



## 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	Coppetts Wood Primary School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Learning & Community Committee, Governing Board
Pupil premium lead	Faramade Alawaye
Pupil premium link governor	Janine Walters

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year 2021-2022	£98,185
Recovery premium funding allocation this academic year	£13,220.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£111,405.50</b>
<b>Pupil premium funding allocation projected for academic year 2022-2023 £108,766 plus £0 COVID catch up/recovery grant</b>	

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Coppetts Wood, we have high aspirations and ambitions for all of our children and believe in creating a range of learning experiences that ensure enrichment opportunities for all children. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that all our pupils are given every chance to realise their full potential.

Some pupils from disadvantaged backgrounds require additional support; therefore, we use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG). In making provision for disadvantaged pupils, we recognise that not all pupils who receive the PPG will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for FSM or the PPG. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. Therefore, any group will be made up of children in receipt of the PPG and those not where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all. 30% of our pupils are currently in receipt of the PPG.

We use a range of formative and summative assessment methods to gather pupil information for each child. We use 'insight' to track individuals' progress throughout their time at Coppetts Wood. In addition, we monitor other factors such as attendance and punctuality, parental involvement and evaluations from specific projects, along with how well all opportunities and initiatives are accessed by the identified groups of pupils.

By the time our children leave Coppetts Wood, they will:

- have read widely and fluently, forming opinions on books and authors
- solve mathematical problems fluently
- gain a wider knowledge of the world around them
- compete in a team and/or play a musical instrument
- be emotionally literate
- have experience to work collaboratively and develop team building skills

To achieve this, we will:

- Ensure all teaching is good or better
- Allocate a 'Catch Up' Teacher to identify pupils, providing small group work focussed on overcoming gaps in learning
- Provide additional teaching and learning opportunities through trained support staff
- Ensure that all our work is aimed at accelerating progress, moving children to at least age-related expectations
- Ensure that resources are used to target children in receipt of the PPG to achieve at least age-related expectations
- Support payment for activities, educational visits and residential trips ensuring children have first-hand experiences to use in their learning in the classroom
- Provide pastoral support

## Challenges

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

Challenge number	Detail of challenge
1	Spoken English, including those speaking English as their first language, is lower than their peers.
2	Lower attainment on entry (at whatever point in the school) than their peers.
3	Narrowing the attainment gap across Reading, Writing, Maths and Science.
4	Lower attendance levels and higher occurrence of poor punctuality than their peers.
5	Parental ability to support learning at home, including promoting engagement in reading, is lower than their peers which was especially the case during school closure.
6	Life experiences outside of school are more limited than their peers.
7	Higher levels of dysregulated behaviour than their peers.
8	Less likely to engage in wider services and external professionals and/or agencies.

## 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
A focus on teaching vocabulary	Pupil Premium children's attainment, at the end of each key phase, is in line with peers and national.
Close the gap in attainment	Pupil Premium children's attainment, at the end of each key phase, is in line with peers and national.
Pupils attend school regularly and are punctual	Pupil Premium children's attendance is in line with peers and national and internal data shows a reduction in lateness.
Higher levels of parental engagement	We define parental engagement as the involvement of parents in supporting their children's academic learning so higher engagement in and return of home learning and greater attendance in sessions offered regarding supporting their children's learning.
Provide a range of life experiences	Curriculum and enrichment experiences are wide, varied, high quality and available to all.

Pupils' self- confidence and aspiration is raised so they participate fully in lessons, experience success and become resilient to challenge	Children are more self-regulated (so lower incidents of dysregulated behaviour) and able to engage in their learning and higher engagement of families in external services.
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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.

<b>Ensuring High Quality Teaching for All Pupils</b> <b>Total Budgeted Cost: £80,000</b>		
<b>Activity</b>	<b>Evidence to Support Approach</b>	<b>Challenge Number/s Addressed</b>
Development of Birth to Five offer, including opening a 2 year old provision		1, 2, 6, 8
Deputy Head (DH) to deliver high quality CPD which supports mentoring and coaching others	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF guidance - Making best use of TAs - recommendation 5	1, 2, 3
High levels of staffing in the EYFS and Year 1	EEF guidance - Making best use of TAs - recommendation 5	1, 2, 3, 7, 8
Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch-up through the tiered vocabulary intervention	EEF guidance - Preparing for literacy - additional 4 months' progress EEF toolkit - Communication and language approaches (+6 months progress)	1, 2, 3
Additional staffing to ensure all children read daily with an adult (DSR) in Years 1 to 3	EEF guidance - Improving literacy in KS1 - recommendation 2 & 4 EEF toolkit - Reading comprehension strategies (+6 months' progress) "14 schools who were part of an independent two-year evaluation of DSR from 2013–2015, and who implemented the programme as designed, achieved their highest outcomes ever for children achieving level 2b plus. The average increase in reading outcomes across this cohort was 11.3%." <b>Karen Jaeggi, National Leader for Education, National College for Teaching and Leadership (NCTL)</b>	1, 2, 3, 4, 5
Phonics training for those staff new to school/new to phase Phonics leader to evaluate effectiveness of phonics	The Rose Report; DfE Reading framework Phonics toolkit EEF DfE accredited phonics programmes Phonics strategies, EEF Teaching & Learning toolkit	2, 3, 4, 5

teaching in each class N-Y2, to plan appropriate remedial actions, monitor impact.		
Reading: Whole class reading (Key stage 2) with daily targeted intervention	EEF+ 6 months - reading comprehension strategies	1, 2, 3, 4, 7
Maths: Fluency in Number (Years R, 1 and 2)	EEF guidance - Improving mathematics in the Early Years & Key Stage 1	1, 2, 3, 4
National Numeracy Parental Engagement Project	EEF Teaching and Learning Toolkit guidance on parental engagement	1, 2, 3, 4, 5

<b>Targeted Academic Support for Pupils</b> <b>Total Budgeted Cost: £30,000</b>		
<b>Activity</b>	<b>Evidence to Support Approach</b>	<b>Challenge Number/s Addressed</b>
1:1 Reading with targeted children	EEF further findings from an ongoing study, by the National Foundation for Educational Research (NFER), examining the impact of Covid-19 related disruption on the attainment of Key Stage 1 pupils. Pupils in Year 1 and 2 made 3 months less progress compared with the cohort of spring 2019	1, 2, 3, 4, 5, 7
English tuition in identified year groups (Year 2 to 6)	EEF Teaching and Learning toolkit +4 months' progress - small group tuition	1, 2, 3, 4, 7
Reading boosters in identified year groups	EEF toolkit - Reading comprehension strategies (+6 months' progress) EEF Teaching and Learning toolkit +4 months' progress - small group tuition	1, 2, 3, 4, 7
S&LT interventions, including NELI, Talk Boost, Language for thinking, Lego Therapy	EEF guidance - Preparing for literacy - additional 4 months' progress EEF toolkit - Communication and language approaches (+6 months progress)	1, 2, 3, 5, 7, 8
Nurture Group	EEF Life skills and enrichment EEF toolkit - Social and emotional learning (+4 months' progress)	1, 4, 5, 6, 7, 8

Wider Strategies Total Budgeted Cost: £50,000		
Activity	Evidence to Support Approach	Challenge Number/s Addressed
Increased parental engagement through: <ul style="list-style-type: none"> <li>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>the involvement of parents in their children's learning activities; and</li> <li>more intensive programmes for families in crisis.</li> </ul>	EEF Teaching and Learning Toolkit (+3 months) EEF toolkit- Parental engagement (+4 months progress)	4, 5, 8
Improve attendance of children <ul style="list-style-type: none"> <li>Relationships</li> <li>Half-termly EWO visits</li> <li>Rewards in place</li> </ul>		1, 2, 3, 4, 5, 6, 7, 8
Improve the punctuality of children <ul style="list-style-type: none"> <li>Free Breakfast Club</li> <li>Magic Breakfast in class</li> <li>Earlier start than local schools</li> </ul>	EEF +2 months	1, 2, 3, 4, 5, 6, 7, 8
Subsidised lunch-time, after school clubs, residential trips and individualised music instrument lessons	EEF Life skills and enrichment	1, 2, 3, 4, 6

Music Teacher - weekly sessions to develop confidence, self-esteem, pride and unity	EEF Teaching and Learning Toolkit - Arts Participation +3 months	1, 2, 3, 4, 5, 6, 7
Engagement in creative arts, Art/DT specialist teacher covering teacher PPA; involvement in Barnet music and dance festivals and through our partnership with 'Disney in Schools'	EEF Teaching and Learning Toolkit - Arts Participation +3 months	1, 2, 3, 4, 5, 6, 7
<p>Ensure strong pastoral support is in place</p> <ul style="list-style-type: none"> <li>- Pastoral Lead and Outreach Worker</li> <li>- ELSA developed</li> <li>- Outdoor learning and Forest School</li> </ul>	<p>DfE Guidance -Promoting and supporting mental health and wellbeing in schools and colleges (updated 21/9/21)</p> <p>EEF toolkit - Social and emotional learning (+4 months' progress)</p> <p>A research project conducted by Derbyshire Environmental Studies Service highlighting the health and wellbeing benefits of Forest School programmes</p>	1, 2, 3, 4, 5, 6, 7, 8

**Total budgeted cost: £ 160.000**

**Part B: Review of Outcomes in the Previous Academic Year**

<i>End of 2020-2021 Assessments</i>		Pupil Number	Reading		Writing		Maths	
			At Expected or Above	Above Expected	At Expected or Above	Above Expected	At Expected or Above	Above Expected
Reception	All Pupils	33	30%	0%	39%	0%	36%	0%
	Pupil Premium	4	75%	0%	75%	0%	75%	0%
	Not Pupil Premium	29	24%	0%	34%	0%	31%	0%
Year 1	All Pupils	28	64%	7%	57%	7%	64%	0%
	Pupil Premium	9	56%	0%	67%	0%	67%	0%
	Not Pupil Premium	19	68%	11%	53%	11%	63%	0%
Year 2	All Pupils	31	61%	3%	45%	0%	61%	3%
	Pupil Premium	11	45%	0%	27%	0%	73%	0%
	Not Pupil Premium	20	70%	5%	55%	0%	55%	5%
Year 3	All Pupils	31	48%	6%	61%	0%	65%	10%
	Pupil Premium	12	58%	0%	67%	0%	75%	8%
	Not Pupil Premium	19	42%	11%	58%	0%	58%	11%
Year 4	All Pupils	31	45%	13%	58%	0%	52%	16%
	Pupil Premium	10	50%	10%	60%	0%	60%	10%
	Not Pupil Premium	21	43%	14%	57%	0%	48%	19%
Year 5	All Pupils	31	48%	13%	45%	6%	52%	10%
	Pupil Premium	14	57%	21%	50%	0%	50%	14%
	Not Pupil Premium	17	41%	6%	41%	12%	53%	6%
Year 6	All Pupils	29	66%	24%	55%	7%	59%	24%
	Pupil Premium	6	67%	0%	17%	0%	33%	17%
	Not Pupil Premium	23	65%	30%	65%	9%	65%	26%

The impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year is recorded in the evaluation of the Pupil Premium Strategy for that year.



*Non-DfE programmes purchased in the previous academic year.*

Programme	Provider
Phono-Graphix	Phono-Graphix Reading Company
Bug club	Active Learn