

Pupil premium strategy statement: Coppice Valley Primary

This statement details our school's use of pupil premium funding for 2023-24 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. This plan is a 3 year strategic plan to improve outcomes.

School overview

Detail	Data
School name	Coppice Valley Primary
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	July 23
Date on which it will be reviewed	July 24
Statement authorised by	Hannah McNamara
Pupil premium lead	Hannah McNamara
Governor / Trustee lead	Richard Selfridge

Funding overview for 23-24 period

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year	£5,365
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	£59,200

Part A: Pupil premium strategy plan Statement of intent

Our intention is that all children in our school become “Learners for Life” and that they make good progress in all areas. The focus of our pupil premium strategy is to support all pupils to achieve this intent using the 3 Tiered Approach.

We have considered the challenges faced by vulnerable pupils, such as those whose attendance needs to improve, have special educational needs or those with poor emotional wellbeing and mental health. The actions in this statement are intended to support their needs, regardless of whether they are disadvantaged.

The largest portion of our funding is spent on Wider Strategies, specifically targeting pupils with social, emotional & mental health needs and pupils with attendance issues. Removing these barriers to learning is crucial to our pupils’ learning and success. EEF Guidance reports on Improving Social & Emotional Aspects of Learning and Metacognition & Self Regulation, shows how supporting pupils emotional development has an very high impact for a moderate cost.

Targeted Academic support represents the next highest chunk of our funding. This includes the Recovery premium. This sum goes towards in class TA support for pre & post-teaching groups and additional 1-2-1 or small group out of class catch-up groups, led by a HLTA/tutor. Some of the pupils benefiting from this action are disadvantaged.

High-quality teaching is important to our strategy for all learners. Evidence, (EEF Toolkit), shows this has the greatest impact on closing the attainment gap for disadvantaged and non-disadvantaged pupils. All our actions will benefit non-disadvantaged and disadvantaged pupils. Teaching at Coppice Valley is already of a very high quality but we strive to always be improving and reflected. A portion of the funds is invested in teaching development.

Each element of our 3 Tiered Approach is complementary to each part, providing a wrap-around strategy to support academic outcomes and emotional wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Emotional Health – low self-esteem, low levels of mental health, online & real-life risk taking.
2	Attendance – persistent absence for some disadvantaged pupils, missing learning.
3	Reading – lacking exposure to books in the home, poor comprehension and phonic skills.
4	Maths – place value, learning facts by heart and understanding vocabulary.

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
Increased levels of Emotional Wellbeing & Mental Health	Pupils will demonstrate greater levels of resilience towards learning & setbacks in general. Pupil Wellbeing Scales will show increased levels of wellbeing for each pupil who has been supported.

Improved Attendance for persistently absent families	Decrease in persistent absence levels (17.8% internal data Nov 21). Aim to be 5% or lower by 2024.
Better Progress in Reading	Achieve national average progress scores or better in KS2 Reading (0). Achieve above national average for Phonics at Year 1 by 2024
Better Progress in Mathematics	Achieve national average progress scores or better in KS2 Maths (0)

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: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
HIGH QUALITY TEACHING: HT led CPD informed by EEF Toolkit on effective pedagogies	EEF Research shows improving teachers' pedagogy is effective in raising pupil standards. Teaching Walkthrus books and training materials used to focus on Questioning (EEF toolkit), Scaffolding & Effective Feedback (EEF toolkit)	3,4
HIGH QUALITY TEACHING: SLT monitoring of teaching	EEF Implementation Guide – making sure plans are implemented.	3,4
HIGH QUALITY TEACHING: Impact Conversations – progress review meetings between SLT & teachers	Internal evidence – Impact Conversations with SLT hold staff to account. Also offer opportunity for coaching staff in effective practice.	3,4
HIGH QUALITY TEACHING: Headteacher mentoring Early career and new-to-school teachers	EEF Implementation Guide – coaching/mentoring and routines to ensure implementation of school policies. Internal school first-hand evidence of inconsistent teaching across the school that impact on results	3,4
ENGLISH: Launch of new Reading & Writing Curriculum rewritten by English leads	In school observation & data analysis by English Lead & SLT	3
ENGLISH: Use Phonics Tracker tool to help target support more rapidly for pupils falling behind peers	EEF Toolkit; Phonic based approaches consistently found to improve reading. In school observations show that some pupils struggle with phonics so would benefit from additional and early intervention.	3
ENGLISH: Teachers moderating using No More Marking (NMM)	Internal evidence – inaccurate teacher assessments, some poor-quality writing work in books, pupils not making enough progress over time.	3
MATHS: White Rose resources for planning and pupil workbooks to ensure quality teaching and quality resources used.	EEF Improving Mathematics report recommends using resources that challenge and support pupils' mathematics.	4
MATHS: pedagogy CPD for all staff by maths leader using Maths Hub materials & advice.	EEF evidence shows subject CPD has impact on pupil progress.	4

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

Budgeted cost: £20,000

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

ENGLISH INTERVENTIONS <ul style="list-style-type: none"> Project X CODE Active Literacy Conexus NTP Tutoring contributions 	EEF Toolkit evidence for effective interventions. Internal & External data show gaps are not closing quickly enough for some pupils. Targeted interventions are to close these gaps.	3
MATHS <ul style="list-style-type: none"> Success@Arithmetic 1st Class at Number Conexus NTP Tutoring contribution 		4
In class TA support for bespoke pre & post teaching/same day intervention and to foster independence & resilience towards learning challenges. HLTA/Tutor support for 1-2-1 or small groups who need bespoke catch up support	EEF Making Best Use of Teaching Assistants Report Observations show our PP & SEND pupils lack self-starting skills and resilience. TAs will train these pupils to help themselves. All TAs are well prepared for lessons by teachers so have the knowledge and skills to help pupils, particularly middle and high pupils, close gaps or push on to something more challenging.	3,4
Century Tech – invest in AI programmes for KS2 pupils to close gaps in English, maths and Science.	EEF Toolkit evidence for effective interventions. Internal & External data show gaps are not closing quickly enough for some pupils. Targeted interventions are to close these gaps.	3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PERSONAL DEVELOPMENT: Improve PSHE curriculum with a scheme of work to enable quality first teaching.	Growing Up in North Yorkshire survey shows some pupils report low self-esteem and report they engage in risky behaviours outside school. Inspire Youth (Private Youth Service) to support Y6 with risk-taking behaviours	1
PERSONAL DEVELOPMENT: Increase number of E-safety lessons for all pupils. Team up with School Liaison Police Officer for E-safety talks & staff training.	Internal – CPOMS review- incidents with PP pupils acting unsafely online, despite lessons in school. Little support from parents. Impact for some pupils has been seen in outcomes. Pupil Voice – feedback from pupils states the National Online Safety lessons are not engaging.	1
EMOTIONAL WELLBEING: Family engagement in school	Low attendance at parent meetings and school events. Low levels of engagement in reading at home with pupils.	1,2
EMOTIONAL WELLBEING: Pupil & Family Support Worker) Investors in Families	Pupil & Family Worker to undertake Investors in Families training and award scheme. Evidence backed programme that upskills families to support their children with learning and mental health.	1
EMOTIONAL WELLBEING: Increase the school's mental health offer by offering whole school mental health curriculum	Growing Up in North Yorkshire Survey results show CV pupils have low self-esteem & COVID related mental health issues. Parental feedback and surveys about pupils' emotional needs. School has had success with a smaller mental health offer and can see the potential for expanding the offer.	1,2
ATTENDANCE: Daily response to attendance with a dedicated team to follow up concerns immediately	External data shows since this was put in place our persistent absence has dropped considerably. We need to keep these actions in place as internal data shows some pupils continue to be in the danger zone and need sustained support. COVID has increased the potential and some families' anxieties have returned over school attendance.	2

Total budgeted cost: £59,200

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 2022 to 2023 academic year.

Aim	Outcome			
High Quality Teaching & Targeted Interventions		Maths %	Read %	Write %
	PP	68	76	68
	Non PP	85	80	80
Mental Health & Emotional Wellbeing	<p>Growing Up in North Yorkshire Survey (GUINY) responses were above the LA average for levels of self-esteem and E-safety knowledge.</p> <p>Mental Health – awarded Mental Health in Schools Gold. GUINY report shows pupils have sound understanding of how to manage their own mental health.</p> <p>Family & Pupil Support Worker - records of pre/post intervention work show how wellbeing levels for pupils has improved through her work.</p> <p>Pupil's with persistent and severely persistent absence have significantly improved.</p>			
Attitudes and Attendance	Disadvantaged pupils attendance for 2022-23 has risen to 95%, higher than last year's 89% and above the national average of 91%. Non-Disadvantaged is 96%.			

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
NA	
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA