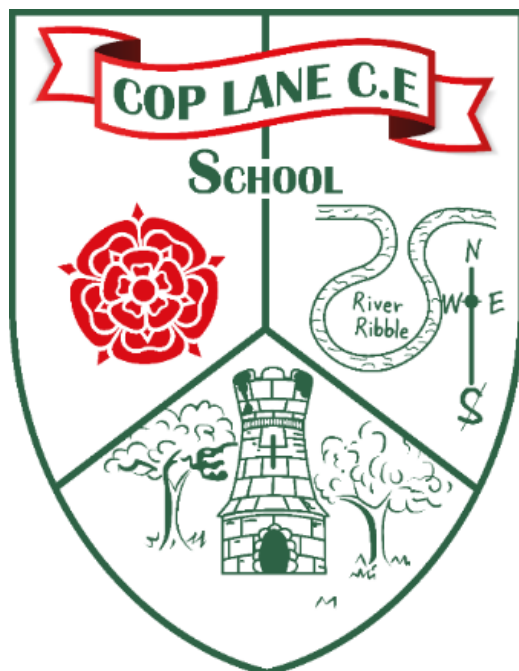


Cop Lane C.E. Primary School



Pupil Premium Strategy Statement 2021-2024 (Autumn 2023 review)

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 2021/22 and 2022/23 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:	207
Proportion (%) of pupil premium eligible pupils	13%
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 originally	October 2021
Date on which it will be reviewed	Termly review in line with the SIP December 2024
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	£43965
Recovery premium funding allocation this academic year	£1798
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45763

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 22/ 2023 = non-disadvantaged pupils 96% and disadvantaged pupils 93.7%).</i>
5	<i>Lack of financial resources to provide children with wider experiences that will enhance their cultural capital.</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"> • Implementation of the Mighty Writer approach as well approaches from CPD as part of the SIP 2021/2022 across the school and embedding as part of the SIP 2022/23. Continuing with the approaches as part of this within the English Subject Development Plan. • 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.

<p><i>To improve outcomes for disadvantaged children in reading and mathematics by closing identified gaps caused by the pandemic.</i></p>	<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. • Pupil work shows that confidence in problem solving and reasoning is increasing. • Disadvantaged children's recall scores improve within Times Table Rockstars/ Numbots applications. Disadvantaged children pass the multiplication check in Y4.
<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 the curriculum, individualised intervention and/ or external support if needed e.g. through the school counsellor.

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: £5000

In addition to note:

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

Learning by Questions = £1000 (Recovery premium funding 2020-2021, continued 2021/22, 22/23 and 23/24)

MyMaths subscription = £355 (Recovery premium funding 2020-2021)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue 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. This continues to be ongoing as part of the English subject development plan for English 2023/24.</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

Continue to utilise effective formative assessment to inform next steps in teaching. In maths and other subject areas, pre-teaching is used effectively before new learning begins.	<u>Research Summary of Assessment for Learning (Cambridge University Press, 2019)</u>	
<p>In all subject areas, children continue to revisit previous learning regularly in order to secure the retention of knowledge over time and develop fluency.</p> <p>Ongoing investment in retrieval tools (e.g. Spelling Shed, Times Table Rockstars and Learning By Questions) to support this.</p>	<p>Strong evidenced base (within cognitive science) for the impact of 'retrieval practice' approaches to support the retention of knowledge:</p> <p><u>https://www.retrievalpractice.org/</u></p>	1, 2
Support children and parents with learning at home through high quality online resources.	<p><u>Homework</u></p> <p>The EEF evidence that this approach has an average impact of 5 months over a year.</p> <p>The cost is low</p>	1, 2
<p>Review of teaching and learning in phonics for all staff including intervention'.</p> <p>Training on the implementation</p>	<p><u>The EEF Guide to the Pupil Premium</u></p> <p>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>	1, 2

<p>of Supersonic Phonic Friends scheme for all staff.</p> <p>Continued successful implementation of our validated systematic synthetic phonics scheme – Supersonic Phonic Friends.</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>	
<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.lbg.org/Evidence</p>	1, 2
<p>Utilise White Rose Hub and Maths Hub resources to support mastery and pupil understanding.</p>	<p>Research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much better progress later in both maths and other subjects. Further information can be found here: https://mrbartonmaths.com/research/fluency.html</p>	2
<p>Use of OneDecision curriculum materials to support all pupils with understanding emotions and improve mental health.</p>	<p>Research shows that schools should devote dedicated time to teach social and emotional skills through a strong curriculum with a clear structure:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3

Continue to adapt and refine Cop Lane's PSHE curriculum so that it is bespoke to the needs of our children. (Using support/guidance from Lancashire PSHE Consultant).		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,763

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. This includes pre-teach, precision teaching and other interventions to support pupils.	<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

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

Budgeted cost: £5000

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.'	3,4
Subsidise wider learning opportunities	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of	5

for first hand, experiential learning, both in and out of school, including school and residential visits.	educational experiences in their top ten of 'Gap Busters' identifying levers for improvement so that all pupils have access to broad educational experiences.	
Pupil premium led well across the school and be a member of the school's senior leadership team.	<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>	1, 2, 3, 4, 5

Total budgeted cost: £45763

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

To analyse the impact of our pupil premium strategy, we have analysed the performance of our school's disadvantaged children during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The information below details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Y1 Phonics – Summer 2023

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

Percentage of children who achieved expected standard of attainment	90%
Percentage of pupil premium children who achieved the expected standard of attainment	75% (3 out of 4 pupils)

KS1 Attainment – Summer 2023

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 out of 4)	87%
Writing	75% (3 out of 4)	83%
Maths	75% (3 out of 4)	87%

KS2 Attainment – Summer 2023

8 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	88% (7 out of 8)	87%
Writing	100% (8 out of 8)	90%
Maths	100% (8 out of 8)	87%

In 2022/23, 100% of disadvantaged pupils attended school visits (including residential visits).

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)

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.