

# Pupil premium strategy statement – Coopers Lane Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	21% (128 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Paul Hooper
Pupil premium lead	Paul Hooper/ Sam Pepper
Governor / Trustee lead	Isobel Clift

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,020
Recovery premium funding allocation this academic year	£18,560 (approx.)
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£199,580

# Part A: Pupil premium strategy plan

## Statement of intent

At Coopers Lane Primary School, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. Our aim is for all children to reach their potential academically and, through our inspiring curriculum, to develop a passion for learning that will last a lifetime. Each child is recognised as a unique individual, and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We prioritise building on our children's actual starting points and secure prior learning.

We use a variety of tools to assess secure learning to focus staff on what has been retained and applied, rather than looking at coverage. High quality teaching is our main approach, as this is proven to have the greatest impact on closing the disadvantage attainment gap, but will also benefit the non-disadvantaged pupils too. Alongside academic challenges, we also focus on the social and emotional needs faced by our vulnerable children, therefore we put into place activities outlined below to support their needs, regardless of whether they are disadvantaged or not.

### Context of the School

- Coopers Lane Primary School is a three form entry inner city primary school, currently with 609 children on roll
- The proportion of pupil known to be eligible for the Pupil Premium grant is 21% (128 pupils) below national average
- There are currently 5 children with special guardianship (Y1, 2, 4 & 6)
- The percentage of pupils with an EHCP is above the national average at 4.6% (28 pupils). There is a resource base on site for hearing impaired pupils (currently 3 pupils)

Our ultimate objectives for our disadvantaged pupils 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 achievement 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:

- Ensuring our staff are well trained and have adequate time to carry out their roles
  - 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:
  - Having additional teaching and support staff who can put on specific interventions for particular groups
  - 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 and afterschool clubs
  - Providing social and emotional support through Place2Be counselling, learning mentors and our Nurture Provision
- 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 of our spending plan for 2022-2023.

## 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 – phonics, blending, fluency, comprehension, stamina (lack of home reading 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 the pandemic Our attendance data indicated that attendance for disadvantaged pupils was lower than non-disadvantaged. Persistent absence is increasing. Lower attendance has a significant impact on attainment and 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
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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%
Number of children with persistent absence is significantly reduced	The % of children with persistent absence is lower than the national average
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
Writing: extensive CPD in planning, teaching and assessment of writing, resources across EYFS & KS1, Mighty Writer – resources, training, monitoring	<a href="https://www.mightywriter.co.uk/teacher-reviews">https://www.mightywriter.co.uk/teacher-reviews</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a> <a href="http://www.wwearlychildhood.org/resources/C-13_Handout_1.pdf">http://www.wwearlychildhood.org/resources/C-13_Handout_1.pdf</a> In school data analysis July 2023	1, 4, 5
Mastering Early Number programme and Early Excellence Developing Young Mathematicians CPD	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> In school data analysis July 2023	3, 5
Metacognition and self-regulation training – further building on the growth mindset culture in the school (Zones of Regulation)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> Pupil survey July 2023 Staff survey 2023	1, 2, 3, 4, 5
Further embed and develop Phonics Scheme across EYFS &	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 5

KS1, Floppy's Phonics – package, training, books, additional teacher	<a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a> In school data analysis July 2023	
Further embed and develop reading programme in KS2 – Destination Reader – SLA, training, books	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a> In school data analysis July 2023	1, 2, 4, 5
Training and development of staff – tailored to individuals and for whole school or teams	Staff survey July 2023 Appraisal reviews July 2023	1, 2, 3, 4, 5

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

**Budgeted cost: £102,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT interventions – Talk Boost, BLAST and NELI across EYFS & KS1	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a> In school data analysis July 2023	1, 2, 4, 5
Teaching assistants to run PiXL and Catch-Up interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> In school data analysis July 2023	1, 2, 3, 4, 5
Insight assessment and tracking system – to strengthen use of assessment and to track all interventions in order to measure impact	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> In school data analysis July 2023	1, 2, 3, 4, 5
PiXL subscription – assessment tool, interventions resources linked to analysis of assessments, whole class and individual/small group interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> In school data analysis July 2023	1, 2, 3, 4

Teaching assistants to run other interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> In school data analysis July 2023	1, 2, 3, 4, 5
Resources (including iPad upgrades and teach to support delivery of interventions)		1, 2, 3
Tutoring – top up to tutoring funding (reading/ phonics KS1 Y4)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> In school data analysis July 2023	1, 2, 3, 4, 5
Purchase of Catch-Up Literacy and Numeracy – including CPD for additional identified staff	<a href="https://www.catchup.org/interventions/literacy.php">https://www.catchup.org/interventions/literacy.php</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</a> In school data analysis July 2023	1, 2, 3, 4

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

**Budgeted cost: £69,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling service, Place2Be – 121 counselling, self-referral space to talk, class intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> Parent survey July 2023 Pupil survey 2023 Staff survey 2023	4, 5
Learning Mentors- providing 121 and small group intervention, e.g. self-esteem, emotional support, friendships, family support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> Parent survey July 2023 Pupil survey 2023 Staff survey 2023	4, 5
Nurture Provision – staffing, CPD and resources	<a href="https://www.nurtureuk.org">https://www.nurtureuk.org</a> Pupil survey 2023 Boxhall Profiles	4, 5
Breakfast and After School Tea Club Subsidy	<a href="https://ifs.org.uk/publications/8714">https://ifs.org.uk/publications/8714</a>	4, 5

Class Music lessons	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4
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**Total budgeted cost: £200,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium funding had on disadvantaged pupils in the 2021-2022 academic year.

As a school, we have analysed the performance of the disadvantaged pupils during the 2021-2022 academic year using the Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

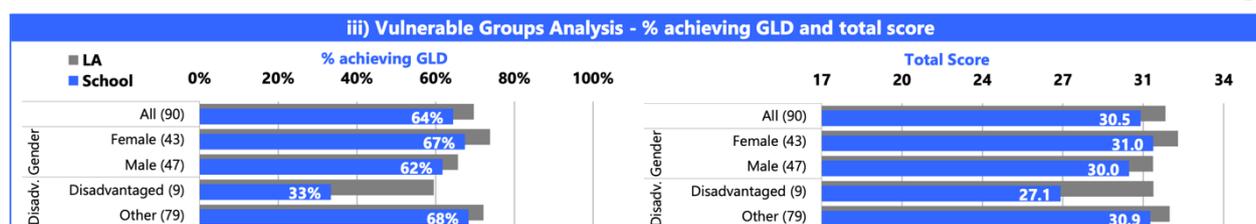
To help us gauge the performance of the disadvantaged pupils, the school compared the results to those for disadvantaged and non-disadvantaged pupils at a national and local level.

In EYFS, 33% of disadvantaged pupils (3 children) achieved GLD, however the school had a high level of additional need with 8 EHCP's within the cohort, which impacted on progress, particularly for the disadvantaged children.

#### Early Years Foundation Stage Profile (2022)

Cooper's Lane Primary School

1b

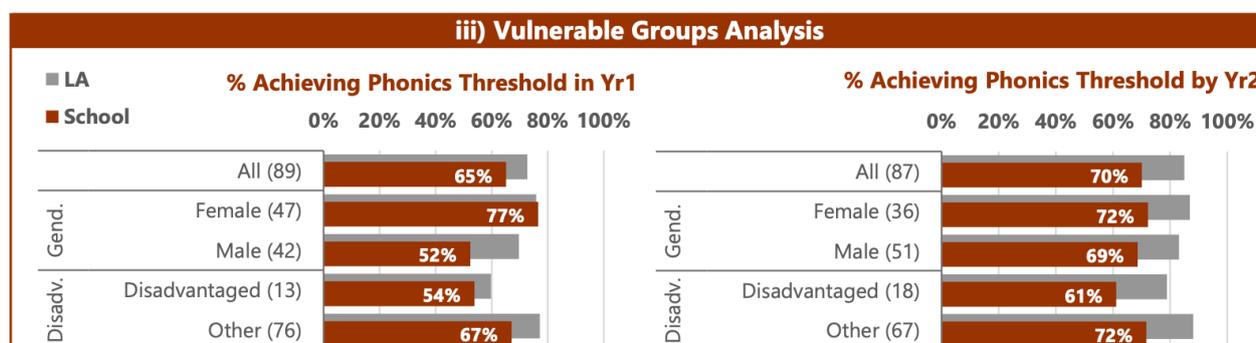


In Year 1, 54% of disadvantaged pupils passed the Phonics Screening Check closely in line with local data, but below the non-disadvantaged pupils at 67%. When resitting the check in Year 2, 61% of disadvantaged pupils passed, below the non-disadvantaged pupils at 72%.

#### Year 1 Phonics (2022)

Cooper's Lane Primary School

1c



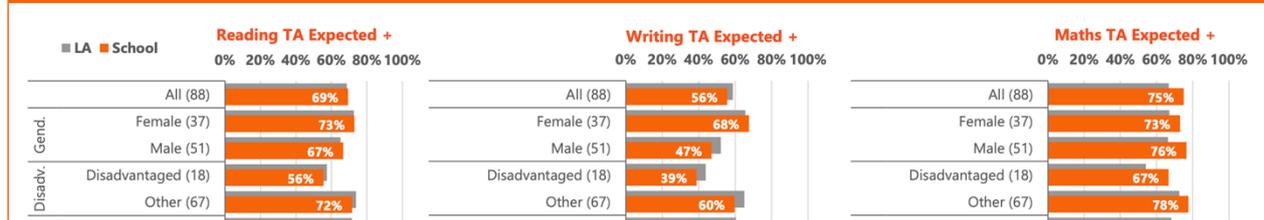
In KS1 Reading, the disadvantaged pupils were in line with other local schools at 56% compared to 72% non-disadvantaged. Writing showed that 39% of disadvantaged children met expectation, closely in line with local data, but below non-disadvantaged pupils at 60%. 6% of disadvantaged pupils gained greater depth in Reading. Maths was a

more positive picture showing 67% of disadvantaged pupils achieved expected, significantly above local data, against non-disadvantaged pupils at 78%. 11% of disadvantaged pupils gained greater depth in Maths, in line with non-disadvantaged.

### Key Stage 1 (2022)

Cooper's Lane Primary School 1d

#### v) Vulnerable Groups Analysis - TA

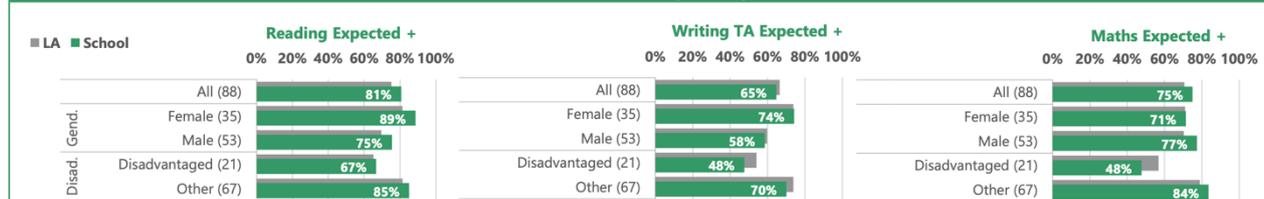


KS2 data showed that 67% of disadvantaged pupils achieved expected in Reading, above local data, but below non-disadvantaged pupils at 85%. 29% disadvantaged pupils gained greater depth in Reading. 48% of disadvantaged pupils met expectation in Writing, below local data and below non-disadvantaged pupils at 70%. Only 48% of disadvantaged pupils achieved expected in Maths, below local data, and significantly below non-disadvantaged pupils at 84%. 24% of disadvantaged pupils gained greater depth in Maths.

### Key Stage 2 (2022)

Cooper's Lane Primary School 1e

#### v) Vulnerable Groups Analysis



Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of our disadvantaged pupils in 2021-2022 was below Coopers Lane's expectation. The school's analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

Absence among disadvantaged pupils was 2.48% higher than their peers in 2021-2022 and persistent absence 14.29% higher. The school recognises this gap is too large which is why raising the attendance of the disadvantaged pupils is a focus on the current plan.

A new Phonics scheme, Floppy's Phonics, was introduced across EYFS and Key Stage 1 as a new approach to Early Reading. All staff were trained in the delivery of the lessons, assessment and the complimentary reading books. Although the Year 1 Phonics Screening data was low at 65%, below previous years, both the teaching and the confidence shown by pupils has been seen to have increased. Through a Challenge Partners peer review of the school, lessons were observed and it was obvious that high expectations were set for all. Challenge Partners saw that 'Year 1 pupils could confidently apply their phonics knowledge to identify the 'split digraph' to sound words like plate, lake and cake. Once mastered, they moved quickly to harder words such as 'snake' and

*'sunbathe'.* The reviewers fed back that Coopers Lane children make strong progress because of the new emphasis on consolidating the sounds learnt each week. The school now find parents and carers are better engaged with their children's reading due to the new book system and linked phonics booklet. Ofsted found that we *'deliver phonics lessons consistently across Reception through to Year 2. All staff in these phases have received training. Pupils who had fallen behind are catching up quickly. Staff assess pupils' reading routinely. This helps inform them of the groupings and interventions needed. Books match pupils' decoding level well.'* through a deep dive into Early Reading.

A new reading programme was introduced throughout Key Stage 2 where all classes participate in daily Destination Reader sessions. The impact has been evident through learning walks, pupil discussions and was seen in the Challenge Partners peer review and by Ofsted. Challenge Partners said, *'Key Stage 2 pupils have become more confident and fluent in their reading. Consequently, they want to read challenging texts and to decode complex vocabulary. This is as a direct result of the school's decision to introduce 'Destination Reader' which offers a structured approach to the teaching of reading.'* As well as the impact on reading, it has shown impact on the pupils writing too, *'The quality of the writing is in what the pupils are reading. Hence, pupils are exposed to texts of different genres, writing styles and demanding vocabulary.'* Ofsted found that *'older pupils talk about reading with enthusiasm. They enjoy a range of texts and authors.'*

NELI was introduced into Reception which is a 20 week programme run for children who have low spoken language with aims to improve their listening, narrative and vocabulary skills. The Reception team ran the programme for 10 weeks with 15 children, all of whom started the programme as below average. After 10 weeks of intervention, 86% of those children were working at or above the average level of skills, with 20% above and 13% much above in these skills. NELI was a successful intervention, therefore it will be implemented into Year 1 for the 20 week programme, as well as Reception.

33 children accessed the Tutoring funding in Year 5. In all areas their progress exceeded their peers in their year group and in the school.

	Reading Progress	Writing Progress	Maths Progress
Intervention group	6.4	6.33	6.18
Year 5	6	6	6
School	6.1	5.8	6

During the Challenge Partners peer review, it was recognised that *'Leaders have used the DfE 'Tutor Funding' to help Year 5 pupils become accomplished writers through the development of the 'author voice'. Subsequently, fewer pupils are reluctant writers, more can manipulate sentences securely because they have a deeper understanding of texts they read.'*

The school introduced Catch Up Numeracy with an initial trial of 3 children. The children were from two year groups; two children from Year 2, and a child from Year 3. The results showed accelerated progress for all children with both of the Year 2 children making 8 steps progress, and the Year 3 child made 9 steps progress. This is way above the expected progress of 6 steps.

Coopers Lane’s Place2Be counselling service has been successful this year in offering face-to-face sessions to both pupils and parents following on from zoom and telephone contact throughout the Coronavirus Pandemic. Place2Talk (self-referral) has been a busy service, particularly with pupils in Years 2-4 and then Years 5 and 6 as they became more familiar with the new School Project Manager (SPM). The key themes coming from these sessions were anxiety surround SATs, friendship issues and bad dreams. 197 children accessed the service and 346 sessions were held. 1:1 counselling sessions were incredibly busy, and fortunately they had a full capacity of 6 counsellors, with the SPM taking on her own case load too, consequently no child was left unseen. 24 pupils were seen over 332 sessions with the key themes of loss, parental separation, illness, conflict, anger, relational difficulties and anxiety emerging. 5 Place2Think sessions were held for school staff, and 44 sessions for parent counselling with the main issues of loss, domestic violence, separation, anxiety, financial worry and illness explored. The data shows there was a big increase in the children’s mental health according to teachers based on last year’s data of 44% to 74%, and according to their parents, it rose from 43% to 92%.

Improvement - SDQ	
% of children / young people have improved mental health according to their teachers:	74%
% of children / young people have improved mental health according to their parents:	92%

**Impact on Learning and Engagement**

**Teachers say:**  
 18 of 20 children / young people were better after coming to Place2Be  
 12 children / young people had difficulties that caused an impact on their classroom learning, 5 improved\*  
 6 children / young people had difficulties that caused problems for the teacher or class, 3 improved\*

**Parents think:**  
 12 of 13 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.

Parent surveys, with 131 responses, showed that 100% children were happy and felt safe in school, and 97% of parents believe the school has high expectations of the children. Throughout the year, parents are kept up to date with termly newsletters about their child's learning, knowledge organisers, parent workshops and drop ins, as well reports and parents' evenings. 100% of the responses believe the school keeps them up to date with what their children are learning throughout the year, and 97% agree they know how their child is doing, both academically and their overall well-being. 98% believe we support their child's personal development. There was an overwhelming positive response when Ofsted visited the school, 137 written comments were submitted with positive reviews of the school in relation to their child's well-being and academic success, and the school looking after their children as a lifelong learner, not solely their time at Coopers Lane.

The school offered subsidised Breakfast and After School Club to families of disadvantaged children. Within Breakfast Club, 10 disadvantaged children attended, and at After School Club 21 disadvantaged children attended.

To ensure all children can take part in clubs and activities in school, we allow every disadvantaged child one free club per term, 55% of disadvantaged children (71 children) took up this offer throughout 2021/22. Year 4 and Year 6 attend overnight school journeys at a subsidised value, 78% of the Year 4 disadvantaged children (14 children) and 58% of the Year 6 disadvantaged children (14 children) attended these school journeys.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider