

# Pupil premium strategy statement - 2022 – 2023

## Copeland Road 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	134
Proportion (%) of pupil premium eligible pupils	49 - 37% (Autumn 22)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	22-23
Date this statement was published	28/11/22
Date on which it will be reviewed	Spring 23 Summer 23
Statement authorised by	Robin Nodding
Pupil premium lead	Lindsey Kidd Head Teacher
Governor / Trustee lead	Robin Nodding

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	£6480
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£71,575</b>

# 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 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 attain lower and make slower 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 attain as well across KS1 and KS2 in their Reading, GPS and 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 faster progress in speech and language.	More disadvantaged pupils working at school expected/age-related standards in speech and language.
Pupils will attain higher and make faster progress in phonics.	More disadvantaged pupils working at school expected/age-related standards in phonics.
Pupils will read more regularly.	More disadvantaged pupils working at school expected/age-related standard in reading.
Pupils will attain higher in Reading, GPS and Maths.	More disadvantaged pupils working at school expected/age-related standard in Reading, GPS and 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: £22,900

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 - £2000 Staff Training and support £500 FFT - £400</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 £4000</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 and 3
<p>Teachers to use good quality materials to teach comprehension strategies.</p> <p>Suggested costs: Comprehension Express reading books £3000 (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 and 4
<p>Enhancement of our Reading, GPS and Math teaching and curriculum planning in line</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	4

<p>with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access the English Hub resources and CPD.</p> <p>Suggested costs: £5000</p>	<p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	
<p>Staff to access good quality training to support their teaching.</p> <p>Suggested costs: Education Durham CPD SLA - £3000 Other CPD budget - £10,000 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 <a href="#">(PD) plays a crucial role in improving classroom practice and pupil outcomes.</a></p>	<p>All</p>

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

Budgeted cost: £34,276

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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

<p>Suggested costs:  Speech and Language Link Infants: £275  Language Link Juniors: £180  Let's Talk: £1500 x 3 terms = £4500  TA Support: £5.90 (20minsTA) x10 (chn) £59 x 39 (wks) =£2301</p>		
<p><b>Small groups phonics teaching</b></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</p> <p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p><b>Reading Comprehension Strategies</b></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 <a href="#">here</a>.</p>	2 3
<p><b>Small groups Reading, GPS and Math teaching.</b></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 <a href="#">tuition</a> 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: £14,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all school curriculum visits and	Research shows that giving children enrichment opportunities through the	5

<p>after school activities are mapped out across the school to ensure a wide range of experiences are offered.</p> <p>Access enrichment opportunities and experiences of wider cultural differences through activities such as Interfaith Week, Show Racism the Red Card, assemblies and throughout the curriculum.</p> <p>Suggested costs: Interfaith week - £400 Visits/visitors - £500</p>	<p>Arts such as <a href="#">Drama</a> 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 <a href="#">community to develop social learning +4</a></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 <a href="#">here</a></p> <p>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: £1359</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: £71,575**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

C1-6 Staff including RCT to access good quality training to support their teaching.

Staff have accessed a variety of CPD over the year, mostly provided by Education Durham. RQT has accessed CPD from Education Durham. All staff have accessed some bespoke support with Sarah Blakeman from Education Durham to look at each subject area and discuss the curriculum offer and next steps to improve provision. All subject leaders have accessed CPD in relation to their own subject areas as well as additional CPD to meet the needs of staff and pupils.

C1 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.

Let's Talk have been in school for half a day a week working with children on their Speech and Language mostly in Year 1 and 2. Reception pupils have been assessed using Speech and Language Link. TA is supporting those pupils who require it. Pupils in other classes who are having difficulties have also been assessed using Language Link. Teachers are using Speech and Language Link when needed. Teaching assistants are supporting pupils through the week and following SALT recommendations.

Contingency fund required for Let's Talk S&L costs have risen to £35 per hour so contingency fund was used.

C2 Disadvantaged pupils generally make less progress than other pupils in their Phonics which negatively impacts their development as readers.

Phonic interventions have been carried out by TA and Reading Leader. This has either been done 1:1 or in small groups. RWI resources have been purchased where necessary. Reading leader has been working 0.5 for phonic interventions along with support staff. RWI resources have been purchased for extra book bag books. 73% of Year 1 pupils passed the phonics screening test, National was 75% so we were in-line with each pupil being 4.5% and a difference of only -2%. 4 Year 2 pupils were re-tested and 2 out of the 4 passed (50%) but all four pupils continue to be supported in phonics as appropriate.

Contingency fund required to cover costs of an additional tutor in school for phonics, reading and writing during the Summer Term.

2022	School	National	Difference
Year 1 % working at	73%	75%	-2%
1 pupil – 4.5%			In-line
Year 2 % working at (4 pupils)	50%	XX%	XX%
1 pupil – 25%			

C3 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.

Comprehension Express is used in Years 4-6. It has been discussed in staff meetings and other classes now have the posters in their rooms to ensure that all pupils access the elements of comprehension taught in KS2. End of Year 6 SATs results show that

61% achieved the expected in Reading compared to 74% National. Each pupil being 4.3% means we were only 3 pupils away from achieving National standards and so broadly in line.

2022	School	National	Difference
% expected standard in reading	61%	74%	-13%
% greater depth in reading	9%	28%	-19%
1 pupil – 4.3%	R-3		

Lexia has been implemented across the school and all classes have timetabled sessions where they can access it. Support staff have regular reading sessions 1:1 and small group. Additional Lexia time has been allocated to pupils not meeting their 'time allocation' in a smaller group with TA support. Support staff have regular reading sessions 1:1 and small group across every year group.

Contingency fund required to cover costs of an additional tutor in school for phonics, reading and writing during the Summer Term.

C3 and C4 Many disadvantaged pupils do not make the same progress across KS1 and KS2 in their maths as non-disadvantaged pupils.

NFER tests have been completed to support end of Autumn, Spring and Summer Term assessments. Staff trained 'in house' and supported. Staff have attended FFT training. PASS surveys completed and used by current and future staff members to support pupils and to inform SEF. Some PASS surveys were repeated with new pupils or pupils who scored low in more than one area who had accessed intervention to ensure interventions were appropriate for them and made a positive impact. Overall there was a positive improvement made. Question Level analysis was used throughout the year to inform teachers of next steps in provision.

All staff attended RWI training day in September. The online subscription is also used to aid staff development. Reading leader is working 0.5 to support less experienced staff and deliver phonic interventions. Paul Daghish came into school in the Spring Term for a development day. He observed phonics groups and interventions, giving up to date information about RWI. Action points were given to staff at the end of the day. Reading leader continued working 0.5 during the Spring Term to deliver phonic interventions. Continued support accessed from RWI (Paul Daghish) and online training subscription used. 73% of Year 1 pupils passed the phonics screening test, National was 75% so we were in-line with each pupil being 4.5% and a difference of only -2%. 4 Year 2 pupils were re-tested and 2 out of the 4 passed (50%) but all four pupils continue to be supported in phonics as appropriate.

2022	School	National	Difference
Year 1 % working at	73%	75%	-2%
1 pupil – 4.5%			In-line
Year 2 % working at (4 pupils)	50%	XX%	XX%
1 pupil – 25%			

KS1 – 2 Value added in Reading, Writing and Maths for Ever 6 FSM was better than VA not ever 6 fsm in 2022. In Reading and Writing VA for ever 6 fsm was better than national and in Maths very close to national in 2022.

KS 1 - 2 Value Added		School				NAT			
		Ever 6 FSM	Not Ever 6 FSM	Type K SEN	No SEN	Ever 6 FSM	Not Ever 6 FSM	Type K SEN	No SEN
READING	<b>Cohort</b>	7	16	4	18	-	-	-	-
	Avg VA	3.1	-2.6	6.3	-2.3	-0.6	0.3	-1.0	0.3
WRITING	<b>Cohort</b>	7	16	4	18	-	-	-	-
	Avg VA	5.2	1.4	5.7	2.1	-0.4	0.2	-1.8	0.5
MATHS	<b>Cohort</b>	7	16	4	18	-	-	-	-
	Avg VA	-0.6	-3.7	2.4	-3.2	-0.5	0.3	-1.0	0.3

C4 School Led Tutoring has began and will continue across Spring and Summer terms. 20 pupils have now accessed their 15 hours of Maths tutoring. Pupils progress was analysed and showed some positive results:

- 70% made expected or above expected progress
- 62% of PP made expected or above expected progress
- 50% of SEN made expected or above expected progress
- 72% of girls made expected or above expected progress
- 66% of boys made expected or above expected progress

Staff have been released to lead their curriculum areas. The Maths Lead has accessed CPD from Education Durham. Pupils from Years 2-6 have log ins for Times Table Rockstars. Maths lead has accessed CPD and network meetings. Pupils continue to access Times Table Rockstars and teaching staff are using White Rose Maths resources. Staff have accessed Quality Mark workshops and held staff meetings to discuss the elements of this and complete a plan of priorities. This will be assessed early in the next academic year.

C5 Disadvantaged pupils do not have easy access to enrichment opportunities and experiences of wider cultural differences as much as others.

Teaching staff have accessed further CPD on Now Press Play and their additional resources. Now Press Play is included on all curriculum maps and used across the curriculum. Now Press Play has been used across the school to support the curriculum. Updated software and headphones have been put into use.

C6 Disadvantaged pupils attendance is not as high as the school's average and the number of persistent absentees is higher than non-disadvantaged pupils.

Mrs Mathwin works in school every Tuesday monitoring attendance. She looks at how different groups are attending such as SEND and PP and reports weekly upon attendance so it is closely monitored. She contacts parents when there are concerns.

She has attended a staff meeting to inform all staff about her role and what is being done to improve attendance. She has met with the Attendance Governor and informed him about her role and what is being done to improve attendance which was then fed back to a full Governing body meeting.

## 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.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc.	Ruth Miskin
WEDUC School App	WEDUC
Lexia	Core 5
Maths differentiated questions based on White Rose Maths planning	Classroom Secrets

## Further information (optional)

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 approach and will adjust our plan over time to secure better outcomes for pupils.