

# Pupil Premium Strategy Statement 2024/25

## Copeland Road Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 School
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	45 – 34% (Autumn 24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023~2026
Date this statement was published	September 2024
Date on which it will be reviewed	December 2024 and each term thereafter
Statement authorised by	Finance committee
Pupil premium lead	Mrs Summerfield
Governor lead	Mr Nodding

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75480
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 75480</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Copeland Road Primary School, we aim to provide a safe and caring 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 wellbeing. 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 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.

<p>Disadvantaged Pupils' attendance is closer to or as high as school average with less persistent absentees.</p>	<p>More disadvantaged children have attendance of at least 95% with less persistent absentees.</p>
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## 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: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to access good quality training to support their teaching.	Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts.  Evidence <a href="#">here</a>  SLA for Education Durham purchased and staff attend training on a regular basis. Other CPD opportunities as necessary.	3 and 4
Small groups phonics teaching RWI Training (including development days), assessment and resources	Phonics has a positive impact overall (EEF additional 5 months progress)  Evidence <a href="#">here</a>  Pupils taught in small groups matched to their current level of skill. Regular assessments are completed. All staff trained in Read Write Inc with regular development days to ensure fidelity and high standards.	2 and 3
Teachers to use good quality materials to teach comprehension strategies.	Reading comprehension strategies have a high impact on average (EEF additional 6 months progress)  Evidence <a href="#">here</a>  Daily reading activities and Comprehension Express materials used.	3 and 4
Extra teacher release time to embed CPD and work with Maths Hub.	Mastery learning has been successful for primary school pupils (EEF additional 8 months progress).  Evidence <a href="#">here</a>  Teachers are given time out of class to fully embed the CPD they have been given and also to work with the Maths Hub on mastery learning.	4
Early identification of speech and language needs	Early identification of need believed to have a very high impact (EEF additional 6 months progress)  Evidence <a href="#">here</a>  Support targeted at Reception using Speech Link and Language Link assessment tools. Children with need then working with appropriate outside	1

	agencies as soon as possible. Interventions carried out in school by TAs where necessary using Speech and Language Link resources.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast Track Tutoring for phonics	Ensuring child closes gaps early and can 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.' Evidence <a href="#">here</a> All staff trained in Fast Track Tutoring. Sessions happen every day for 15 minutes for those who need it with a key adult.	2
Additional reading comprehension strategies	Reading comprehension strategies have a high impact on average (EEF additional 6 months progress) Evidence <a href="#">here</a> Daily reading activities and additional reading in school with an adult when it is not being done at home. Reading at home is tracked by the class teacher for early identification.	3

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enrichment opportunities and experiences of different cultures and backgrounds e.g Inter Faith Week, Show Racism the Red Card.	Arts participation approaches can have a positive impact on academic outcomes in other areas (EEF additional 3 months progress). Evidence <a href="#">here</a> Curriculum visits and school activities are mapped out across the year. Visitors into school offer additional enrichment experiences.	5
Continue to employ an Attendance Officer to support school staff to monitor and implement	Link between attendance and attainment. Evidence <a href="#">here</a> Attendance Officer monitors school attendance inc. vulnerable groups. Positive relationships with	6

strategies to improve attendance.	families and raising the awareness of the importance of attendance. Breakfast Club is subsidised to make it affordable and a bagel bar takes away the hunger stigma.	
Rewards for positive attendance/reading at home/behaviour	Universal behaviour interventions have a positive impact (EEF additional 4 months progress). Evidence <a href="#">here</a> Rewards purchased and given when earned.	3 and 6

**Total budgeted cost: £75480**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### *Review – July 2024*

Speech and language interventions are in place for all pupils who require them. The SENCO has built good relationships with specialist services to access further advice and support.

71% of pupils passed the Year 1 phonics screening including 50% of pupils who are in receipt of pupil premium funding. All pupils who didn't pass either in Year 1 or Year 2 are now having Fast Track tutoring.

Books from the library have been incorporated into classrooms in termly boxes linked to the curriculum. Extra books have been delivered from World of Stories.

	Ever 6 - 12	Not Ever 6 - 14
Reading expected standard	58.3	64.3
Reading higher standard	8.3	14.3
Average Points Score	99.5	99.4
Writing TA expected standard	75	64.3
Writing TA greater depth	8.3	7.1
Grammar expected standard	50	50
Grammar higher standard	25	14.3
Average Points Score	99.8	99.1
Maths expected standard	33.3	57.1
Maths higher standard	0	14.3
Average Points Score	96.5	98.1
RWM Combined Expected	33.3	50
RWM Combined Higher standard	0	7.1

Results in writing and GPS were positive for Pupil Premium pupils however we need to close the gap in Maths. This will need to be closely monitored for next year's Year 6 cohort.

Musicians from Durham Brass Festival performed for the school as part of their annual event. All classes have attended a sporting festival over the course of the year. All school visits have been subsidised by the school to limit the cost for parents.

Attendance for all pupils has been carefully tracked. This year the attendance of pupils entitled to Pupil Premium was 91.49% compared to our whole school attendance of 93.63%. Attendance has improved from last year.

#### *Review – January 2024*

Speech and Language Link assessments were completed in Reception and any pupils with difficulties were identified. Referrals have been made, when necessary, to speech and language services for specialist advice.



Pupils have been making progress in their Read Write Inc phonics groups. Where it has been identified that pupils are not making sufficient progress, they are receiving Fast Track Tutoring. Children in Reception, Years 1 and 2 are in ability groups for phonics. All staff are now trained in Fast Track Tutoring to enable higher numbers of pupils to receive support.

During the additional English lesson, classes are able to concentrate on reading comprehension. We have also opened the library after school 2 nights a week so that all pupils are able to take library books home as well as their school reading book. More Read Write Inc book bag books have been purchased so that reading books are matched to their phonic ability.

Disadvantaged pupils are physically fit and healthy. All children access regular PE lessons and the after school club offer always includes sport options.

At the end of the Autumn Term, attendance of pupils entitled to pupil premium was 92.98% compared to 94.52% for pupils not entitled. Mrs Mathwin continues to engage with families to improve their child's attendance.

#### *Review – July 2023*

Reception (9 pupils) 44% achieved a Good Level of Development compared to 90% of non-disadvantaged.

Year 1 (8 pupils) 75% achieved their Phonics Screening Check. This was equal to non-disadvantaged.

Year 2 (6 pupils) 66.7% of pupils entitled to Pupil Premium achieved the expected standard in Reading, Writing and Maths. This was higher than the national average of 56.6%. 66.7% achieved the expected standard in reading which was lower than the rest of the cohort, however, the number achieving the standard in writing was higher than non-disadvantaged pupils.

Year 6 (6 pupils) Although results for the cohort were lower than the national average, pupils entitled to Pupil Premium outperformed the rest of the cohort when achieving the combined Reading, Writing and Maths (PP 33.3% Non PP 11.1% National 63.6). 50% of pupils entitled to Pupil Premium achieved the expected standard in GPS, which was much higher than the rest of the cohort at 11%.

#### **Teaching Strategies**

Staff have attended regular CPD using the Education Durham SLA and some are accessing NPQs. Support from RWI and English Hub has improved phonics teaching, which was demonstrated in the Phonics Screening Check results. Reading leader has also accessed support. Comprehension strategies are being taught across school.

#### **Targeted Intervention**

Pupils identified for interventions and tuition are making progress. Fast Track Tutoring for phonics has been used with some Year 1 and Year 2 pupils. Speech and language

interventions have been happening for identified pupils and recorded in the class intervention file.

### **Wider Strategies**

Attendance for all pupils has been carefully tracked. Last year the attendance of pupils entitled to Pupil Premium was 91.08% compared to our whole school attendance of 93%. As this is an identified area of need, we will continue to work alongside our Attendance Officer to monitor attendance going forward. Our Breakfast Club is well attended and continues to help pupils have a positive start to their school day. The bagel bars in class are helping to remove the stigma of hunger by providing food for all. We had a successful Inter Faith Week which offered a range of enrichment opportunities for our pupils. We also had support from the team at Show Racism the Red Card. After school clubs are carefully tracked across the year and pupils entitled to Pupil Premium are attending if they wish to.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Read Write Inc.	Ruth Miskin
Parent Portal	Arbor
White Rose Maths	White Rose Education
Times Tables Rockstars	Maths Circle
Classroom secrets	Classroom secrets
Oxford Owl	Oxford University Press
Twinkl	Twinkl