

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	Copthorne CE Junior School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs. H. Denison
Pupil premium lead	Miss. M. Ash
Governor / Trustee lead	Mrs. A. Lavictoire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,520
Recovery premium funding allocation this academic year	£2,610
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	£24,130

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.

We have allocated the Pupil Premium Grant to make sure all children have their needs met through quality first teaching, additional learning support assistants and intervention groups to ensure good academic progress is made and gaps in learning is addressed. Recruiting and retaining excellent teachers and learning support assistants 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 extra-curricular trips, visits to museums and sites of historical interest, and providing uniform or kit for them.

We give opportunities to access enrichment activities and effective pastoral and welfare support. Bespoke Forest School and outdoor learning experiences are a wonderful way to develop children's experiences and this too is 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 and communication and social skills through hands-on experience in a woodland or natural environment.

Lower language skills on entry is common across PPG children so we invest in adult time to support children with developing their language skills through interventions, and the use of active talking in our lessons. Pre-learning of vocabulary enables children to 'close the gap' and engage more fully with the curriculum. The Word Aware programme is one way this is done in school.

Nurture groups and one to one sessions, led by an ELSA trained learning mentor, are vital to support these children emotionally. We fund learning mentor time and a play therapist to work with these children in a dedicated environment.

We want all pupil premium children to have 95%+ attendance and we will support all families to ensure their children attend regularly by monitoring attendance closely and by meeting with families to offer school support.

We carefully track the impact of this funding on the attainment, progress and welfare of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Significant gaps in subject knowledge across the curriculum
2	Limited vocabulary and oral knowledge
3	Lack of confidence and stamina
4	Poor basic English and Maths skills
5	Poor attendance and readiness to learn for the most disadvantaged pupils

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
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. Lessons to develop vocabulary a focus in reading, writing and mathematics. Assessments at the end of interventions show a measurable improvement in outcomes and this informs planning and next steps. Pupils are able to talk about their learning using correct terminology and this is monitored by regular pupil voice.
To diminish the difference in attainment between pupils eligible for pupil premium and non-pupil premium pupils in reading, writing and maths	Whole school pupil attainment and progress reports, tracking of impact of targeted interventions address gaps in knowledge Regular over-learning to ensure that new learning is retained into long term memory Same day interventions to address misconceptions quickly Oral language interventions Termly testing shows that the gap in attainment is closing when compared to non-pupil premium children

To ensure that all pupils can access curriculum enrichment activities	Increase of numbers of pupils accessing enrichment activities. 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 and STEM and Autism ambassadors to raise confidence and self-esteem. This is measured through confidence to take part in initiatives and ability to articulate their thoughts during meetings.
To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning	Interventions to support emotional health and an adapted PSHE 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)

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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 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 and 4

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

Budgeted cost: £ 12081

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	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 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	(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 and 4

Oral language intervention.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,049

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 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.	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. 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.	3 and 5
Trained staff to support emotional and social skills. Learning Mentor support and ‘Your Space’ therapy for counselling, sensory and nurture activities Forest school programme tailored to improve strategies to regulate emotions and improve social skills in a small group	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

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		
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.	3 and 5
Subsidised trips and enrichment activities (including school residential and, aspirational activities such as art mosaic/DT project)	To enable pupils to access enrichment activities to raise self-esteem, social skills and provide inspiration for learning.	3 and 5

Total budgeted cost: £ 24,130

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 2020 to 2021 academic year.

All children who qualified for the pupil premium grant made academic progress in the year 2020-2021.

Feedback from parents was positive regarding the level of support provided during the pandemic and the provision of home learning during the lockdowns.

All PPG children were offered a place in school during the lockdowns, and most accepted.

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
Nessy	Nessy.com
Word Aware	Parsons & Branagan
Sensory circuits	Jane Horwood

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.