

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	654
Proportion (%) of pupil premium eligible pupils	20% (121 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£179,975
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£18,184 (approx.)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£198,159

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 654 children on roll
- The proportion of pupil known to be eligible for the Pupil Premium grant is 20% (121 pupils) below national average
- There are currently 4 children with special guardianship
- The percentage of pupils with an EHCP is above the national average at 5.2% (32 pupils). There is a resource base on site for hearing impaired pupils (currently 5 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 counselling, pastoral support 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 2023-2024.

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, reading for pleasure)
3	Maths – addressing early number and gaps in skills and knowledge
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 and decreasing
To develop and strengthen inclusive practice across the school	Good progress for <u>all</u> groups of children

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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing: writing consultant employed to support teachers in planning, delivery and assessment; further develop and implement the writing curriculum	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 2023	1, 4, 5
Mastering Early Number programme and Early Excellence Developing Young Mathematicians CPD	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths In school data analysis July 2023	3, 5
Further embed and develop Phonics Scheme across EYFS & KS1, Floppy's Phonics – package, training, books	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.oup.com.cn/test/word-gap.pdf In school data analysis July 2023	1, 2, 5
Further embed and develop reading programme in KS2 – Destination Reader – SLA, training, books, introduce to Y2	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 2023	1, 2, 4, 5

Training and development - The Difference School Leadership Programme	https://www.the-difference.com/overview#:~:text=The%20Difference%20Leadership%20Programme%20is,of%20exclusion%20and%20our%20solution Staff survey July 2023 Appraisal reviews July 2023	1, 2, 3, 4, 5
Training and development: Inclusive practice, adaptive teaching, race equity	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	

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

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT interventions – Talk Boost, BLAST and NELI across EYFS & KS1	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 2023	1, 2, 4, 5
Teaching assistants to run Catch-Up and other interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition In school data analysis July 2023	1, 2, 3, 4, 5
Additional 1:1 or small group support for children with SEND	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions In school data analysis July 2023 SEND report end of year report 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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions In school data analysis July 2023	1, 2, 3, 4, 5
Resources (including iPad upgrades and teach to support		1, 2, 3

delivery of interventions)		
Tutoring – top up to tutoring funding (reading/ phonics KS1 Y4)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition In school data analysis July 2023	1, 2, 3, 4, 5
Purchase of Catch-Up Literacy and Numeracy – including CPD for additional identified staff	https://www.catchup.org/interventions/literacy.php https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy In school data analysis July 2023	1, 2, 3, 4

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling service – 121 counselling, self-referral space to talk, class intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Parent survey July 2023 Pupil survey 2023 Staff survey 2023	4, 5
Pastoral Support-providing 121 and small group intervention, e.g. self-esteem, emotional support, friendships, family support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Parent survey July 2023 Pupil survey 2023 Staff survey 2023	4, 5
Nurture Provision – staffing, CPD and resources	https://www.nurtureuk.org Pupil survey 2023 Boxhall Profiles	4, 5
Breakfast and After School Tea Club Subsidy	https://ifs.org.uk/publications/8714	4, 5
Class Music lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
School trips & residential	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5

Total budgeted cost: £198,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a school, we have analysed the performance of the disadvantaged pupils during the 2022-2023 academic year using the Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

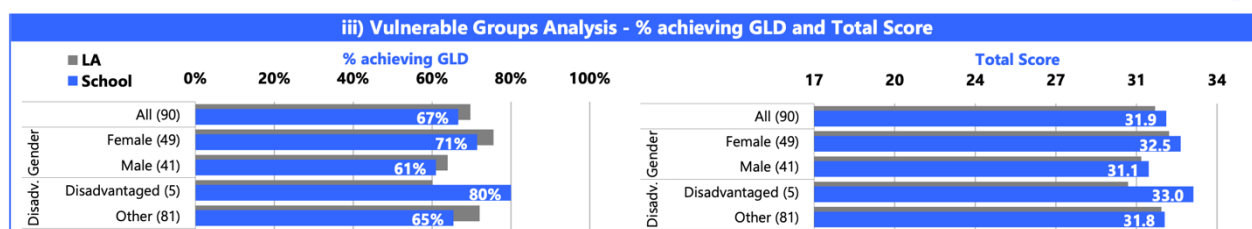
To help us gauge the performance of the disadvantaged pupils, the school compared the results to those disadvantaged and non-disadvantaged pupils at a national and local level.

In EYFS, 80% of disadvantaged pupils (5 children) achieved GLD, significantly above non-disadvantaged pupils and local data.

Early Years Foundation Stage Profile (2023)

Cooper's Lane Primary School

1b

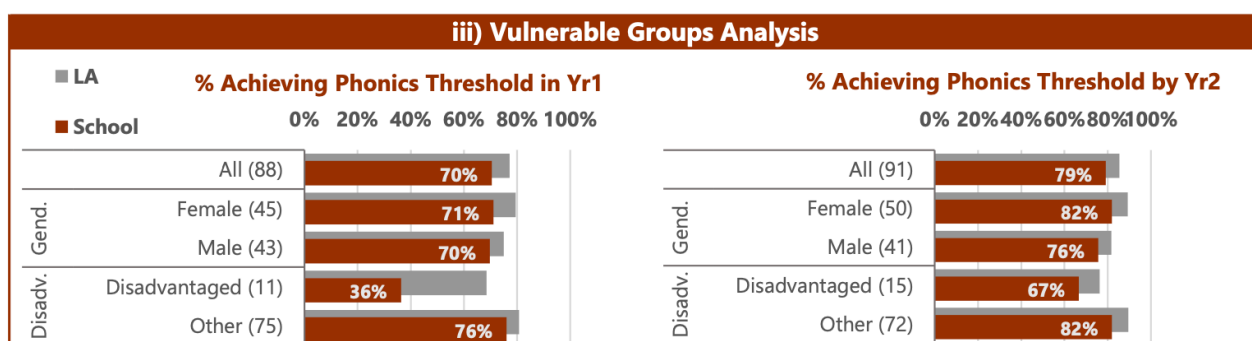


In Year 1, 36% of disadvantaged pupils (11 children) passed the Phonics Screening Check, significantly below local data. However, the school had a high level of additional need with EHCP's within the cohort, which impacted on progress, particularly for the disadvantaged children. When resitting the check in Year 2, 67% of disadvantaged pupils (15 children) passed, below the non-disadvantaged pupils at 82%.

Year 1 Phonics (2023)

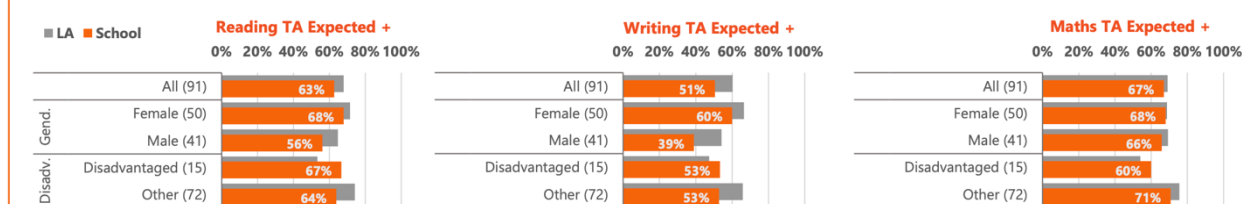
Cooper's Lane Primary School

1c



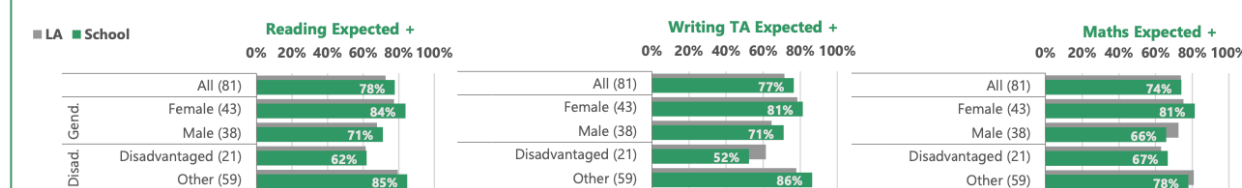
In KS1 Reading, 67% of disadvantaged pupils (15 children) reached expected level, above non-disadvantaged pupils within the school at 64%. This was also significantly above local data. Writing showed that 53% of disadvantaged pupils met expectation, in line with non-disadvantaged pupils, and above local data. In Maths, 60% of disadvantaged children achieved expectation, above local data, but below non-disadvantaged pupils at 71%. No disadvantaged children achieved greater depth in Reading, Writing or Maths.

v) Vulnerable Groups Analysis - TA



KS2 data showed that 62% of disadvantaged pupils achieved expected in Reading, closely in line with local data, but below non-disadvantaged pupils at 85%. 19% of disadvantaged pupils gained greater depth in Reading. Only 52% of disadvantaged children met expectation in Writing, below local data and significantly below non-disadvantaged pupils at 86%. 5% of disadvantaged pupils gained greater depth in Writing. 67% of disadvantaged pupils achieved expected in Maths, above local data, but below non-disadvantaged pupils at 78%. 10% of disadvantaged pupils gained greater depth in Maths.

v) Vulnerable Groups Analysis

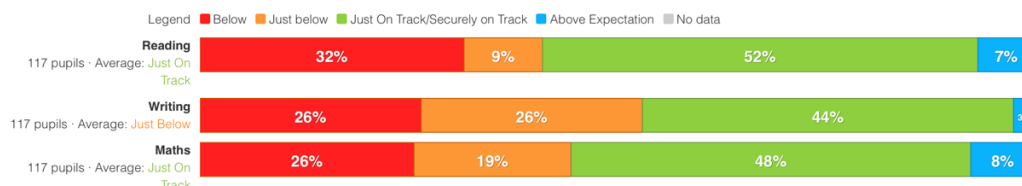


Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of our disadvantaged pupils in 2021-2022 was below Coopers Lane's expectation. Very few disadvantaged pupils reach above expectation throughout the school, with twice as many disadvantaged pupils below expectation compared to non-disadvantaged pupils as shown below:

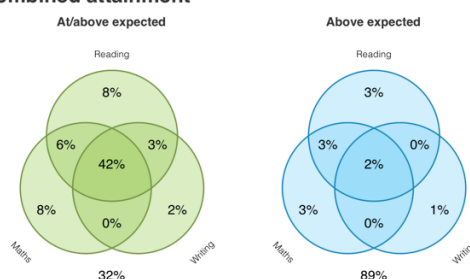
Disadvantaged Pupils

Attainment Overview for Pupils (from 2022-2023) in Years 1-6, who are pupil premium - 2022-2023 Summer - Main Assessment

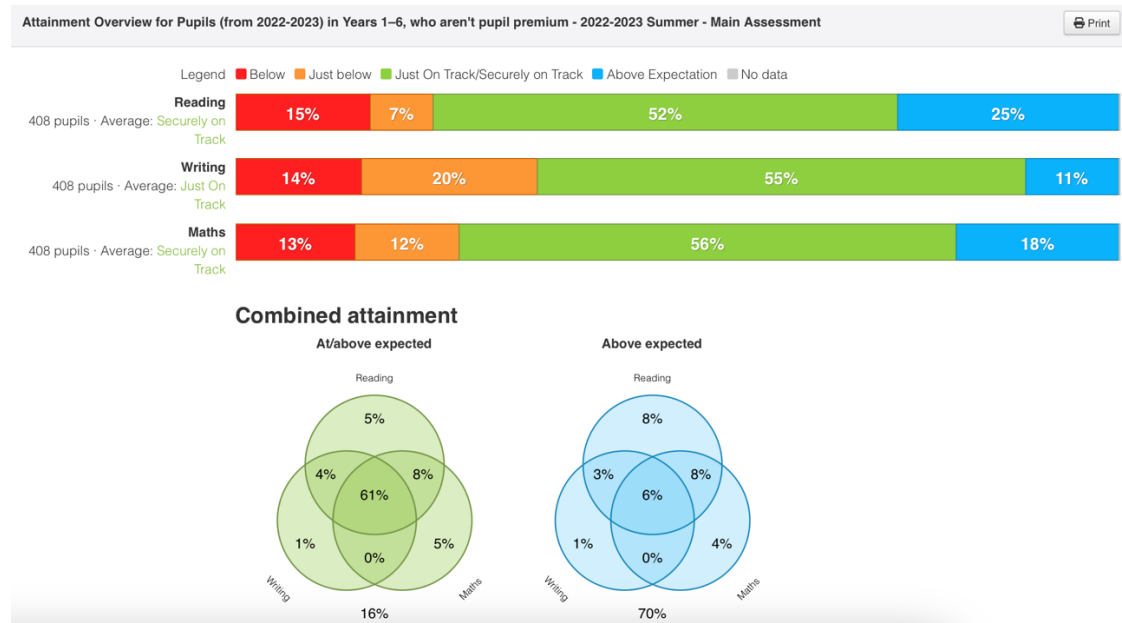
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Combined attainment



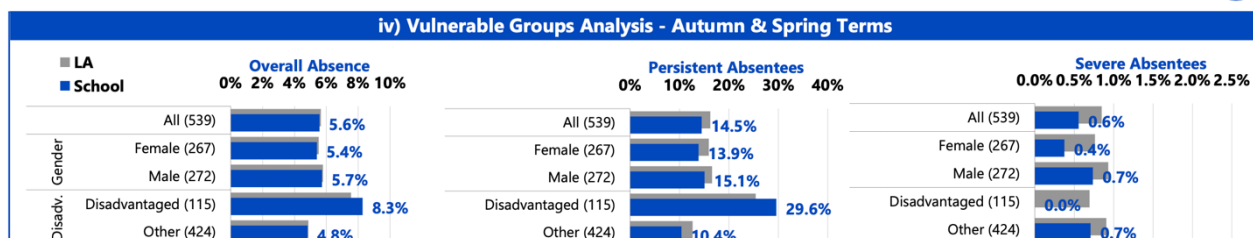
Non-Disadvantaged Pupils



Absence amongst disadvantaged pupils is significantly higher than non-disadvantaged pupils and above local data. Almost a third of disadvantaged children fall into the persistent absentee bracket, significantly above local and school data. 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.

Pupil Absence (Autumn & Spring Terms)

Cooper's Lane Primary School 3a



We have continued to implement NELI throughout Reception. This year, it was run as a 20 week programme run for children who have low spoken language with aims to improve their listening, narrative and vocabulary skills. It ran with 10 children, all of whom started the programme as a 'clear cause for concern' below average. After 20 weeks of intervention, 100% of those children were working at or above the average level of skills. NELI is a successful intervention, therefore it will be implemented to try and reach more children in the following academic year.

Coopers Lane's Place2Be counselling service has been successful this year, again in offering face-to-face sessions to both pupils and parents. Place2Talk (self-referral) has been a busy service. The key themes coming from these sessions were anxiety surrounding SATs, friendship issues and bad dreams. 143 children accessed the service and 190 sessions were held, of which 42 were group sessions and 148 were individual sessions. 1:1 counselling sessions were incredibly busy. 28 pupils were seen over 290 sessions with the key themes of bereavement, anxiety, low self-esteem, bullying and

family dynamic (mental health/ illness) emerging. 6 Place2Think sessions were held for school staff, and 96 sessions for parent partnership, an increase on parent counselling the previous year, with the main issues of managing anxiety, coping with generational trauma and single parenting explored.

When surveyed, the parents and teachers of children receiving 1:1 counselling gave the following results:

Improvement - SDQ	
% of children / young people have improved mental health according to their teachers:	72%
% of children / young people have improved mental health according to their parents:	72%

Impact on Learning and Engagement

Teachers say:

18 of 25 children / young people were better after coming to Place2Be

13 children / young people had difficulties that caused an impact on their classroom learning, 10 improved*

9 children / young people had difficulties that caused problems for the teacher or class, 7 improved*

Parents think:

20 of 25 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 125 responses, showed that 94% children were happy and 96% of children felt safe in school. 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.

The school offered subsidised Breakfast and After School Club to families of disadvantaged children. Within Breakfast Club, 12 disadvantaged children attended, and at After School Club 23 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, 61% of disadvantaged pupils (78 children) took up this offer throughout 2022/23. Year 4 and Year 6 attend overnight school journeys at a subsidised value, 19 of the Year 4 disadvantaged children and 13 of the Year 6 disadvantaged 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