being for all.

Initial assessments with pupils were completed sensitively and targeted support was quickly in place to support those who needed to consolidate learning from the previous year. This was possible due to the maintained staffing structure that was in place, enabling teaching assistant support to be targeted to those in need within high quality lessons delivered by teachers. Pre-teaching, morning and after school intervention clubs were in place to support pupils and this impacted positively on engagement and learning behaviour during lessons. Resources purchased were accessed both at home and in school through online subscriptions and workbooks, allowing core skills to be a continued focus for all pupils. Those needing to have access to a laptop were supported with school resources and workbooks were paid for by school.

By the end of summer term 2021, 66% of pupils in receipt of pupil premium had reached or exceeded year group expectations based on a range of assessment information. All had received targeted intervention and evidence of progress could be seen in application.

Older pupils attended residential visit in July 2021 and this was part funded by school.

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?	Play session bought in to promote pupil engagement with peers, positive interactions and communication and language development. After school club attendance. Purchase of story books, well-being resources to support health and well-being. Allocated additional adult time to work on areas of specific need.
What was the impact of that spending on service pupil premium eligible pupils?	Positive peer relationships maintained and positive well-being.