

Copdock Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	81
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	October 2022
Date on which it will be reviewed	September 2023
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	£9,695
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	£11,695

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	3/7 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 have made slower progress than peers, particularly in reading and writing, in the past year despite intervention and support. 1 child currently receives significant SEND support.
2	In some cases, there is reduced capacity and consistency to support at home (homework completion, reading, being ready to learn). This impacted heavily during remote learning for certain pupils as they did not attend school. This has resulted in gaps in learning which need unpicking and addressing so targeted intervention can be used to address needs. Consideration also needs to be given to additional needs associated with SEND.
3	Assessments, observations, and discussions with pupils over the past two years, indicate spoken language skills and breadth of vocabulary are underdeveloped in an increasing number of pupils on entry (2019-2021). This has impacted on writing in EY and KS1.
4	Pupils' social, emotional and mental health needs are impacting on their readiness to engage with learning. This has been seen in observations and assessment gathered from our resilience tracker. This is a challenge for a small group of wider pupils, alongside 3/7 disadvantaged children.
5	Our attendance data over the past 2 years indicates that for some disadvantaged pupils (3/7), absence is higher than non-disadvantaged, and they are more frequently late into school. This is impacting on delivery of interventions and therefore progress.

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
<p>Classroom teaching is effective in meeting the needs of all pupils, including disadvantaged pupils, so that they make good progress.</p> <p>Teachers 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>Class teachers are able to identify pupils who are at risk of underachievement in termly PP meetings, detailing the specific areas of support required in reading, writing, maths.</p> <p>Targeted interventions have a positive impact on termly data outcomes for pupils, addressing misconceptions and supporting</p>

	<p>progress. This is seen in gathered data eg bookband assessment, standardised scores, phonic tracking</p>
<p>Improved attainment for disadvantaged pupils, from their starting point as identified by baseline assessment.</p>	<p>Data at the end of the year 2022-23, shows increased standardised scores in reading and maths, closing gap towards age related expectations.</p> <p>Application of phonic / spelling skills can be seen in writing. Content is improved as seen in book scrutiny.</p> <p>SLT 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>
<p>All children can use spoken language effectively to communicate needs to adults and peers.</p> <p>Children develop the use of expressive language to support learning.</p>	<p>In lessons, children are observed to use a range of extended vocabulary to express feelings, and explain or justify ideas and answers to others.</p> <p>Written work includes a growing vocabulary appropriate for the age of the children.</p> <p>Speech and language link assessments in EY/Y1 show good progress for those receiving intervention.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Pupil voice identifies high levels of well-being.</p> <p>Resilience tracker is green for all pupils.</p>
<p>Interventions have a positive impact as attendance for pupils is high at all sessions.</p>	<p>Persistent absence figures are reduced and attendance for these 3 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: £9,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Rapid catch up phonics resources to continue delivery of scheme beyond KS1 for consistency and effective delivery. £130 teacher resources £300 books</p> <p>Purchase of additional reading materials to support application and understanding beyond phonics £600</p>	<p>Improving Literacy in KS1 Recommendation 2,3,4</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 children as competent readers so reading can become the child’s own tool for lifelong learning.</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p>	<p>1, 3</p>
<p>Renewal of Subscriptions for Write Stuff plans, Spelling Shed, Rock Stars, Literacy Shed plus £300</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>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>The Write Stuff scaffolds children’s writing with high levels of modelled vocabulary to promote application, encouraging independent application at the end of a unit of work.</p> <p>Regular practice of key skills independently can support recall and application. Use of online tasks, support provision of worked examples, alongside</p>	<p>1,2</p>

	almost identical questions to support retrieval and recall. This will support home and in-school learning.	
Purchase of clicker to support next 2 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, 2, 3
<p>Opportunities for developing oral language skills and dialogue within the wider curriculum.</p> <ul style="list-style-type: none"> - Speech and language link - EY CPD with Early Excellence - Modelling and coaching approach to embed skills and improve practice <p>Using the SHREC approach</p> <p>CPD £800 In-house support £2000</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>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>	1, 3
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 CUSP Art/ DT £800 Curriculum Vision £150	<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>	1, 3

<p>CPD for curriculum subject leaders to enhance provision of their subject across the school, ensuring high quality teaching and embedded progression.</p> <p>Greenfields CPD linked to CUSP £1000</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>	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group targeted academic support.	<p>All pupils in receipt of pupil premium funding will have targeted academic support either one-to-one or in small group as required.</p> <p>EEF: Individualised and small group tuition, on average, have an impact of 4 months' additional progress. 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.</p>	1, 2, 3, 5
<p>Purchase of PIRA/PUMA assessments and SHINE intervention for all pupils Y3-Y6.</p> <p>Intervention resources £800</p> <p>Assessments £400</p> <p>Staffing structure to support deliver of interventions £4000</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.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Clear, 'assessment not assumption' should guide actions, particularly when thinking about the most disadvantaged. Diagnostic Assessment in the Classroom Greenshaw Research School</p>	1, 2
<p>Numberstacks subscription and resource kit</p> <p>£250</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>Screening for speech and language needs on entry to identify early intervention by trained ELCLAN TA.</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>	3

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>Implementation of restorative practice approach to support positive attitudes to learning and behaviour.</p>	<p>Evidence suggests becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.</p>	<p>1, 4, 5</p>

Total budgeted cost: £ 15,530

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 2021 to 2022 academic year.

Despite the challenges of school closures, most children returned to school positively and attendance remained high. This was largely down to the continued nurture and pastoral support provided for children and targeted interventions to support learning needs. Where required, support was in place to support emotional well-being as well as academic needs. Attendance for 2021-22 was 94.7%.

Assessments were completed quickly at the beginning of the year to ensure support was in place to consolidate learning from the previous year and address continued areas of need. Some school led tutoring took place with internal staff as well as through the use of TLC Live, to deliver interventions for identified groups. Targeted intervention was possible due to the staffing structure that was in place, enabling teaching assistant support for those in need within high quality lessons delivered by teachers. Pre-teaching alongside intervention 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.

By the end of summer term 2022,

Early Years GLD – 67% achieved. Areas of concern were CLL

Phonics attainment – 83% Year 1 passed screening, 100% by Year 2

KS1 attainment – 75% achieved Age Related Expectation (ARE) in Reading, 42% Greater Depth (GD). 67% achieved ARE in Writing.

KS2 attainment – 67% ARE in Reading (progress score -1.4), 83% in Writing (progress score 2.1) and 75% in Maths (progress score 0.8).

57% of disadvantaged pupils 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.

Older pupils attended a range of wider curriculum opportunities: sailing, hiking, skateboarding, music workshops throughout the year and these were part or fully funded by school.