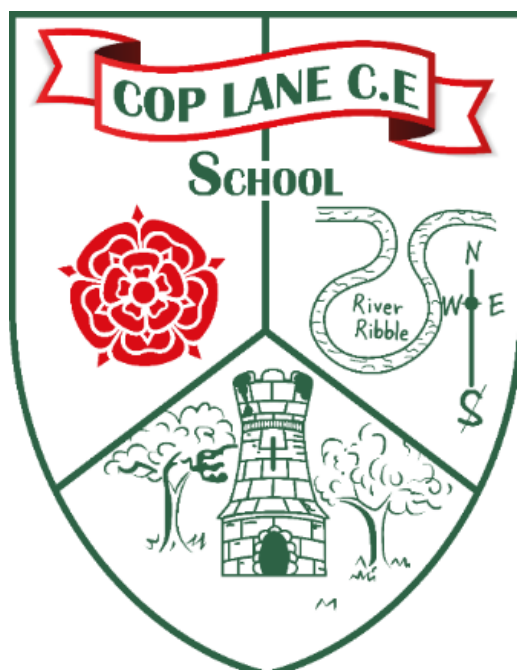


Cop Lane C.E. Primary School



Pupil Premium Strategy Statement 2021-2024 (reviewed Autumn 2022)

A welcoming Christian community, committed to one another, giving our very best at all times.

Our Distinctive Christian Vision

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instil a lifelong of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me'. Philippians 4:13

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:	Cop Lane C.E. Primary School
Number of pupils in school:	212
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Termly review in line with the SIP September 2023
Statement authorised by	Mr I. Ashmore
Pupil premium lead	Mr I. Ashmore
Governor / Trustee lead	Mr D. Thornton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31590
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35360

Part A: Pupil premium strategy plan

Statement of intent

At Cop Lane C.E. Primary School our distinctive Christian vision says:

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instil a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4:13

Our distinctive Christian vision underpins everything that we do in school including how we spend our pupil premium and catch-up funding to ensure that everyone in school flourishes. At Cop Lane C.E. Primary School, we want our pupil premium children to thrive as individuals, achieve as well as non-pupil premium children and be able to access the same wider opportunities.

As recognised by the Education Endowment Foundation (EEF), we acknowledge that 'great teaching is the most important lever schools have to improve outcomes for disadvantaged students'. At Cop Lane C.E. Primary School, we continue to focus on further developing and improving the already strong quality of teaching through focused CPD for teachers/ teaching assistants and strong recruitment processes.

The key principles of our strategy are:

- Have high expectations of our children and promote an ethos of attainment for all
- High quality teaching and intervention
- Focus on outcomes for individuals
- Decisions are based on regular evaluation of data and evidence

Our ultimate objectives are:

- ✓ For our pupil premium children to flourish as individuals
- ✓ For our pupil premium children to achieve as well as our non-pupil premium children
- ✓ For our pupil premium children to be able to access the same wider opportunities as their peers.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Continuing to develop and tweak our already strong teaching and learning in school so that all children receive a high-quality curriculum

- Teaching/ support staff allocated to provide focused intervention to individuals or small groups.
- Regular evaluation and data analysis enables the school to review provision and make any changes.
- Support payment for activities, educational visits and residentials to ensure that children have first-hand experiences to use their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	<i>Writing skills/ outcomes have declined throughout the pandemic impacting on outcomes across the school.</i>
2	<i>Levels of engagement of some pupil premium children during lockdown were lower than non-pupil premium children. This has impacted attainment in reading, writing and mathematics.</i>
3	<i>Increased need for mental health and wellbeing support post lockdown.</i>
4	<i>Attendance at school for disadvantaged children is lower the non-disadvantaged pupils. (Academic year 2021 = non-disadvantaged pupils = 98% and disadvantaged pupils 95.5%).</i>
5	<i>Lack of financial resources to provide children with wider experiences.</i>

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
<i>To improve writing outcomes by across the school for disadvantaged pupils.</i>	<ul style="list-style-type: none"> • Continued implementation and embedding of the Mighty Writer approach as well approaches from CPD as part of the SIP 2022/2023 across the school. • Regular monitoring shows that there are increasing opportunities for pupils to write across the curriculum and pupils are confident writing across a range of genres. • Pupil premium outcomes are in line with other pupils in writing.
<i>To improve outcomes for disadvantaged children in reading and mathematics by</i>	<ul style="list-style-type: none"> • Effective regular assessment ensures that gaps are identified.

<p><i>closing identified gaps caused by the pandemic.</i></p>	<ul style="list-style-type: none"> • Regular intervention is planned and specific to needs identified. As a result, gaps are diminished. • Same day intervention, use of pre-teach sessions and verbal feedback ensure that pupils keep up with their learning. • Further resourcing such a 'Learning by Questions' supports teaching/ learning and intervention.
<p><i>To improve the attendance of disadvantaged pupils and pupil/ family wellbeing is supported effectively.</i></p>	<ul style="list-style-type: none"> • The gap between attendance of disadvantaged and non-disadvantaged pupils diminishes. • The attendance of disadvantaged pupils meets the school target of 96%. • Barriers to regular attendance of disadvantaged of pupils are addressed through individualised intervention and/ or external support if needed. • Pupil mental health needs are addressed through individualised intervention and/ or external support if needed.

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: £3500

In addition:

Mighty Writer = £2306.97 (Recovery premium funding 2020-2021)

Learning by Questions = £1000 (Recovery premium funding 2020-2021) - Continued subscription 2022-2023 from the school budget

MyMaths subscription = £355 (Recovery premium funding 2020-2021) - Continued subscription 2022-2023 from the school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review and refine the teaching of writing across the school in light of the disruption caused by the COVID-19 pandemic.	<p><u>The EEF Guide to the Pupil Premium</u> Identifies the importance of spending on improving teaching and learning including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p><u>Mighty Writer</u> Evidence of the impact Mighty Writer can have on teaching and learning in schools. More information can be found here: https://www.mightywriter.co.uk/for-teachers.html</p> <p><u>CPD</u> Writing CPD provided by the English Subject leader/ LPDS as part of reviewing teaching and learning in writing.</p>	1, 2
Continue to ensure effective on the spot feedback and marking.	<p><u>Feedback</u> The EEF evidences that this approach has an average impact of up to 6 months over a year.</p> <p>The cost is low.</p>	1, 2
Support children and parents with learning at home through high	<u>Homework</u>	1, 2

quality online resources.	<p>The EEF evidences that this approach has an average impact of 5 months over a year.</p> <p>The cost is low</p>	
<p>Review of teaching and learning in phonics for all staff including intervention such as 'Bounce Back Phonics'. Training on the implementation of Supersonic Phonic Friends scheme for all staff.</p>	<p><u>The EEF Guide to the Pupil Premium</u> Identifies the importance of spending on improving teaching and learning including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p><u>CPD</u> CPD provided for all staff.</p> <p><u>Phonics</u> The EEF evidences that this approach has an average impact of up to 5 months.</p> <p>The cost is low.</p>	1, 2
<p>Regular updates/ CPD from subject leaders to all staff to ensure that pupils continue to receive quality first teaching that meets their needs.</p>	<p><u>The EEF Guide to the Pupil Premium</u> Identifies the importance of spending on improving teaching and learning including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>Continued CPD for all staff on the latest updates regarding subject areas.</p>	1, 2
<p>Implement 'Learning by Questions' across KS2.</p>	<p>The EEF has recently published its latest guidance report, 'Using Technology to Improve Learning'. The report reviews the best available evidence to offer schools four recommendations regarding how technology can improve teaching and learning. Learning by Questions directly addresses each of the recommendations. More information can be found here: https://www.lbq.org/Evidence</p>	1, 2

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

Budgeted cost: £29620 (includes £2592 recovery premium top up for school led tutoring.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement high quality targeted intervention to raise attainment in reading, writing and maths including those pupils off track e.g. deeper learners.	<p><u>Small group tuition</u></p> <p>The EEF evidences that this approach has an average impact of 4 months over a year.</p> <p><u>Teaching assistant interventions</u></p> <p>The EEF evidences that this approach has an average impact of 4 months over a year. This is dependent on how they are employed.</p> <p>The average cost is moderate.</p>	1, 2
Increased teaching hours to enable tuition for disadvantaged pupils to be led by an adult that is familiar in Maths as part of school led tutoring.	<p><u>Small group tuition</u></p> <p>The EEF evidences that this approach has an average impact of 4 months over a year.</p> <p>The average cost is moderate.</p>	2

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

Budgeted cost: £2240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling to support the emotional wellbeing of pupils.	The EEF recognises that 'social and emotional skills are essential for children's development – they support effective learning and are linked to positive outcomes in later life.'	3
Subsidise wider learning opportunities for first hand, experiential learning, both in and out of school, including school and residential visits.	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying levers for improvement so that all pupils have access to broad educational experiences.	5

<p>Pupil premium led well across the school be a member of the school's senior leadership team.</p>	<p><u>Ofsted's The Pupil Premium: An Update (2014)</u></p> <p>Identified weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful.</p> <p><u>Putting Evidence to Work: A School's Guide to Implementation Report (EEF):</u></p> <p>Identified the importance of a school creating a leadership climate that is conducive to good implementation. This ensures that needs are met across the school and as a result pupils 'flourish'.</p>	<p>1, 2, 3, 4, 5</p>
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Total budgeted cost: £35360

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Progress towards outcomes 21-22
<i>To improve writing outcomes by across the school for disadvantaged pupils.</i>	<ul style="list-style-type: none"> Implementation of the Mighty Writer approach as well approaches from CPD as part of the SIP 2021/2022 across the school. Regular monitoring shows that there are increasing opportunities for pupils to write across the curriculum and pupils are confident writing across a range of genres. Pupil premium outcomes are in line with other pupils in writing. 	<p>Mighty Writer approach introduced in 2021/2022 and continued to be embedded throughout the academic year.</p> <p>Monitoring shows that the Mighty Writer approach as well as other strategies in KS2 have been implemented over the year. The profile of writing has been raised.</p> <p>SuperSonic Phonic Friends is fully implemented across the school and used with fidelity. It continues to be embedded.</p> <p>See data section further down for impact on data.</p>
<i>To improve outcomes for disadvantaged children in reading and mathematics by closing identified gaps caused by the pandemic.</i>	<ul style="list-style-type: none"> Effective regular assessment ensures that gaps are identified. Regular intervention is planned and specific to needs identified. As a result, gaps are diminished. Same day intervention, use of pre-teach sessions and verbal feedback ensure that pupils keep up with their learning. Further resourcing such a 'Learning by Questions' supports teaching/ learning and intervention. 	<p>Regular ongoing assessment to identify gaps in learning. This is used to inform interventions etc.</p> <p>School led tutoring money used to support pupil premium children through high quality tutoring led by school staff. This has had a positive impact on children identified 13 pupil premium children accessed the school led tutoring.</p> <p>The impact of which was:</p> <p>Y1 - focus - maths - 3 eligible pupil premium children = 3 on track to meet age-related expectations.</p>

		<p>Y2 - focus - reading deeper learning focus - 3 eligible pupil premium children = 2 out 3 on track for deeper learning and 1 out of 3 on track to meet age-related expectations.</p> <p>Y3/ Y4 - focus - maths - 3 eligible pupil premium pupils - = 3 on track to meet age-related expectations.</p> <p>Y5/ Y6 - focus maths - 4 eligible pupil premium pupils = 3 on track to meet age-related expectations.</p> <p>School led tutoring continues this academic year focusing on key children.</p> <p>For impact see the data section further down.</p>
<p><i>To improve the attendance of disadvantaged pupils and pupil/ family wellbeing is supported effectively.</i></p>	<ul style="list-style-type: none"> • The gap between attendance of disadvantaged and non-disadvantaged pupils diminishes. • The attendance of disadvantaged pupils meets the school target of 96%. • Barriers to regular attendance of disadvantaged of pupils are addressed through individualised intervention and/ or external support if needed. • Pupil mental health needs are addressed through individualised intervention and/ or external support if needed. 	<p>Attendance has been challenging as a result of high levels of COVID-19 and other illnesses circulating particularly in the Spring term.</p> <p>Attendance work continues with a small number of families being supported to help promote good attendance.</p> <p>Positive mental health promoted through PSHE curriculum and other initiatives such as mindfulness lunchtime sessions and Yogi workshops.</p> <p>Continued work of the school counsellor to support individual children. This continued throughout 2021-2022.</p>

To gauge the impact of our pupil premium strategy, we have analysed the performance of our school's disadvantaged pupils during the 2021/2022 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Y1 Phonics – Summer 2022

4 pupils were eligible for pupil premium in Y1. **Care must be taken when analysing small numbers of pupils.**

Percentage of children on track to achieve the expected standard of attainment	100%
Percentage of pupil premium children on track to achieve the expected standard of attainment (4 children)	100%

Y2 Phonics Test (Autumn 2021) – Statutory due to COVID-19

4 pupils were eligible for pupil premium in Y2. **Care must be taken when analysing small numbers of pupils.**

Percentage of children achieving the expected level of attainment	93%
Percentage of pupil premium children achieving the expected level of attainment (4 pupils)	100%

KS1 Attainment – Summer 2021

4 children were eligible for pupil premium in Y2. **Care must be taken when analysing small numbers of pupils.**

Subject	% of PP children achieving the expected standard +	% of the Y2 cohort achieving the expected standard +
Reading	75% (3 children)	79%
Writing	75% (3 children)	69%
Maths	75% (3 children)	79%

KS2 Attainment – Summer 2022

4 children were eligible for pupil premium in Y6. **Care must be taken when analysing small numbers of pupils.**

Subject	% of PP children achieving the expected standard +	% of the Y6 cohort achieving the expected standard +
Reading	50% (2 children)	93%
Writing	50% (2 children)	83%
Maths	50% (2 children)	90%

Whole school end of summer term 2022 internal data

Y1 on track or above	Whole Class Pupils: 30	Pupil Premium Pupils: 4	Non-Pupil Premium Pupils: 26
Reading	90% (27)	75% (3)	92% (24)
Writing	80% (24)	50% (2)	85% (22)
Maths	90% (27)	75% (3)	92% (24)
Science	97% (29)	75% (3)	100% (26)
Y2 on track or above	Whole Class Pupils: 29	Pupil Premium Pupils: 4	Non-Pupil Premium Pupils: 25
Reading	79% (23)	75% (3)	80% (20)
Writing	69% (20)	75% (3)	68% (17)
Maths	79% (23)	75% (3)	80% (20)
Science	86% (25)	75% (3)	88% (22)
Y3 on track or above.	Whole Class Pupils: 30	Pupil Premium Pupils: 4	Non-Pupil Premium Pupils: 26
Reading	90% (27)	75% (3)	92% (24)
Writing	90% (27)	75% (3)	92% (24)
Maths	93% (28)	75% (3)	96% (25)

Science	93% (28)	75% (3)	96% (25)
Y4 on track or above.	Whole Class Pupils: 30	Pupil Premium Pupils: 3	Non-Pupil Premium Pupils: 27
Reading	83% (25)	33% (1)	89% (24)
Writing	83% (25)	33% (1)	89% (24)
Maths	87% (26)	67% (2)	89% (24)
Science	97% (29)	100% (3)	96% (26)
Y5 on track or above,	Whole Class Pupils: 30	Pupil Premium Pupils: 7	Non-Pupil Premium Pupils: 23
Reading	87% (26)	100% (7)	83% (19)
Writing	80% (24)	100% (7)	74% (17)
Maths	87% (26)	100% (7)	83% (19)
Science	97% (29)	100% (7)	96% (22)
Y6 on track or above.	Whole Class Pupils: 30	Pupil Premium Pupils: 4	Non-Pupil Premium Pupils: 26
Reading	93% (28)	50% (2)	100% (26)
Writing	83% (25)	50% (2)	88% (23)
Maths	90% (27)	50% (2)	96% (25)
Science	90% (27)	50% (2)	96% (25)

Our assessments and observations indicate that for some pupils, wellbeing and mental health have been significantly impacted, primarily due to COVID-19 related issues. We have used catch-up (2020/ 2021 and 2021/2022) and pupil premium funding to provide wellbeing support for all pupils, high quality teaching resources and to provide targeted intervention. We are continuing to build on this approach with the activities detailed in this plan.

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

Programme	Provider
Spelling Shed	Education Shed
White Rose Maths	Trinity Mat
Bounce Back Phonics	LPDS (Lancashire County Council)
MyMaths	Oxford University Press

Further information

This contextual group is raised regularly in pupil progress meeting and leadership meetings. Leaders at all levels are effective at looking at new ways and methods to support pupils and families where issues may arise to ensure all pupils are supported with their readiness to learn.

The school continues to keep abreast of the latest updates including reports and research articles about the effective use of the pupil premium. This has included studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our 3-year strategy. We will continue to use it through the implementation of activities. Our strategy will be subject to regular review throughout its implementation to ensure the best outcomes for pupils.

The school continues to employ a school counsellor for an afternoon a week to support mental health and wellbeing. This is funded through the sports premium and recovery premium.