

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	Copeland Road Primary
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	32%
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	Termly
Statement authorised by	Lindsey Kidd Head Teacher
Pupil premium lead	Victoria Summerfield Deputy Head Teacher
Governor / Trustee lead	Robin Nodding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,480.00
Recovery premium funding allocation this academic year	£6670
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	£70,150

Part A: Pupil premium strategy plan

Statement of intent

At Copeland Road Primary School we aim to provide a safe and caring learning environment where all of the children can enjoy learning, experience success, increase their self-respect and aspire to reach their full potential. We aim to ensure that the children who leave Copeland Road Primary are independent, inquiring learners with self-belief and have an enduring respect for others. We aim to instil a lifelong love for learning and a strong grounding for future success. Children are at the heart of our school and we take great pride in developing our pupils to be the best that they can be. The aim of our pupil premium strategy is to support disadvantaged pupils to achieve these goals by reflecting on the support required and difficulties faced by all vulnerable pupils regardless of whether they are disadvantaged or not, including academic, social communication, physical and mental health and well-being. To achieve our aims we focus our high-quality teaching and learning on the needs of our pupils by knowing the children well and having the highest expectations for all our pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. As outlined in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will include being responsive to difficulties and individual needs, using early intervention, assessment and detailed knowledge of our pupils. A whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Quality first teaching is our key principle in effective teaching. Whole school understanding and training ensures that we have the knowledge and skills to support all learners. A willingness to adapt our practice in light of the educational research is another strength. The strategy outline below details the work towards meeting these aims.

Challenges

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

Challenge number	Detail of challenge
1	Pupils often arrive in our Reception with lower than expected speech skills and pupils throughout our school, especially among our disadvantaged pupils, have lower than expected language skills.

2	Disadvantaged pupils generally make less progress than other pupils in their Phonics which negatively impacts their development as readers.
3	Disadvantaged pupils have not read at home as much as others or do not have the same reading skills of their peers which negatively impacts their fluency and comprehension skills.
4	Many disadvantaged pupils do not make the same progress across KS1 and KS2 in their maths as non-disadvantaged pupils.
5	Disadvantaged pupils do not have easy access to enrichment opportunities and experiences of wider cultural differences as much as others.
6	Disadvantaged pupils attendance is not as high as the school's average and the number of persistent absentees is higher than non-disadvantaged pupils.

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
Pupils will make better progress in speech and language.	More disadvantaged pupils working at school expected/age-related standards in speech and language.
Pupils will make better progress in phonics.	More disadvantaged pupils working at school expected/age-related standards in phonics.
Pupils will make better progress in reading.	More disadvantaged pupils working at school expected/age-related standard in reading.
Pupils will make better progress in maths.	More disadvantaged pupils working at school expected/age-related standard in maths.
Pupils will be given opportunities in school to access enrichment opportunities and experiences of wider cultural differences.	Enrichment experiences will be planned throughout the curriculum and disadvantaged pupils will have better knowledge of people and their cultural/other differences across the world.
Disadvantaged Pupils' attendance is closer to or as high as school average with less persistent absentees.	More disadvantaged children have attendance of at least 95% with less persistent absentees.

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: £30 437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Suggested costs: NFER - £1696 Staff Training and support £300 PASS - £545 FFT - £323</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3 and 4
<p>RWI Training (including development days), assessment and resources</p> <p>Suggested costs: One-year's access to the Online Training Subscription Online Subscription Session One Development Day Termly remote progress meetings £2825</p> <p>Reading Leader – Teacher to work 0.5 on Phonics for two terms supporting and training staff: 0.5 of M5 shared between Teaching and Targeted Support £11366.</p>	<p>EEF +4 All staff trained in Read Write Inc phonics</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 and 3
<p>Teachers to use good quality materials to teach comprehension strategies.</p> <p>Suggested costs: Comprehension Express reading books £1484 (consumables)</p>	<p>EEF+4 Ensuring child close gaps early and read at ARE highlighted in Ofsted Framework research 'If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.'</p>	3
<p>Enhancement of our maths teaching and curriculum planning in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	4

<p>line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Suggested costs: £1800 – 2 day release per half term Quality Mark - £265 Math Circle - £94.90</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	
<p>Staff including RCT to access good quality training to support their teaching.</p> <p>Suggested costs: Education Durham CPD SLA - £1820 Other CPD budget - £7919 including release time for Teachers to complete training</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p>	All

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

Budgeted cost: Budget £28 120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of speech and language needs. Intervention and support targeted at Reception and where need identified using Talk Boost, Speech and Language Link and programmes developed by NHS/Let's Talk. Children working with appropriate outside agencies as soon as possible.</p>	<p>Early identification of need believed to have a very high impact (EEF +5).</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

<p>Suggested costs: Speech and Language Link Infants: £275 Language Link Juniors: £180 Let's Talk: £1248 x 3 terms = £3744 TA Support: £5.90 (20minsTA) x10 (chn) £59 x 39 (wks) =£2301</p>		
<p>Small groups phonics teaching</p> <p>Suggested costs: £2.95 (10minsTA) x 5 (sessions a week) x 21 (chn 1:1 or small groups) Cost :£309 x 39 = £12 080 Reading Leader – Teacher to work 0.5 on Phonics for two terms interventions with pupils: RWI Resources - £2455</p>	<p>EEF +4 Some children receive additional interventions where necessary</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Reading Comprehension Strategies</p> <p>Suggested costs: Lexia £1103 per year Reading TA Support: £5.90 (20minsTA) x26 (chn) £153 x 39 (wks) = £5982</p>	<p>EEF +3 Daily reading activities including 1:1 reading, small group guided reading sessions and reading comprehension</p> <p>EEF +3 Lots of evidence to support this including here.</p>	2 3
<p>Small groups maths teaching.</p> <p>Suggested costs: Tutoring £36 per hour £27 per hour from DFE = £4050 £9 per hour from school = £1350 Total cost altogether = £5400 (separate and in addition to Pupil Premium funding)</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group.</p> <p>School Led Tutoring: 10 groups of 2 pupils to access 15 hours of tutoring across the year.</p>	4

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

Budgeted cost: £17 576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use enrichment experiences from Now Press Play and ensure that	Research shows that giving children enrichment opportunities through the	5

<p>they are included on curriculum maps for every class.</p> <p>Use Lyfta to share different peoples cultures from the UK and across the world through Year 6 and in assemblies</p> <p>Suggested costs: Now Press Play £1560 Lyfta £320</p>	<p>Arts such as Drama broadens their experiences in life. +3</p> <p>Research shows that giving children opportunities to access Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.to develop social learning +4</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Monitor whole school and groups of children's attendance data and work with families and outside agencies to meet targets</p> <p>Suggested costs: Breakfast club £7140 (staffing cost) Actual cost heavily subsidised for all pupils. EWO (staffing cost) - £5000</p>	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Lots of evidence on the link between attainment and attendance e.g here Highlight importance of attendance on school correspondence. Reward improved and high attendance. Form positive relationships with all families and appropriate agencies.</p>	6
<p>Contingency fund for acute issues.</p> <p>Suggested costs: £3556 +</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost:

£70 150 (actual PP budget + £5973 (over spend on targeted support) = £76 123 (any additional costs from Maths tutoring not covered by NTP to be added on.

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.

The strategies used in 2020-2021 that were successful will continue to be used as outlined below.

A Children return happy, settled and ready to learn (observations). Children make good progress from their starting points in September. Quality first teaching and **targeted academic support and staff accessing professional development**. Children will make good progress from their KS starting points

Children returned happy, settled and ready to learn. We achieved The Wellbeing Award which will last for the next three years. - £430

Children made good progress from their starting points in September. Quality first teaching and targeted academic support and staff accessing professional development. Reading will be a focus next year to improve Reading:

2020-2021 KS2 based on teacher assessment:

Reading: EXP 85% GD 32% - PP EXP 75% WT 25% (4 pupils)

Writing: EXP 79% GD 21% - PP EXP 75% WT 25% (4 pupils)

Maths: EXP 79% GD 16% - PP EXP 75% WT 25% (4 pupils)

2020-2021 KS1 based on teacher assessment:

Reading: EXP 30% GDS 20% WTS 50% - PP EXP 40%, WT 60% (5 pupils)

Writing: EXP 50% GDS 0% WTS 50% – PP EXP 40%, WT 60% (5 pupils)

Maths: EXP 40% GDS 15% WTS 45% - PP EXP 40%, WT 60% (5 pupils)

12 £90 sessions = £1080 x 3 terms = £3240

B Children settle quickly and are ready to learn (EYFS observations). Children will achieve well in EYFS against the ELGs. Children will make good progress from their baseline with **targeted academic support and staff accessing professional development and early career support**.

Children settled into school quickly and ready to learn (EYFS observations). At least 2 out of 4 PP pupils have achieved ELG in all areas and it is 100% in some areas. Staff accessed professional development including RWI training and Early Adopters

workshops and network meetings to enable them to support pupils. Targeted support delivered throughout the year.

£5.90 (20 mins TA) x 5 (days) x 4 (chn) x 39 weeks = £4602

C Children's speech and language rise to age related expectations **targeted academic support and staff accessing professional development and early career support.**

Targeted academic support has continued throughout the year through Let's Talk and a good use has been made of NHS S&L universal support, Staff have also accessed Nuffield Early Language resources and all pupils were assessed and 2/4 EYFSP accessed as well as the use of other S&L programmes following the NELI evaluation.

Let's Talk - £1248 x 3 terms = £3744

TA Support - £5.90 (20minsTA) x10 (chn) £59 x 39 (wks) = £2301

D School to continue to be close to or in line with national outcomes for phonics in 2020. To increase the amount of children passing their year 2 phonics re-sit and be close to or in line with national outcomes. **Targeted academic support and staff accessing professional development and early career support.**

76% of pupils met the standard of the delayed phonics screening and 50% of PP passed in Autumn 2020. Targeted academic support for phonics took place throughout the year for 13 PP pupils across all year groups. Staff continued to access RWI professional development through the online training package and development days. This will continue to be an area of focus for next year.

Phonics development days and Training Package =£2825

£2.95 (10minsTA) x 5 (sessions a week) x 21 (chn 1:1 or small groups) Cost :£309 x 39 = **£12080**

E Increased rates of progress for PP pupils in reading in KS2. **Targeted academic support and staff accessing professional development and early career support.**

Resources purchased. Targeted academic support and staff accessing professional development have taken place throughout the year.

2020-2021 KS2 based on teacher assessment:

Reading exp 85% GD 32% - PP exp 75% WT 25% (4 pupils)

Maths exp 79% GD 16% - PP exp 75% WT 25% (4 pupils)

Increased rates of progress for PP pupils in reading in KS2.

Reading TA Support

£5.90 (20minsTA) x26 (chn) £153 x 39 (wks) = £5982

Comprehension Express reading books £1484

F Attendance of children in receipt of PP is close to or in line with all children with an increased attendance at Breakfast Club. **Increasing attendance using wider strategies.**

Attendance for the whole school averaged 96% across the whole year which is better than previous years, however the Pupil Premium group of pupils attendance was 91% which needs to be a continued focus for next year, a small number of PP pupils were not in school during the lockdown and were marked as C but did attend online remote learning or received paper copies of work. Our Attendance and Inclusion officer has worked throughout the year to increase attendance using wider strategies such as phone calls, visits, meetings and letters sent to parents when their child has met low, medium and high trigger points.

Breakfast club £7140 (staffing cost) Actual cost heavily subsidised for all pupils – PP £2047 (BC did not run during Lockdown but additional staff were needed to run it in “Bubbles” on return which incurred additional costs).

EWO (staffing cost) - £5000 PP £1433

G Children with SEND and in receipt of PP make good progress From individual starting points, children make at least good progress in Reading, Writing and Maths. **Targeted academic support and staff accessing professional development and early career support.**

Children with SEND and in receipt of PP make good progress from individual starting points, children make at least good progress in Reading, Writing and Maths. Targeted academic support and staff accessing professional development and early career support.

TA Support £5.90 (20minsTA) x15 (chn) £88 x 39 (wks) = £3451

H Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. **Increasing attendance using wider strategies.**

There has been increased engagement with parents to support home reading through the app. All pupils completed the Lexia placement task and have used this programme throughout the year and every class have a timetable to access laptops to use weekly for all pupils and access to additional laptops to access Lexia as often as needed for some pupils.

WEDUC £1700 Total cost – PP £487

Lexia £3850 Total cost - PP £1103

I Provide activities and experiences which target PP pupils to enrich wider opportunities. **Increasing attendance using wider strategies.**

Many activities and experiences have been used across school and Now Press Play has been used throughout all classes and is included on curriculum maps. This programme provides experiences and enrichment for all pupils that cannot be provided either due to Covid, cost or practicalities.

Now Press Play £1560 total cost – PP £447

J Children in receipt of PP are as close to or at age related expectations at the end of KS. **Targeted academic support and staff accessing professional development and early career support.**

Staff accessed PD throughout the year including remote access. Termly assessment meetings take place and include discussions about PP groups in every class to ensure that targeted support is appropriate and having the impact desired. Targeted support continued throughout the year including some completed remotely.

2020-2021 KS2 based on teacher assessment:

Reading: EXP 85% GD 32% - PP EXP 75% WT 25% (4 pupils)

Writing: EXP 79% GD 21%,- PP EXP 75% WT 25% (4 pupils)

Maths: EXP 79% GD 16% - PP EXP 75% WT 25% (4 pupils)

2020-2021 KS1 based on teacher assessment:

Reading: EXP 30% GDS 20% WTS 50% - PP EXP 40%, WT 60% (5 pupils)

Writing: EXP 50% GDS 0% WTS 50% – PP EXP 40%, WT 60% (5 pupils)

Maths: EXP 40% GDS 15% WTS 45% - PP EXP 40%, WT 60% (5 pupils)

Education Durham CPD SLA - £1820

External provider CPD - £2500

Additional Teacher Support £90 (afternoon session) twice a week (41 chn to access in small groups across the year) x 39 (wks) = £7020

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin
WEDUC School App	WEDUC
Lexia	Core 5

Now Press Play	Now Press Play
Maths differentiated questions based on White Rose Maths planning	Classroom Secrets
Lyfta	Lyfta

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Resources bought e.g. Sometimes (about parents that work away from home) and Little Troopers packs.
What was the impact of that spending on service pupil premium eligible pupils?	Children understood more about the armed services and understood that some families have military connections. It helped raise self-esteem and answer children's questions.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Quality First Teaching as we believe that this is the best approach for all children, regardless of circumstances. We value staff professional development and our strong relationships with outside agencies and ensure that good use is made of training and agency recommendations. Our early identification of need has led to some excellent progress supporting disadvantaged children with SEND and in addition to areas such as speech and language we also assess additional needs through early intervention in cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs. Our trained senior mental health lead has been able to focus on the training needs identified in school to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents as well as achieving the Wellbeing Award.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.