

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Copthorne CE Junior School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs. H. Denison
Pupil premium lead	Miss. M. Ash
Governor / Trustee lead	Mrs. S. Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,840

Part A: Pupil premium strategy plan

Statement of intent

We want to use the additional funding to support the education and welfare of children who qualify for the Pupil Premium grant and others who may benefit. Research has shown that these children need additional support to achieve at a level with their peers. Recruiting and retaining excellent teachers and support staff is the best way to ensure the success of all children so a proportion of the funding goes to this. We also support the families by paying for the children to be exposed to cultural capital enriching activities such as visitors; experiences beyond the classroom such as the Rainbow Theatre and history led days; as well as external and residential trips. We also provide appropriate clothing, resources and equipment for these.

The Forest School provision is a wonderful way to develop children's experiences and sessions for these are also funded from the grant. This helps develop skills that are hard to teach in the classroom, and provides regular opportunities to develop confidence and self-esteem through hands-on experience in a natural environment. Lower language and literacy skills and lack of confidence on entry is common across PPG children, so we invest in additional LSAs in order to 'close the gap' and engage more fully with the curriculum. Use of widgeits for translation and developing key vocabulary, as well as a range of apps and computer programmes are resources to support this. We also liaise closely with virtual school and other networks.

Health and Well-being work is vital to support these children emotionally and physical. We ensure all have a hot meal and additional food for breakfast. In addition, we have a play therapist and an ELSA practitioner, who has access to training and advice from an educational psychologist. Pupil Premium funds the training as well as their time working with these children in a dedicated, nurturing environment. We have a sensory and quiet calm room, which allows children to self-regulate and develop a positive view of themselves and strategies to combat worries and barriers to learning. We want all children to have 96%+ attendance and we will support all families to ensure their children attend regularly by monitoring attendance closely, meeting with families and providing free clubs such as participation in music lessons such as Rock Steady and afternoon clubs such as the Elite Football Programme. We also work with virtual school.

Challenges

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

Challenge number	Detail of challenge
1	Socio-Economic Factors - additional family vulnerabilities, particularly taking into account the current 'cost of living' crisis, which can lead to a range of challenges such as limited access to resources, inadequate housing, and insufficient nutrition. These factors can affect a child's overall well-being and readiness to learn as well as significant gaps in subject knowledge across the curriculum
2	Children from disadvantaged backgrounds may face language barriers that can affect their communication skills, limited vocabulary and ability to fully participate in the learning environment
3	Social and Emotional Well-being: Children facing socioeconomic challenges may also experience social and emotional difficulties. These can include issues such as low self-esteem, behavioural problems, or mental health issues, which may impact their ability to engage in learning.
4	Increase in additional Needs: A high level of PP children are also SEND or EAL. Identifying and addressing these needs requires additional resources and support to ensure that every child receives an inclusive education.
5	Lower attendance than non-disadvantaged pupils - Some children eligible for Pupil Premium funding may experience challenges with attendance and punctuality. Factors such as unstable home environments, health issues, or lack of reliable transportation can contribute to irregular school attendance.

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
To diminish the difference in attainment between pupils eligible for pupil premium and non-pupil premium pupils in reading, writing and maths	School invests in high-quality teaching and professional development for staff, to ensure effective classroom instruction to meet pupils needs who are in receipt of Pupil Premium funding. Adapted instruction to meet the diverse learning needs of all students, including those receiving Pupil Premium funding. Termly Pupil Progress meetings will

	consider progress of ALL pupils in receipt of Pupil Premium funding, which includes consideration of termly provisions for additional support in learning including home learning support and interventions to identify specific action points to address any identified needs. Regular over-learning to ensure that new learning is retained into long term memory Same day interventions to address misconceptions quickly Oral language interventions to show improvement of confidence and engagement to show their learning during class discussions and independent work. Termly testing shows that the gap in attainment is closing when compared to non-pupil premium children Evidence base: • Records of CPD for all staff • Internal assessment results • External attainment results • Raising Achievement meetings and action points for monitoring • Subject Leader Monitoring
Children to extend and apply their knowledge of vocabulary	Planning includes time for 'active talk' in lessons as part of Quality First Teaching Strategies to encourage oracy and active participation of all pupils in lessons are used by all staff. Resources and strategies advised by outside agencies to be implemented and used. Lessons to develop vocabulary a focus in all subjects. Assessments at the end of interventions show a measurable improvement in outcomes and this informs planning and next steps. Children will be able to express their feelings and opinions. Pupils are able to talk about their learning using correct terminology and this is monitored by regular pupil voice.

	Further development of sentence stems used to promote reasoning in mathematics and are used across all foundation subjects Evidence base: • Records of SLT and Inclusion Manager monitoring • Subject Leader monitoring • Pupil voice records • Tracking of Assessments
To ensure that all pupils can access curriculum enrichment activities	Increase of numbers of pupils accessing enrichment activities. Funding paid for Pupil confidence and engagement with learning has increased and measured through observations and pupil conferencing. Improvement in attendance figures so that all pupils are attending regularly, achieving 95% attendance. Pupils are able to share experiences in class and assemblies. Pupils are encouraged and take part in pupil leadership programmes such as school council, Worship leaders, Autism ambassadors East Grinstead Locality Schools Council members to raise confidence and self-esteem. This is measured through confidence to take part in initiatives and ability to articulate their thoughts during meetings. Evidence base: • Budget provision for support with funding for wider experience opportunities • Records of pupil representatives and responsibilities • Sample pupil conferencing • Records of attendance at school clubs
To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning	Pupils in receipt of Pupil Premium funding to be prioritised for ELSA provision – to be recorded and monitored termly

	Adapted instruction to meet the diverse learning needs of all students, including those receiving Pupil Premium funding. Pupils in receipt of Pupil Premium funding to participate in opportunities to represent the school at events inside and beyond the school interventions to support emotional health and an adapted RSHE curriculum adapted which meets pupil's needs support healthy social, emotional and mental health. School values and positive learning behaviours are part of all lessons and every life in school and are demonstrated by all stake-holders. Improved emotional health as measured by SDQ. Pupil/parent and staff perceptions of impact of emotional support on self-esteem and learning (questionnaires) Sensory pupil toolkit used to identify strategies needed for sensory difficulties and regular pupil voice to review and adapt support given. Evidence base • Pupil conferencing • Records of ELSA provision and registers • Planning, pupil conferencing and book monitoring to include sample of pupils in receipt of Pupil Premium • Monitoring of impact of interventions • Provision and monitoring of Pupil Profiles and pupil survey
To reduce the school attendance % difference between PP and non-PP children so that disadvantaged attendance data is in line with, or above, local / national data	Close daily monitoring and tracking of attendance and lateness in line with Policy, including telephone calls on each day of absence, attendance surgeries with the headteacher and support from school and external agencies. Actions are recorded for individuals on the school CPOMS system. Regular reviews with parents/carers take place. Penalty Notices' for persistent absentees. The Headteacher and other staff monitor attendance and analyse data.

	Evidence base: • CPOMs records • Attendance records on Bromcom • Parent meeting notes • Record of collaboration with external agencies
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of quality teachers	Education Endowment Fund (EEF) 'teaching should be a top priority, including professional development, training and support for early career teachers and recruitment and retention'.	1,2 3,4 and 5
Pupil Premium Co-Ordinator/SLT Teacher/ Subject Leaders/Class Teachers_have time allocated to allow for staff professional development and collaboration to ensure quality first teaching and whole school teaching approaches are consistent.	EEF – Metacognition / Self-regulation EEF Mastery Learning/Reading Comprehension Strategies Increased vocabulary teaching, marking with the child in lesson and targeted questioning implemented across the school (EEF Feedback).	1,2,3 and 4 and 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants deployed in all classes to support quality first teaching within the classroom, with a focus to support development and understanding of age-appropriate vocabulary	EEF - Small group / TA intervention Sutton trust 'Children from low-income backgrounds lag behind their high-income counterparts on vocabulary by 16 months on entry into the school system' EEF Mastery Learning/Reading Comprehension Strategies	1,2,3 and 4
Targeted 1:1 intervention to be led by Teachers, HLTAs and TAs to address gaps identified by core subject leads without withdrawing children from subjects they enjoy, e.g. PE and Art Oral language intervention.	(EEF One to One Tuition). Increased vocabulary teaching, marking with the child in lesson and targeted questioning implemented across the school (EEF Feedback).	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Co-Ordinator / Welfare & Admin Officer facilitate access to (or provision of) enrichment activities; emotional support and family liaison	EEF – 'Targeted support for struggling pupils should also be a key component of an effective PPG strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	3 and 5

Tracking of engagement to measure impact of enrichment activities and emotional support (e.g. learning mentoring, parenting support). Attendance, behaviour records and punctuality records monitored closely to identify where support is needed.	Pupil/parent and staff perceptions of impact of emotional support on self-esteem and learning analysed (questionnaires). This evidence is used for training of whole staff and to agree whole school strategies to support improvement in learning behaviour. DFE Working together to improve school attendance (2024) EEF Attendance interventions	
Trained staff to support emotional and social skills. Learning Mentor support and 'Your Space' therapy for counselling, sensory and nurture activities Nurture programme tailored to improve strategies to regulate emotions and improve social skills in a small group Lunchtime clubs such as gardening club where children bring along a friend. Team around the child approach to regularly check in and monitor wellbeing. Once a month meeting of key person with PP lead to review support. SENDCo/LSA liaison time to support Transition or unexpected changes	EEF – 'Targeted support for struggling pupils should also be a key component of an effective PPG strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. EEF - Improving Social and Emotional Learning in Primary Schools EEF – social and emotional learning / behaviour interventions	3 and 5

Pupil Support Fund to remove barriers to participation and lack of self-esteem Provide access to school uniform, PE kit, hot dinners, transport and period poverty	Records of uptake of uniform, travel and Chartwells meals increased participation, improved attendance and participation. Maslow's hierarchy of need EEF Parental engagement https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement EEF School uniform https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/school-uniform	3 and 5
Subsidised trips and enrichment activities (including school residential trips)	To enable pupils to access enrichment activities to raise self-esteem, social skills and provide inspiration for learning. EEF – Arts Participation https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	3 and 5

Total budgeted cost: £ £48,840

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 2023 to 2024 academic year.

Data shows an improvement trend in academic standards in 2023-2024 from their baseline.

Regular opportunities for PPG pupils to voice their opinions and plan school projects through representation in all pupil leadership groups.

PPG pupils have benefitted from forest School provision, play therapist and ELSA support for behaviour to help their SEMH needs and help them to focus during learning, evidenced through improved SDQ scores and pupil voice.

Early identification of Language needs and appropriate interventions in place for support. Training from EMTAS to support language development has also benefited all children with scaffolds and programmes in place

Children are accessing the wider school experiences and trips, the forest school and ELSA provision. Funded places for external clubs. Identified children have access to music tuition and being part of a music band 'Rock Steady' as well as taking part in concerts, festival and pupil leader initiatives. Invitations and encouragement for individuals to attend homework club. School uniform is provided

Children's physical health supported by funding school hot dinners for children who were not eligible for-PPG pupils. This enabled children to have improved concentration and focus during their learning in the afternoons. Evidence of a reduction of incidents from PPG pupils on the behaviour log. Where there is a concern, triggers and plan of action to support in place.

Attendance after a rise of previous year of 8% for PPG pupils has steadied at 89.2%. Attendance for many PPG pupils has improved and for children where there has been a dip, the barrier identified and actions in place. There is still more work needed in this area

Total spend: £ 53,229.52 for academic year

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
Reading and writing Intervention	Literacy Gold
Personalised Maths and English learning	IXL.Com
Sensory circuits	Jane Horwood
Clicker	Cricksoft.com