

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.

School overview

Detail	Data
School name	Coopers Lane Primary
Number of pupils in school	612
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Hooper
Pupil premium lead	Paul Hooper
Governor / Trustee lead	Colin Ngan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,440
Recovery premium funding allocation this academic year	£21,000 (est)
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	£4,459,039

Part A: Pupil premium strategy plan

Statement of intent

Our aims are to:

- Increase attainment so that more pupils are at or above age-related expectations.
- Accelerate progress of the most disadvantaged pupils so that the gap between pupils eligible for Pupil Premium and their peers is reduced in all areas. In order to close the gaps, we look at best practice and research. This leads us to conclude that the most effective ways to raise attainment for all and close gaps for the most disadvantaged are through:
 - *Improving the quality of provision across the board, in particular the quality of teaching in classrooms – we do this by (a) ensuring our staff are well-trained and have adequate time to carry out their roles and (b) ensuring there is good support in each class to rapidly address any underachievement*
 - *Carefully considered interventions and activities to target specific needs – we do this by (a) having additional teaching and support staff who can put on specific interventions for particular groups and (b) buying into specific initiatives*
 - *Increasing enjoyment of and participation in all aspects of school life – we do this by subsidising a range of activities such as trips, school journey, breakfast club and after school clubs, along with providing social and emotional support through place2Be counselling and learning mentor intervention.*
- An audit of need and provision has highlighted key areas, which affect many of our children and families, but in particular those eligible for pupil premium grant. This has formed the basis for our spending plan for 2021-22.

Challenges

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

Challenge number	Detail of challenge
1	Writing skills – vocabulary, spelling, sentence structure
2	Reading – blending, fluency, comprehension, stamina (lack of home reading particularly during remote learning, reading for pleasure)
3	Maths – Addressing the gaps in skills and knowledge due to remote learning
4	Mental health and wellbeing – learning behaviour, self-esteem
5	Persistent absence rising since pandemic

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
Children have improved outcomes in reading, writing and maths	Significant increase in the % of children meeting end of year expectations in all year groups
Children have high self-esteem and enjoy learning	Pupil and parent survey - The % of children who enjoy school is above 90%
The number of children with persistent absence is significantly reduced	The % of children with persistent absence is lower than the national average
The school has a robust intervention programme that impacts positively on progress	All intervention programmes have been evaluated and adjusted/changed as a result of detailed analysis

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Writing resource across EYFS & KS1, Mighty Writer – resources, training, monitoring</i>	https://www.mightywriter.co.uk/teacher-reviews https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.oup.com.cn/test/word-gap.pdf http://www.wvearlychildhood.org/resources/C-13_Handout_1.pdf In school data analysis July 2021	1, 4, 5
<i>Mastering Early Number programme</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning In school data analysis July 2021	2, 4, 5

<i>Metacognition and self-regulation training – further building on the growth mindset culture in the school</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Pupil survey July 2021 Staff survey 2021	1, 2, 3, 4, 5
<i>New Phonics Scheme across EYFS & KS1, Floppy's Phonics – package, training, books, additional teacher</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.oup.com.cn/test/word-gap.pdf In school data analysis July 2021	1, 2, 4, 5
<i>New Reading programme in KS2, Destination Reader -SLA, training, books</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.oup.com.cn/test/word-gap.pdf In school data analysis July 2021	1, 2, 4, 5
<i>Training and development of staff – tailored to individuals and for whole school or teams</i>	Staff survey July 2021 Appraisal reviews July 2021	1, 2, 3, 4, 5

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

Budgeted cost: £134,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SALT interventions – talk boost, Blast and NELI across KS1 and EYFS</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.oup.com.cn/test/word-gap.pdf In school data analysis July 2021	1, 2, 4, 5
<i>Teaching Assistants to run PiXL and Catch-Up interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions In school data analysis July 2021	1, 2, 3, 3, 5

<i>Teachers to provide small group targeted teaching – Y1,2,6</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition In school data analysis July 2021	1,2,3,4,5
<i>Provision Map tracking system – to track all interventions in order to measure impact</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
<i>PiXI subscription – assessment tool, interventions resources linked to analysis of assessments, whole class and individual/small group interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
<i>Teaching assistants to run other interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions In school data analysis July 2021	1, 2, 4, 5
<i>Resources (including iPad upgrades and tech to support delivery of interventions)</i>		1,2, 3
<i>Tutoring – top up to tutoring funding (reading/phonics KS1, Y4)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition In school data analysis July 2021	1, 2, 3, 4, 5
<i>Purchase of Catch Up Literacy and Numeracy – including CPD for identified staff</i>	https://www.catchup.org/interventions/literacy.php https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy	

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Counselling service, Place2Be – 121 counselling, self-referral space to talk, class intervention</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Parent survey July 2021 Pupil survey 2021 Staff survey 2021	4, 5
<i>Learning Mentors – providing 121 and small group intervention e.g self-esteem, emotional support, friendships, family support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Parent survey July 2021 Pupil survey 2021 Staff survey 2021	4,5
<i>Breakfast Club + After School Tea Club Subsidy</i>	https://ifs.org.uk/publications/8714	4,5
<i>Class Music lessons</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
<i>Whole staff inset on behaviour, Pivotal – review of behaviour policy, consistent approach</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Parent survey July 2021 Pupil survey 2021 Staff Survey 2021	1,2,3,4,5

Total budgeted cost: £230,000

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.

Good Attendance for 2020/21 = 94.8% (school = 95.8%)

Laptops – 61 children were loaned a laptop during the lockdown so that they could access remote learning. This meant that between 86-95% of children in Year 1-6 were accessing remote learning on a regular basis throughout the lockdown period.

Vulnerable – Throughout the pandemic our vulnerable children received additional support as needed. Place2Be counselling continued virtually, including counselling for parents. Children received daily calls from a Learning Mentor to help with accessing remote learning, for motivation and general wellbeing support. Throughout the lockdown, an average of 98 children attended school daily (vulnerable).

Clubs – uptake of clubs was lower than previous years in 2020/21, but this is to be expected as a result of the pandemic. On average, 40 disadvantaged children (25%) accessed after school clubs on a regular basis. We will continue to subsidise clubs through 2021/22 in order to increase this number.

Data – There are gaps in attainment between disadvantaged and non-disadvantaged children across the school, with the pandemic impacting significantly on this. It is not possible to accurately measure the impact of interventions in place during 2020/21 as a result of the impact of the pandemic. In school data has been used to identify key areas of concern in order to target support and intervention in 2021/22. Broadly, in years 1-3 the data shows that children are about a term behind where we would expect them to be based on data comparisons with pre-covid years (reading, writing, maths). We expect this to be addressed through high quality class teaching and support. In Year 4 & 5 the children are further behind and will need additional intervention through 2021/22.

Language – We continue to see a positive impact of the talk boost intervention programme and as a result have decided to expand this programme for 2021/22. All Year 1 teaching assistants will be trained to deliver talk boost by our current lead, which will enable more children to receive this intervention.

Place2Be counselling - The Coronavirus Pandemic had an impact on how we ran our school service, we could no longer do face to face sessions with the children and families, so the project transferred to zoom sessions and Telephone contact. This was challenging as there were a number of families in crisis and some were not equipped for online services. Once allowed back in school, the service was adapted so that children

were able to access support in bubble groups only. The following summarises the support provided through the year – Place2Talk (group sessions, children self-refer) 105 children, 121 counselling for 13 children, 58 sessions of Place2Think for school staff, 31 sessions of parent counselling. The largest area of need during Place2Talk sessions centred around emotional issues of worry and sadness along with friendships. Outcomes from 121 counselling:

Improvement - SDQ	
% of children / young people have improved mental health according to their teachers:	44%
% of children / young people have improved mental health according to their parents:	43%

Impact on Learning and Engagement

Teachers say:

7 of 9 children / young people were better after coming to Place2Be

3 children / young people had difficulties that caused an impact on their classroom learning, 1 improved*

4 children / young people had difficulties that caused problems for the teacher or class, 3 improved*

Parents think:

6 of 6 children / young people were better after coming to Place2Be

*these outcomes include only those children whose difficulties had 'Quite a lot' / 'A great deal' of impact on the areas in question at the start of counselling, and their subsequent improvement to the 'Not at all' / 'Only a little' responses, at the end of counselling.

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