



Pupil Premium Strategy 2018 – 2019

Overview

Pupil premium funding is given to schools in order to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The amount of funding allocated to Coppermill is based on the number of pupils on roll known to be currently eligible for Free School meals or who have claimed in the last 6 years and for pupils who are or have been looked after.

Coppermill Primary provides appropriate provision to support and benefit those children who belong to vulnerable groups and might otherwise be disadvantaged in learning, to ensure their academic and welfare needs are adequately assessed and met throughout the year. We carefully track how well these children are achieving as a group compared to their peers at Coppermill and nationally.

The Headteacher, Assistant Headteacher, Inclusion Leader and Governing Body have oversight of all interventions and their impact, which is evaluated throughout the year.

Summary information - Pupil Premium funding	
Total number of pupils on roll	251
Total number of pupils eligible for PPG	44
Total amount of PPG received	£71, 880
Date of next internal review of this pupil premium strategy	January 2019

Attainment and Progress - Key Stage 2 SATS (summer) 2018	Coppermill <i>Pupils eligible for PP</i>	National <i>Pupils not eligible for PP</i>	Coppermill <i>Pupils eligible for PP</i>	National <i>Pupils not eligible for PP</i>
% achieving the expected standard or higher in reading, writing and maths	91%	70%		
% progress and score in reading	91%	80%	5.33	0.31
% progress and score in writing	91%	83%	3.23	0.24
% progress and score in maths	100%	81%	3.23	0.31

Planned expenditure			
The three headings below enable Coppermill to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
1. Quality of teaching for all			
Summary of main barriers to educational achievement	Planned use of funding	Rationale for approach	Monitoring measures
Language skills	<p>All PP pupils working below age related expectations receive targeted in-class support by teaching assistants/class teachers in all literacy and maths lessons.</p> <p>Additional highly experienced support teacher in years 5 and 6 to allow for quality first teaching in smaller set groups.</p>	<p>Class teachers targeting PP pupils with highly the support of trained support staff impact positively on progress of PP pupils – historic and current data analysis demonstrates that PP pupils make accelerated progress to ARE by the end of the year and attainment and progress of PP pupils above national expectations.</p> <p>Teaching in small class sizes in</p>	<p>Learning walks, lesson observations, book scrutiny/book looks, progress meetings and data analysis.</p> <p>Assistant Head will track progress and highlight PP pupils in all termly data reports for all classes – this will be shared and discussed with teachers at termly progress meetings and termly whole teacher twilight sessions.</p>

		<p>years 5 and 6 for maths and literacy enables children to receive personalized and appropriately pitched lessons to address gaps, as well as group and individual barriers to learning.</p> <p>The difference between PP and non PP pupils' attainment is minimal with PP attainment reaching higher than the national average.</p>	<p>Data analysis and the progress of PP pupils will be reported to Governors.</p>
<p>Attitudes to learning and lack of confidence</p>	<p>Intervention groups in years 1 – 6 include PP pupils in need of additional support to further consolidate their understanding reading, maths and grammar in order to boost so that they achieve either ARE or GDS.</p>	<p>Small group work and targeted interventions in addition to quality first teaching has enabled pupils to make accelerated progress, closing gaps and build confidence.</p> <p>High level small group work and 1:1 teaching reduces gaps for PP pupils.</p> <p>Specific and focused specialist trained teaching assistants in key core areas of literacy and maths has enabled PP pupils to catch up with their peers and close the gaps in learning.</p>	<p>Learning walks, lesson observations, book scrutiny/book looks, progress meetings and data analysis.</p> <p>1:1 and group training of TAs to ensure effective planning and delivery of interventions.</p> <p>Termly observations by Inclusion leader, AHT and HT of teaching assistants delivering interventions followed by quality feedback of strengths and areas for development.</p>
Total budgeted cost			£63,912

2. Targeted support			
Summary of main barriers to educational achievement	Planned use of funding	Rationale for approach	Monitoring measures
Emotional, social and behavioural needs	To train a new ELSA - Emotional Literacy Support Assistant.	Appropriately trained person has effectively supported to meet the emotional and social needs of PP pupils in order to raise their self-esteem, confidence and social skills as well as deal with either one off (e.g. dealing with bereavement) emotional/social needs and/or any ongoing needs. PP pupils who have received this specialist support has either eradicated or minimised their barriers to learning. This support has been used effectively to support pupils in being more able and more independently able to access learning as well as improved behaviour and attitudes to learning.	Initial training to ensure skills appropriately met and developed. Ongoing mentoring both internally and externally – supervision. Termly observations by Inclusion leader, AHT and HT of teaching assistants delivering interventions followed by quality feedback of strengths and areas for development.
Emotional, social and mental health needs	Play therapist/qualified counsellor to work 1:1 with PP pupils.	Play therapist has effectively supported to meet the emotional, mental and social needs of PP pupils in order to raise their self-esteem, confidence and social skills as well as deal with either one off (e.g. bereavement)	Weekly meetings between Play therapist and Inclusion leader to evaluate ongoing individual support. Any relevant contextual updates regarding individual pupils shared

		<p>emotional/social needs and/or any ongoing mental health needs. PP pupils who have received this specialist support has either eradicated or minimised their barriers to learning. This support has been used effectively to support pupils in being more able and more independently able to access learning.</p>	<p>with Play therapist.</p> <p>Termly evaluations to assess progress of individual pupils and newly identified pupils in need of support.</p> <p>Initial meetings with parents and any relevant ongoing feedback.</p>
Lack of engagement and access to experience of wider opportunities	Enable PP pupils to access the range of enrichment, trips, clubs and events that are embedded across the school.	<p>Higher engagement and enthusiasm within school leading to higher attendance and attainment.</p> <p>Opportunities to develop sporting, musical, cultural skills and a balanced education.</p> <p>Opportunities creating social skills, confidence and resilience.</p>	<p>Assistant Head and Admin assistant to track take up from PP pupils.</p> <p>Discuss with parents of PP pupils who are not accessing provision.</p> <p>Ensure that PP pupils do not miss out on activities and experiences due to financial reasons.</p>
Lack of exposure to outdoors/natural environments	Assist/support PP pupils to participate in the year 5 residential trip.	<p>Exposure to outside/natural environments.</p> <p>Learning a range of new and different skills and enthused pupils following the trip.</p> <p>Forming of strong working relationships between teachers and pupils as they transition from</p>	<p>Assistant Head and Office Manager to monitor take up of residential trip by PP pupils.</p> <p>Headteacher to meet parents 1:1 to discuss support in confidence so that they do not feel financially restricted in their child missing</p>

		<p>year 5 to year 6 as seen in past years therefore more settled and focused year 6.</p> <p>Development of initiative, self-confidence and self-reliance – secondary ready.</p>	<p>out.</p> <p>Ensure that PP pupils do not miss out on this trip due to financial reasons.</p>
Total budgeted cost			£ 4,790
Other approaches			
Summary of main barriers to educational achievement	Planned use of funding	Rationale for approach	Monitoring measures
Socio-economically disadvantaged	Support families by subsidising Breakfast club and/or Tea Time club.	<p>Pupils are in school on time and ready to learn at the beginning of the day and are able to enjoy nutritional food.</p> <p>Pupils are in a safe and engaging environment.</p> <p>Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically.</p> <p>Providing care will support socio-economically deprived pupils and their families so they are able to access employment which is beneficial for the whole family.</p>	<p>School Business Manager and Office Manager to monitor and coordinate registers with regards to attendance of PP pupils.</p> <p>SBM and OM to discuss with parents of PP pupils who are not accessing this provision.</p> <p>Termly monitoring of registers and attendance.</p>
Total budgeted cost			£ 3,276