

The Coppice Primary School

Pupil Premium Development Plan Impact 2018-19

Allocation - £98,500

Priorities:

Accelerate the rates of progress of pupil premium pupils so that all make 'good' progress and any gaps existing between pupil premium and non-pupil premium pupils are at least closed.
Increase the amount of pupils accessing 'enrichment' activities to promote wider opportunities and raise aspirations.

Targets:

- Percentage of PP pupils attaining ARE in RWM by the end of Year 6 exceeds national pupil premium, national non-pupil premium and school non-pupil premium; strong focus in top Juniors to enable PP children to be 'Secondary Ready'
- Increase the percentage of pupil premium pupils making better than expected progress (especially in Reading)
- Pupils eligible for Pupil Premium make at least progress in line with Non-Pupil premium.
- Attendance of PP pupils increases to better than PP nationally and in line with other pupils.
- Pupils accessing structured Pupil Premium Intervention programmes (Thrive, Numeracy Boosters, Rapid reading, Wobble Intervention, RWI Phonics Intervention, Language Link) make better than expected progress.
- A greater proportion of pupil premium pupils engage in enrichment activities (sports clubs, music lessons, residential trips)

2017-18

EYFS (9 children):

7 out of 9 Pupil Premium children achieved the GLD (78%), which is an improvement on the previous year.

Year 1 Phonics (9 children):

9 out of 9 (100%) of Pupil Premium Children passed the test; an improvement on the previous year.

KS1 (9/90 children)

In Reading, 6 out of 9 Pupil Premium children met the expected standard (equating to 67%, a three year improvement); 5 out of 9 made at least expected progress (1 child made more than).*

In Writing, 5 out of 9 Pupil Premium children met the expected standard (equating to 56%, a three year improvement); 5 out of 9 made at least expected progress (1 child made more than).*

In Mathematics, 6 out of 9 Pupil Premium children met the expected standard (equating to 67% a three year improvement); 8 out of 9 made at least expected progress. (2 children made more than).

*(3 out of the 4 who didn't progress were GRT attendance issues)

KS2 (5/61 children)

KS2	Math	+/- Nat	Prog	GPS	+/- Nat	Writ Prog.
CPS (61)	106.8	+2.8	+1.3	107.9	+1.9	+1.5
CPS PP (5)	101.4	-2.6	-8.6	100.0	-6.0	-6.0

KS2	Read	+/-Nat	Prog.
CPS (61)	108.5	+3.5	+2.3
CPS PP (5)	103.8	-1.2	-0.1

This year's KS2 cohort of PP children was small (5) all with significant SEND issues

2018-19

EYFS (9 children):

9 out of 13 Pupil Premium children achieved the GLD (69%).

Year 1 Phonics (11 children):

10 out of 11 (91%) of Pupil Premium children passed the test.

KS1 (11/90 children)

In Reading, 8 out of 11 Pupil Premium children met the expected standard (equating to 73%); 8 out of 11 made at least expected progress (1 child made more than).

In Writing, 5 out of 11 Pupil Premium children met the expected standard (equating to 46%); 6 out of 11 made at least expected progress (1 child made more than).

In Mathematics, 5 out of 11 Pupil Premium children met the expected standard (equating to 46%); 8 out of 11 made at least expected progress. (1 children made more than).

KS2 (13/62 children)

KS2	Math	+/-Nat	Prog	GPS	+/- Nat	Writ Prog.
CPS (62)	106.7	+1.7	+0.3	103.8	+1.8	+0.1
CPS PP (13)	100.7	Available Decemeber	-1.5	97.0	N/A	-2.7

KS2	Read	+/-Nat	Prog.
CPS (62)	105.4	+1.4	-0.5
CPS PP (13)	99.5	Available Decemeber	-1.9

Due to the nature of the last two cohorts, progress was limited in KS2 (with a high proportion of SEND and social issues)

Key Focus Activity	Cost	Action/What will we do?	Evaluations and Progress Indicators
Pupil Premium Review	£450	Consultant to carry out an independent PP Review; school to devise and implement an action plan accordingly.	See data above.
Year 5 & 6 PP Intervention programme to ensure PP children are 'Secondary Ready'	£26K	To support accelerated learning with regard to the new curriculum to help close a possible widening gap with the additional challenge of the new curriculum; using Wobble Intervention; Daily intervention for children requiring extra explanation and consolidation of key concepts from their morning lessons; pre-teaching. RWI spelling intervention Small group consolidation of "Talk for Writing" Mathletics support / homework club.	Y5: 12 children: <u>Reading:</u> 75% made <i>above</i> expected; 25% expected <u>Writing:</u> 92% made <i>above</i> expected progress; 8% made expected <u>Maths:</u> 50% made <i>above</i> expected progress; 25% made expected. See above for Y6 achievement
Thrive implementation (Social and Emotional support/intervention)	£28K	Top up training for Thrive Practitioners Introduction of Worry Eaters into all the classrooms Have a dedicated Thrive Manager Visits to other Thrive schools and establish a support network Lunchtime nurture group in the Thrive room Introduction of two Thrive dogs We will continue to focus on and develop our Thrive initiative, which helps adults respond to a child's emotional situation in a way that supports their emotional and social development.	Thrive assessment tracker shows significant improvement in children's Social and Emotional development (tracking information available). Despite an ongoing school expansion, behaviour incidents are much reduced (evidence available on Behaviour Tracker) and there have been no exclusions during the year.
Year 1 Phonics Intervention	£7K	TA employed to conduct ring-fenced phonics intervention (training given) RWI – external training and an internal refresher training day for intervention staff. Storytelling & Sentence Skills for EYFS / KS1 support staff	10 out of 11 (91%) of Pupil Premium children passed the test.
Purposeful Play	£14K	TA (Grade 3) involved in leading play during all Junior and Infant Lunchtimes, coordinating play leaders, peer mediation, purchase and deployment of play equipment (including fixed play equipment). Also, supporting extra-curricular activities three nights each week.	Incidents of poor lunchtime behaviour much reduced (evidence available on School Behaviour Tracker)
Teaching and Learning Resources	£7500	Purchase of RWI spelling, T4L and SEND materials Maths and literacy intervention materials. Create class book sets linked to Book Guide / Cataloguing software from Renaissance Learning Smartboards in intervention areas to engage learning Laptops to allow ready access to online intervention resources at home and school.	9 out of 13 Pupil Premium children achieved the GLD (69%) (broadly in line with the national average).
Attendance	£7500	The EWO will monitor children with attendance of less than 90% and children from vulnerable groups and sends letters, attends home visits and supports any further action required New incentives for 100% and high attenders. Staged rewards for children below thresholds. Vulnerable children "meet and greet" to encourage punctual attendance	2016: 5.6% sessions missed (Nat 5.1%) 2017: 5.6% sessions missed (Nat 5.4%) 2018: 6% sessions missed (Nat N/A%)* *We have two children who have skewed this figure because of PA that the school has worked hard to address (evidence available).
Early Intervention S&L	£8K	Identify EYFS pupils eligible for Intervention Programmes. DD (with JH & ZS) to devise and deliver programmes of intervention – Language Link, additional reading/phonics	Assessment tracker shows significant improvement in children's Speech and Language development in EYFS (tracking information available).
Extracurricular activities	£4000	We subsidised after school clubs such as gym and tag rugby as well as swimming and day and residential trips	100% PP pupils attended the residential visits and school trips due to funding. 84% of PP pupils attended 1+ extra-curricular activity, exceeding % for non-pupil premium pupils