

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	Coupe Green Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jenna Littlewood
Pupil premium lead	Jowan Burns
Governor / Trustee lead	Anthony Mycock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£2,030
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	£20,860

Part A: Pupil premium strategy plan

Statement of intent

- When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the Education Endowment Foundation (EEF) has helped to identify common barriers to learning for disadvantaged children which can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Principles

- We ensure that teaching and learning meets the needs of all pupils, and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged and that being socially disadvantaged does not automatically mean that pupils’ academic attainment will be impacted.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- 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 socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Demographics and Context

- Coupe Green Primary School is a smaller than average-sized community primary school and nursery located to the south-east of Preston. We have 6 classes with mixed-aged year groups across KS2.
- Both the school location and pupil base deprivation indicators are in quintile 1 (least deprived) of all schools.

Ultimate Objectives

- To reduce the attainment gap between disadvantaged and non-disadvantaged pupils in both statutory national assessments and within internal school data.

- For all disadvantaged pupils to reach age-related expectations (ARE) in end of key stage 2 statutory assessments, providing them with the best start to their high-school education.

Achieving These Objectives

As a school, we implement a range of measures to help improve the academic and personal outcomes for this group of pupils. These include but are not limited to the following: -

- Providing 1:1 and small group support with experienced HLTAs and support staff
- Additional support from external specialist teachers
- Extra transition support during key points on children's educational journey (entry to EYFS, KS1 to KS2 and Year 6/7 transition).
- Support with payments towards activities, educational visits and residential.
- Behaviour and nurture support at key points within the school day.
- Free places at breakfast and after-school clubs.
- To support the funding of specialist learning platforms.
- Provision of resources which enrich or enhance learning in the classroom.
- Attendance support.
- Extend PE provision and provide opportunities for pupils to engage with our enhanced curriculum offer.

This list is not exhaustive and will change and adapt depending on the needs of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in comparison to non-disadvantaged pupils
2	Social and emotional wellbeing
3	Attendance and punctuality
4	Access to opportunities which enrich experiences and enhance learning

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
Disadvantaged pupils will make expected or better progress from their Autumn 2021 starting points.	All disadvantaged pupils will have made at least 2 terms progress from their starting points during the academic year 2021.
Disadvantaged pupils will improve their early reading skills and reading fluency will increase.	Disadvantaged pupils will achieve the expected standard in phonics screening check (PSC).
Disadvantaged pupils will engage with the curriculum and have access to all curriculum enrichment opportunities.	Disadvantaged pupils have accessed a full range of curriculum enrichment activities including extra-curricular clubs, trips and residential visits.
Disadvantaged pupils will have improved attendance.	Attendance for disadvantaged pupils will be above 95%.

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: £4100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk Reception : a year long early literacy programme (x2 staff) (£1100)</p> <p>Talk Two : a year long literacy programme (x2 staff) (£1000)</p>	<p>On entry to Reception, pupils' early Literacy (reading and writing) is not as strong as that for other areas. This is still the case for pupils upon leaving EYFS and transitioning to year 1.</p> <p>Evidence indicates that prioritising the development of communication and language as well as children's early reading using a balanced approach can significantly increase pupils outcomes in Literacy (see Education Endowment Foundation guidance report)</p>	1,2
<p>Staff CPD (£2000)</p>	<p>High quality staff CPD is essential to follow principles set out by the Education Endowment Foundation. We access course run by Lancashire Education Authority and courses are followed up during Staff meetings and INSET. All subject leaders are released once a term to enable effective subject development.</p>	1,2,3

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

Budgeted cost: £13,030.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch-up teacher and HLTA support for small group intervention based on children's specific needs.</p>	<p>Most PPG pupils are working below ARE in at least one subject. Evidence shows that small group support (one professional to 2-5 pupils) from a specialist teacher targeting their specific needs can have a significantly positive impact on attainment. This is particularly evident when it relates to low</p>	1,2

£7822.64	attaining pupils. <i>Research from Education Endowment Foundation (see link EEF)</i>	
Catch-up teacher and HLTA hours to support daily delivery of phonics. Catch-up teacher yr2 £2163.70 HLTA yr1 £2912.70	Children in years one and two missed out on a full year of daily adult-led Phonics sessions due to the Covid19 pandemic. At the end of the 2020/21 academic year, only 57% of pupils were on track to meet the expected standard in phonics (internal school data). Those who do not master reading at school go on to struggle with essential tasks of life. Evidence shows that mastering phonics, on average, have a positive impact on pupil outcomes and make a positive contribution to pupils' reading ability.	1,2
Times Tables Rockstars and daily arithmetic (£131.40)	Internal maths data has remained strong throughout the pandemic, and this is due to the focus on fluency and use of accessible platforms.	1

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

Budgeted cost: £3151.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision to improve social and emotional wellbeing. £1851.93	The pandemic has impacted the social and emotional learning (SEL) of many children. Evidence shows that 'SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself' with this benefiting disadvantaged or low-attaining pupils more than other pupils.	1,2,3
Free places at breakfast and after-school club. (£700)	Evidence shows a clear link between attendance and attainment, particularly for disadvantaged pupils.	1,2,3
Support with payments towards activities, educational visits and residential. (£600)	Every child has the right to experience activities which enhance their education.	2,3,4,

Total budgeted cost: £20,282.37

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.

During the academic year 2020-21, the Covid19 pandemic and subsequent partial closure of schools in January 2021 meant that statutory assessments did not take place. The below is based on internal teacher assessment and data submitted to the Local Authority.

Aim – Disadvantaged pupils will make expected or better progress from their EYFS / KS1 or Autumn 2020 starting points.

Evaluation – At the end of the 2021/22 academic year, 41% of disadvantaged pupils had made expected or better progress from their starting points in reading, 18% in writing and 59% in maths. The pandemic and resulting reduced school opening did impact significantly on children's progress, particularly in writing. Specialist catch-up teacher support has been provided this year to ensure rapid progress in this area.

Aim - Disadvantaged pupils will engage with the curriculum and have access to curriculum enrichment opportunities.

Evaluation - The Covid19 pandemic limited curriculum enrichment opportunities. However, all year 6 disadvantaged pupils did access outdoor adventurous activities trip at a significantly reduced cost as well as an in school residential. 24% of disadvantaged pupils also attended an after-school club during the summer term.

Aim - Disadvantaged pupils will be provided with social, emotional and well-being support.

Evaluation - The Covid19 pandemic prevented a full programme of well-being and nurture support as well as limited social interaction between groups of pupils. However, support was provided during the autumn and summer terms and our nurture lead adapted the provision for identified pupils during the reduced school opening during the spring term. 100% of disadvantaged pupils identified as requiring nurture / well-being support accessed this provision during the academic year 2021/22.

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
Bounce Back Phonics	Lancashire Professional Development Service (LPDS)
TT Rockstars	Maths Circle Ltd
Spelling Shed	EdShed