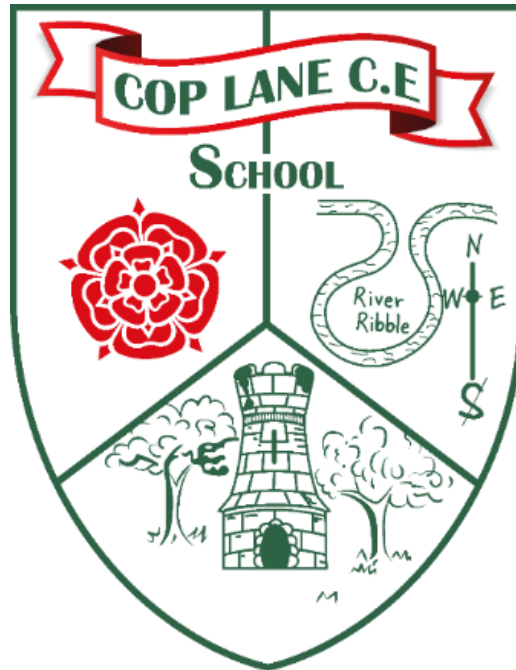


Cop Lane C.E. Primary School



Pupil Premium Strategy Statement Autumn 2024

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 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
School name:	Cop Lane C.E. Primary School
Number of pupils in school:	208
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published originally	November 2024
Date on which it will be reviewed	Termly review in line with the SIP December 2025
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	£43230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43230

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>Social, emotional and mental health – Increased levels of social, emotional and mental health concerns including learning resilience.</i>
2	<i>Attendance and punctuality – low attendance</i>
3	<i>Gaps in reading, writing, maths. Attainment in reading, writing and maths for PPG pupils is lower in some areas than that of their peers.</i>
4	<i>Parental engagement – reduced parental engagement with school and learning.</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 further support pupil mental health and wellbeing including learning resilience.</i>	<ul style="list-style-type: none"> • Strategies including growth mindset are revisited, implemented and embedded to support learning. This supports learning resilience. • MyHappymind is introduced and embedded across the school as part of the school improvement priority 2024/2025 to further support pupil mental health and wellbeing, which in turn contributes to a positive learning culture. • Continued use of the school counsellor as an early help offer to further support pupil mental health and wellbeing.

<p><i>Pupils who have additional needs, who have gaps in their learning or at risk of falling behind are supported through effective interventions to help them keep up/ catch up.</i></p>	<ul style="list-style-type: none"> • Pupils will be involved in high quality 1:1 or small group interventions which will focus on addressing gaps in learning. • Children make rapid progress in acquiring basic skills and will be able to apply these to their daily learning. • Responsive/ same day intervention including adaptive teaching strategies/ pre-teach and precision teaching ensures more pupils, including the disadvantaged are supported effectively with their learning. • Continued use of resources as 'Learning by Questions', 'Timestable Rockstars' to support.
<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 is close to the school's ambitious target of 97%. • Barriers to regular attendance of disadvantaged of pupils are addressed through individualised intervention and/ or external support if needed. • Review of the whole school approach to attendance as part of the school improvement plan 2024/2025. • Pupil mental health needs are addressed through the curriculum, individualised intervention and/ or external support if needed e.g. through the school counsellor. • Termly meetings with the LCC school attendance officer.
<p><i>Parent engagement</i></p>	<ul style="list-style-type: none"> • Review parental engagement strategies. • Ensure regular contact with PPG families to support attendance at parents' evening and meet the teacher events.
<p><i>Disadvantaged pupils have access to wider opportunities as the curriculum offers exciting opportunities to engage beyond a normal school day.</i></p>	<ul style="list-style-type: none"> • All children have access to wider opportunities. Cost is not a barrier. • Opportunities to learn a musical instrument. • Visits to support curriculum enrichment where voluntary donations cannot be found, the school will part fund.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4855

In addition to note:

MyHappymind = £2500

Learning by Questions = £1000

MyMaths subscription = £355

Residential/ visits = £750

Support for extra-curricular clubs e.g. guitar = £250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To revisit growth mindset/ metacognition to improve learning resilience.</p> <p>To introduce and embed 'MyHappymind' to help support pupil mental health and wellbeing further.</p>	<p>EEF evidence suggests that the use of 'metacognitive strategies', which can pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. Further information can be found here: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>The University of Chester conducted a real-world validation report which proved myHappymind as an effective school-based approach to both developing positive behaviours that strengthen pupil mental health, resilience, and wellbeing consistent with the expectations of current UK education and health policies.</p> <p>The whole MyHappymind curriculum is built on leading scientific research.</p> <p>The approach of MyHappymind is supported by the NHS for its positive impact on pupil mental health and wellbeing.</p>	1

<p>Continue to ensure effective on the spot feedback and marking.</p> <p>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.</p>	<p><u>Feedback</u></p> <p>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> <p>Research Summary of Assessment for Learning (Cambridge University Press, 2019)</p>	3
<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>https://www.retrievalpractice.org/</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>	3
<p>Review of teaching and learning in phonics for all staff including intervention'.</p> <p>Continued successful implementation of our validated systematic</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> <p><u>CPD</u></p> <p>CPD provided for all staff.</p>	1, 3

synthetic phonics scheme – Supersonic Phonic Friends.	<u>Phonics</u> The EEF evidences that this approach has an average impact of up to 5 months. The cost is low.	3
Regular updates/ CPD from subject leaders to all staff to ensure that pupils continue to receive quality first teaching that meets their needs.	<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. Continued CPD for all staff on the latest updates regarding subject areas.	1, 3
Utilise White Rose Hub and Maths Hub resources to support mastery and pupil understanding.	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	3
Use of OneDecision curriculum materials to support all pupils with understanding emotions and improve mental health. 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).	Research shows that schools should devote dedicated time to teach social and emotional skills through a strong curriculum with a clear structure: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1

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

Budgeted cost: £33375

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, 3

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.'	1, 2, 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
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>	1, 2, 3, 4, 5

	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'.	
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Total budgeted cost: £43230

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 2023/24 academic year using key stage 1 teacher assessment and key stage 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 2023 to 2024 academic year.

Y1 Phonics – Summer 2024

1 pupil was 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	100%
Percentage of pupil premium children who achieved the expected standard of attainment	100% (1 pupil)

KS1 Attainment (teacher assessment) – Summer 2024

5 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	80% (4 out of 5)	90%
Writing	80% (4 out of 5)	90%
Maths	80% (4 out of 5)	93%

KS2 Attainment – Summer 2024

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	75% (3 out of 4)	94%
Writing	50% (2 out of 4)	84%

Maths	75% (3 out of 4)	90%
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In 2023/24, 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.