

Pupil premium strategy statement

This statement details our schools 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.

School overview

| Detail | Data |
|---|-----------------------|
| School name | Coppice Junior School |
| Number of pupils in school | 260 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | July 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mark Knowles |
| Pupil premium lead | Michelle Turpin |
| Governor / Trustee lead | Jo Bromige |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 91,410 (April 2022-2023) based on 66 pupils |
| Recovery premium funding allocation this academic year | Due to be released in September. |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | N/A |

Part A: Pupil premium strategy plan

Statement of intent

This plan has been created to support pupils at Coppice who are entitled to pupil premium funding. In line with the research conducted by EEF common barriers to learning have been identified. These barriers can be: weak language and communication skills, poor attendance, punctuality, difficulties during COVID lockdowns and limited parental support. All children are different and in termly pupil progress meetings, class teachers and SLT discuss and consider the barriers for each individual pupil.

Principles

- We ensure that all pupils including those who are classed as pupil premium receive the highest level of teaching.
- We believe that accurate assessment of the barriers to learning is essential to ensure effective steps are made to narrow attainment gaps.
- Allocation of funds and strategies will vary after needs based analysis has identified priority groups, classes and individuals.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed expected progress levels in order to reach Age Related Expectations at the end of Year 6.
- To enhance the life experiences of disadvantaged pupils.

Achieving the objectives

A wide range of strategies will be implemented to achieve these objectives. These will include but not be limited to:

- 1:1 tuition
- TA support in the classroom
- Additional support around transition into school and on to secondary school
- CSAWS to support attendance and punctuality
- 'Catch up' interventions
- Support with attending educational visits and residential trips
- Ensure pupils experience high quality teaching
- Strong communication links with parents
- Physical and practical resources for the classroom
- Enrichment activities to improve the wider experiences of the children

This list is not exhaustive and will change depending on the needs of the pupil premium children in school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <i>Attendance and punctuality</i> Regular absence or lateness causes lost learning and gaps in understanding over time. Poor attendance also impacts on social groups and SEMH of pupils. |
| 2 | <i>Gaps in previous learning</i> COVID lockdowns impacted on all pupils but the effect is more profound in the PP pupils. |
| 3 | <i>Limited life experiences</i> Some PP pupils at Coppice have very limited life experiences and the opportunities they have to learn outside of school may be reduced. |
| 4 | <i>SEMH issues</i> Life experiences for some of PP pupils have impacted on their mental health |
| 5 | <i>Inconsistent parental engagement with school</i> Some PP parents lack the confidence or ability to access the communication links with school that are available. |

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 |
|--|--|
| Attendance and punctuality is greatly improved. | Attendance of PP children is in line with all pupils. |
| Progress is strong in all areas of the curriculum. | Pupils are making good progress and enjoying their learning. |
| Gaps and missed learning have be focused on and have lessened. | Pupils are making the expected standard |
| | |

Activity in this academic year 2022-2023

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: £30,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Teacher mentor work.</p> <p>£3200</p> | <p>Support for teacher's professional development by mentoring and/or coaching. A program of coaching will be carried out to support areas of need. These could be around behaviour management, curriculum delivery and SEN provision</p> <p>EEF states that better teaching fills knowledge gaps.</p> | 2 |
| <p>RWI Training for Support staff and Lower school teachers.</p> <p>£3700 +VAT</p> | <p>This is a recommended scheme for phonics and is used for intervention in school.</p> | 2 |
| <p>Forest school training and release time so that we are able to deliver out door learning by a fully trained expert.</p> <p>£3900 for cover for specialist teacher</p> <p>£5000 for equipment and resources.</p> <p>Fujitsu- providing volunteers to create an outdoor learning space.</p> | <p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confidence: children had the freedom, time and space to learn and demonstrate independence <input type="checkbox"/> Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play <input type="checkbox"/> Communication: language development was prompted by the children's sensory experiences <input type="checkbox"/> Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time <input type="checkbox"/> Physical skills: these improvements were characterised by the development of physical stamina and gross | 3 4 |

| | | |
|---|---|---|
| | <p>and fine motor skills</p> <p>□ Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> | |
| <p>Training in meta cognition and self-regulation.</p> <p>Training and support- £4500</p> | <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. EEF</p> | 2 |
| <p>Maths teaching support from specialist teacher advice.</p> <p>Maths lead to be given support from a specialist teacher.</p> <p>£1800</p> | <p>Maths hub to provide specialist teacher advice and support for the maths lead. Improvements in maths teaching to be passed on to all staff.</p> | 2 |
| <p>Staff CPD (£8000) High quality staff</p> | <p>CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Jane Considine training for all staff.</p> | 2 |

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

Budgeted cost: £ 43,224

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>1:2 Tuition after school for pupils by school staff</p> <p>Planning work before the sessions involves looking at assessment papers, conversations with the students class teacher.</p> <p>£8550</p> | <p>Gaps in learning have occurred that need addressing.</p> <p>Evidence from EEF- On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> | 2 |
| <p>Parental engagement</p> <p>Use of class dojo/ open door policy</p> | <p>Moderate impact for very low cost based on extensive evidence. Parental engagement EEF</p> | 5 |

| | | |
|---|--|---|
| means that parents are given support to help them engage with school. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | |
| Teaching assistants to support in the classroom. £ 34,500 | Additional adults in the classroom can provide instant intervention. HLTA to teach maths to a small group of less able Year 6 children. Interventions to be delivered including phonics, reading comprehension, times tables and arithmetic. | 2 |
| Times tables rock stars £174 | Supports engagement at home. Enables Year 3 and Year 4 children to practise times tables effectively. | 2 |

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

Budgeted cost: £20 ,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| All pupils to attend day visits. To increase the take up of residential trips. This will be achieved by reducing the cost of residential trips. | Educational school trips benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils' social and personal development. School trips provide the opportunity for pupils to immerse themselves in new, different and exciting environments where learning is less formal – but sometimes more powerful – and a recreational element threads through their day. Educational visits also benefit pupils who have a more kinaesthetic, sensory or visual way of learning, as well as SEND pupils who might struggle in a traditional classroom environment. As the Council for Learning Outside the Classroom says, "Learning outside the classroom changes lives." | 3 |
| CSAWS attendance support Ensure there is a robust strategy implemented to target persistent late and persistent absent | Pupils who have good levels of attendance do better in school. Deliver intervention in a targeted way, in response to data or intelligence. | 1 |

| | | |
|--|--|--|
| <p>children; working with children, families and external agencies where appropriate. PP lead, SENCO and Office Manager to meet monthly to discuss individual pupils and target intervention, meetings, letters etc to ensure high levels of punctuality and attendance.</p> | <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | |
| <p>Mini Duke of Edinburgh awards £10 per pupil for the booklet. Additional costs to run some of the courses in school.</p> | <p>Offering wider experience.</p> | |

Total budgeted cost: £ 93,324

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

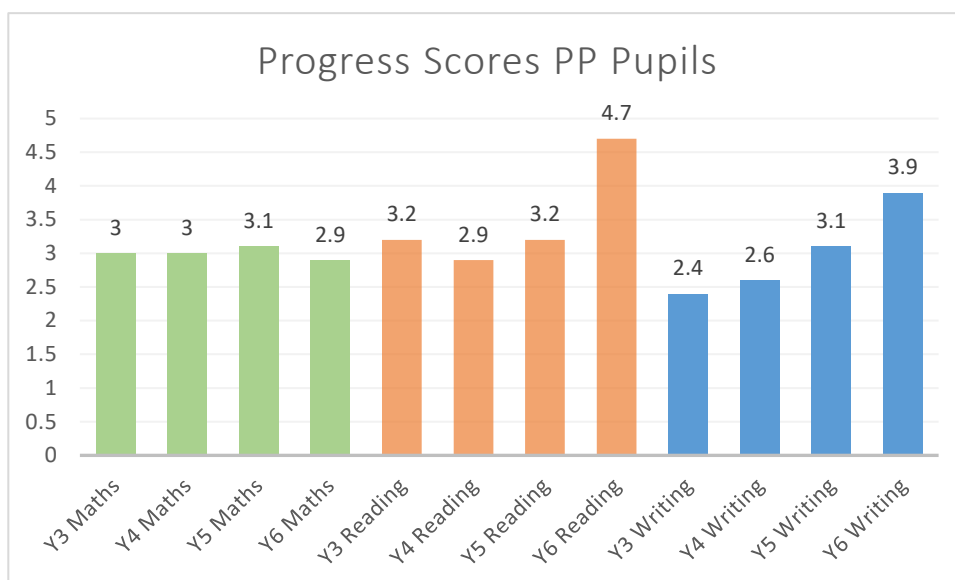
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

| Year 6 SATS scores 2022 for Pupil Premium Pupils | | | |
|--|--------------------------|---------------|--|
| Attainment | At the standard or above | Greater Depth | |
| Reading | 87% | 6% | |
| Writing | 53% | | |
| Maths | 47% | | |
| Grammar, Punctuation and Spelling | 59% | 6% | |
| Combined | 40% | | |

| Progress | Expected | Better than Expected | Total Expected + |
|----------|----------|----------------------|------------------|
| Reading | 53% | 40% | 93% |
| Writing | 86% | 7% | 93% |
| Maths | 86% | | 86% |

Progress in other Year Groups

Expected progress is 3 steps progress. The graph below shows the progress of these PP children.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--|------------------|
| Online times table support | TT rock stars |
| Attendance officers support for school | CSAWs attendance |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.