

Copdock Primary Pupil Premium Strategy Statement

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	Copdock Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
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	£11,640
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	£13,640

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 small school, these pupils currently make up 9% of our school roll, with individuals from Year 1 to Year 6. We acknowledge that there are other pupils we also identify as experiencing disadvantage due to a range of circumstances, including SEND.

As a school we use the pupil premium fund to mitigate against the challenges faced by our pupils. It is our school policy to plan, adapt and prepare for any individual or group, whether they are disadvantaged or not, where under-performance is evident.

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 and senior lead also support staff training and promote effective engagement with pupils requiring additional guidance.

Our focus is on enabling early intervention strategies to be implemented as soon as concerns arise. To support this, staff structures have been maintained, enabling learning support in each class every morning, intervention provision throughout the afternoon, 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 reducing the need to withdraw for support.

This flexibility allows a range of strategies to be used, including targeted academic support in reading, writing or maths, specific resources to be purchased and access to a nurture programme to support well-being as required. Where pupils are achieving well academically, funding will be used to enhance future educational aspirations, opportunities and achievements. This may include financial support for trips and visits to enhance experiences and broaden opportunities.

CPD is available regularly to all staff to ensure quality first teaching in every class, in every lesson. We continue to make use of available research through the EEF toolkits, to support professional development and the implementation of effective strategies to enhance learning.

Our ultimate goal is for all vulnerable pupils and those experiencing disadvantage, to achieve their full potential and make at least good or better progress in line with their peers. These pupils will be a focus in our progress review meetings to ensure they are on track. 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	<p>Some disadvantaged pupils are not meeting age related expectations in reading, writing and maths. These children are currently in KS2 and have been impacted by school closures previously. They are beginning to close the gap due to intervention and support available. 1 child currently receives significant SEND support.</p> <p>Writing continues to be a whole school priority. Pupil stamina and secretarial skills in writing have seen a significant decline and this will take time to rectify.</p>
2	<p>Pupils' social, emotional and mental health needs are impacting on their readiness to engage with learning. This has been further compounded by SEN for some children. This continues to be a challenge for some wider pupils, alongside 43% of disadvantaged children.</p>
3	<p>Self-awareness and independence are weaker for certain children, resulting in lower levels of engagement and resilience within lessons.</p>

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
A	<p>Classroom teaching is effective in identifying and removing barriers to learning.</p> <p>Teachers and support staff respond rapidly with targeted teaching for pupils at risk of underachievement.</p> <p>Evidence informed approaches have a positive impact on attainment and progress for all pupils.</p>	<p>Reasonable adjustments are in place allowing all to access lesson content, therefore enabling progress.</p> <p>Targeted interventions have a positive impact on termly data outcomes for pupils, addressing misconceptions and supporting progress. This is seen in gathered data eg assessment, standardised scores, phonic tracking</p> <p>Learning walks see agreed teaching and learning strategies effectively implemented.</p> <p>Monitoring of lessons, book studies and end of termly data show that disadvantaged pupils are making good or better progress from their starting point.</p>

B	<p>To embed effective strategies for identifying and supporting pupils with SEMH needs.</p> <p>Secure improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Daily check-in sees a reduction in children entering school unsettled. Children can use a range of vocabulary to express how they are feeling and why.</p> <p>Nurture provision and activity clubs are well attended and receive positive reviews by pupils.</p> <p>Resilience tracker is increasingly green for all pupils and actions in place are having impact.</p> <p>SENDCo / Pastoral lead reports positive engagement by pupils during observations and case study reviews.</p>
C	<p>All children have a strong awareness of self when completing tasks, supported by a resilient approach.</p>	<p>Children are observed to use a range of extended vocabulary to express, explain or justify ideas and answers to others.</p> <p>Children are actively engaged in lessons and demonstrate keen reflective skills.</p> <p>Children know their own strengths and areas for development and can use this knowledge to support them to complete tasks.</p>
D	<p>Interventions have a positive impact as attendance for pupils is high at all sessions.</p>	<p>Persistent absence figures continue to reduce and attendance for pupils is above 90%</p>

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: £10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership team attendance on CPD in EEF implementation</p> <ul style="list-style-type: none"> • Metacognition + self-regulated learning • SEND in mainstream 	<p>EEF guidance reports summarise the best available research evidence on a particular aspect of teaching and learning, and present actionable recommendations for practice.</p>	<p>1, 2, 3</p> <p>A, C</p>
<p>Subscription to Walkthru CPD £500</p>	<p>professional development programme built using WalkThrus is supported by:</p> <ul style="list-style-type: none"> - evidence from cognitive science which provides a clear model for learning - evidence from the study of effective professional development <p><i>Through our books and materials, we drawn on the work of prominent researchers and cognitive scientists including Dylan William, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. The simplified model of learning informs all of our key teaching techniques.</i></p>	<p>1, 3</p> <p>A, C</p>
<p>Subscription to CUSP reading and writing to support high quality teaching and application of skills £1000</p> <p>Reading resources to match planning £4800</p> <p>This will continue positive impact seen</p>	<p>Improving Literacy in KS1 and KS2 Recommendation 2,3,4, 5</p> <p>The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2.</p> <p>The reciprocal relationship between oral language, reading, and writing can cause the gaps between children with literacy difficulties, or children from disadvantaged homes, and their more advantaged peers to grow as they move through school.³ Teachers can play an important role in establishing</p>	<p>1, 3</p> <p>A, B, C, D</p>

<p>in reading and enhance writing teaching.</p>	<p>children as competent readers so reading can become the child's own tool for lifelong learning.</p> <p>Cognitive load is reduced by breaking down the subject content, sequencing the delivery so that sub-tasks are taught individually before being explained together as a whole.</p> <p>Having structured teaching models within lessons reduces cognitive overload and supports children to apply skills effectively in learning. Cognitive Load - Evidence-Based Teaching & Learning (weebly.com)</p> <p>Ronald Kellogg, an American literacy expert, argues that writing can be as cognitively demanding as chess.⁵⁴ It is demanding because children need to coordinate several different processes. For instance, children need to work out what they want to communicate and how, handwrite or type accurately, regulate their own thoughts and behaviour, and monitor their work. Pupils will need extensive instruction, practice, and feedback to become skilled at coordinating these aspects of writing. (EEF Literacy KS2 report)</p>	
<p>Renewal of Subscriptions for Spelling Shed, Rock Stars, Literacy Shed plus £300</p>	<p>Regular practice of key skills independently can support recall and application. Use of online tasks, supports provision of worked examples, alongside almost identical questions to support retrieval and recall. This will support home and in-school learning.</p>	<p>1,3 A, C</p>
<p>Purchase of clicker to support next 2 years, enabling all pupils to successfully engage in independent writing. £1000</p>	<p>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.</p> <p>In school impact seen as part of learning walks and monitoring.</p>	<p>1, 3 A, B, C</p>
<p>EY staff engaged in Early Language Development with English hub. To develop increased confidence in identifying typical</p>	<p>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:</p>	<p>1, 2, 3 A, B, C</p>

<p>language development in children, as well as how to overcome barriers and ensure the language needs of children are being met.</p> <p>Supply costs £400</p> <p>EY CUSP resources purchased to ensure firm foundational knowledge and structured storytime. £300</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.</p> <p>High quality interactions in the Early Years – The ‘ShREC’ approach.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Continued subscription to CUSP resources and curriculum visions to support reduced teacher workload and embed principles of retrieval into curriculum maps / lesson sequencing for wider subjects</p> <p>CUSP French £300 Curriculum Vision £150</p>	<p>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.</p> <p>Downloadable and editable cumulative quizzes strategically mapped to each lesson that support retrieval practice.</p> <p>High quality teaching resources will improve subject knowledge enabling teachers to focus more on the process of learning rather than the content.</p> <p>Durrington Research School identifies the need to provide targeted vocabulary instruction in every subject because explicit vocabulary instruction is integral to helping students access and achieve academic success. In particular, teachers need to prioritise teaching tier 2 and tier 3 vocabulary through evidence-informed strategies.</p>	<p>1, 3 A, C</p>
<p>CPD for curriculum subject leaders NPQLTD (teaching) NPQLL (Literacy)</p> <p>Release time £2000</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>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3 A, C</p>

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

Budgeted cost: £3,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screening for speech and language needs on entry to identify early intervention by trained TA and follow up intervention £300</p>	<p>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.</p>	<p>1, 3 A, B, C</p>
<p>One-to-one and small group targeted support to work with those with additional SEND needs. Speech and language Cognition and learning Nurture and Mental health</p>	<p>All pupils in receipt of pupil premium funding will have access to targeted support either one-to-one or in small group as required. EEF: Individualised and small group tuition, on average, have an impact of 4 months' additional progress. Short, regular sessions (20-30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p>	<p>1, 2, 3 A, B</p>
<p>Continued subscription to PIRA/PUMA assessments and SHINE intervention for all pupils Y2-Y6. Intervention resources £800 Assessments £400 Staffing structure to maintain high levels of adult support and deliver interventions within mixed age classes. £2000</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition EEF (educationendowmentfoundation.org.uk) Clear, 'assessment not assumption' should guide actions, particularly when thinking about the most disadvantaged. Diagnostic Assessment in the Classroom Greenshaw Research School</p>	<p>1, 3 A, C</p>
<p>Numberstacks subscription and resource kit £100</p>	<p>These videos break down the skills into simple, manageable steps and allow opportunities to practise each step before assessing the child's understanding with a final fluency activity.</p>	<p>1, 5 A</p>
<p>Dynamo Maths £375</p>	<p>Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia</p>	<p>1, 5</p>

	and pupils who are performing significantly below their peers in maths. An assessment and intervention incorporating a range of SEN support tools. Proven and ready for Catch-up and blended learning strategies.	A
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Range of nurture / well-being activities in place at lunchtime to support positive pupil interactions, active participation and pupil leadership.</p> <p>Peer mentors, sports crew and adult lead focused activities including nurture at lunchtimes.</p> <p>Additional staffing at lunchtime £1000</p>	<p>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.</p>	<p>1, 4, 5</p> <p>A, B, C, D</p>
<p>Half termly mental health workshops for parents and sessions with targeted children.</p>		<p>2</p> <p>B</p>
<p>Therapy dog attendance to support well-being</p>	<p>Therapy dogs have been found to reduce physiological symptoms of stress through lowering cortisol levels, increasing positive emotions, promoting engagement in learning activities and positive attitudes toward learning.</p> <p>Frontiers Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation (frontiersin.org)</p>	<p>2</p> <p>B, D</p>

Total budgeted cost: £ 15, 725

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 2022 to 2023 academic year.

Attendance for 2022-23 was 96%. Persistent absence dropped by 50% due to focused support and partnership work with parents and the Education Welfare Officer (8 pupils to 4)

For some children and families, the need for mental health support increased during 22-23, resulting in the need for additional strategies to be implemented to meet pupil needs. The school staffing structure enabled regular check-in with children daily and nurture provision was well attended by many pupils. Pastoral support remained a priority and emotional resilience strategies were promoted within the PSHE curriculum. Attendance improved for two disadvantaged pupils receiving additional pastoral support.

School led tutoring was in place from September alongside online tuition in January 2023. This allowed focused groups to receive additional targeted support following end of term assessments, making full use of the SHINE materials. Targeted intervention in lessons was possible due to the staffing structure that was in place, enabling on the spot support within high quality lessons delivered by teachers. Pre-teaching continued to support SEND pupils to positively engage within lessons.

By the end of summer term 2023:

Early Years GLD – 83% achieved. CLL

Phonics attainment – 75% Year 1 passed screening, 92% by Year 2. This was lower than in previous years

KS1 attainment – 83% achieved Age Related Expectation (ARE) in Reading, 17% Greater Depth (GD). 75% achieved ARE in Writing (above last 2 years). 83% achieved ARE in maths. All in line or above National.

KS2 attainment – 89% ARE in Reading, 44% high score (progress score -0.2), 67% in Writing (progress score -2.6) and 89% ARE in Maths, 33% high score (progress score 0.5).

By the end of summer term 2023, 57% of pupils in receipt of pupil premium reached or exceeded year group expectations in Reading and Writing, 71% in Maths, based on a range of assessment information. All had received targeted intervention and evidence of progress could be seen in application. 4/7 disadvantaged pupils were achieving in line or better than their peers.

Children continued to find application of written skills independently a challenge. At KS1, an increased number of pupils reached ARE in 2023. However, in KS2 less pupils secured this standard due to inconsistent application, despite intervention and high quality teaching. Clicker resource continued to show signs of impact for SEND pupils. Approaches to teaching writing was reevaluated due to progress (for all children) not being as consistent as hoped. As new CUSP materials in wider curriculum subjects had proved successful in enabling pupils to access and retain content, it was agreed that funding would be directed to CUSP reading and writing materials in summer term 2023 ready for September.

[OFSTED inspection, May 2023](#), highlighted “*The robust assessment process ensures that any pupils who may have special educational needs and/or disabilities (SEND) receive the support they need. As a result, pupils, including those with SEND, achieve exceptionally well throughout their time at 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?	After school club attendance. Allocated additional adult time to work on areas of specific need and engage in forces events. Tutoring sessions at both home and school.
What was the impact of that spending on service pupil premium eligible pupils?	Positive peer relationships maintained and positive well-being. Catch up tutoring support progress.