

Coppice Valley Pupil Premium Strategy 2019-22

Pupils in school: 194

Proportion of disadvantaged pupils: 23%

Pupil premium allocation this academic year: £43,560

Academic year or years covered by statement: 2019-22

Most Recent Review: August 2019

Publish date: 01 August 2019

Review date: 01 August 2020

Pupil premium lead: Emma Meadus

Governor lead: Dylan Bodington

2018-2019 – 7 pupils in Year 6	Pupils eligible for PP in Coppice Valley	Non PP pupils achieving the nationally
% achieving expected standard or above in reading, writing & maths	86% (14.3% High Score)	71% (13% nationally)
% achieving the expected level in reading	100%	78%
% making expected level in writing	100%	83%
% making expected level in mathematics	86%	84%
Disadvantaged progress score in reading	-2.12	0.32
Disadvantaged progress score in writing	-0.58	0.26
Disadvantaged progress score in maths	-3.21	0.36

Profile of Pupil Premium Students at Coppice Valley

Disadvantaged pupils are not one homogenous group. We recognise the unique and individual needs of every child in our school. Our Pupil Premium students are diverse in their abilities and needs, ranging from pupils with EHCPs (cognitive delay) to high attaining pupils and children with additional complications in their lives i.e. medical issues, social services involvement, family trauma, homelessness or being new to the country. However, a high number of families in our context do have something in common; poor engagement with schooling and low life aspirations. As a result attendance, punctuality, motivation to do well in school and mental health issues are concerns for many of our Pupil Premium students.

Aims of our Pupil Premium Strategy

- To improve the academic outcomes for all Disadvantaged pupils in the school
- To ensure Disadvantaged pupils have access to the same wide range of cultural capital experiences all other pupils do
- To improve the life-chances of all Disadvantaged pupils by instilling a love of learning in them and creating the ambition and motivation to succeed

Pupil Premium Planning and Spending Rationale

We take an evidence-informed approach to spending by consulting the Education Endowment Foundation's guides, taking advice from similar schools who have had success with particular projects and weighing up the cost-effectiveness of a range of approaches. We have chosen to focus on a small number of priorities to give them the best chance of

success. Too many projects or approaches to closing the gap has, in the past at Coppice Valley, led to a diluted effect on attainment and progress. Making a significant difference in outcomes and life-chances for Pupil Premium pupils is not a quick-fix. At Coppice Valley we have decided to play the long game and plan our strategy over 3 years, as suggested by the DfE (June 2019). In so doing, we will commit to sustainable improvements that will benefit all pupils. We will review these annually and adjust our plans accordingly.

Measuring Progress and Attainment Principles

We measure the progress and attainment of pupil premium pupils three times a year, alongside all other pupils in school. We compare the performance of our pupil premium pupils to other similar schools to evaluate our own effectiveness. If something is not working, we will review why and make adjustments.

Internal Barriers to Learning for Pupil Premium Pupils at Coppice Valley

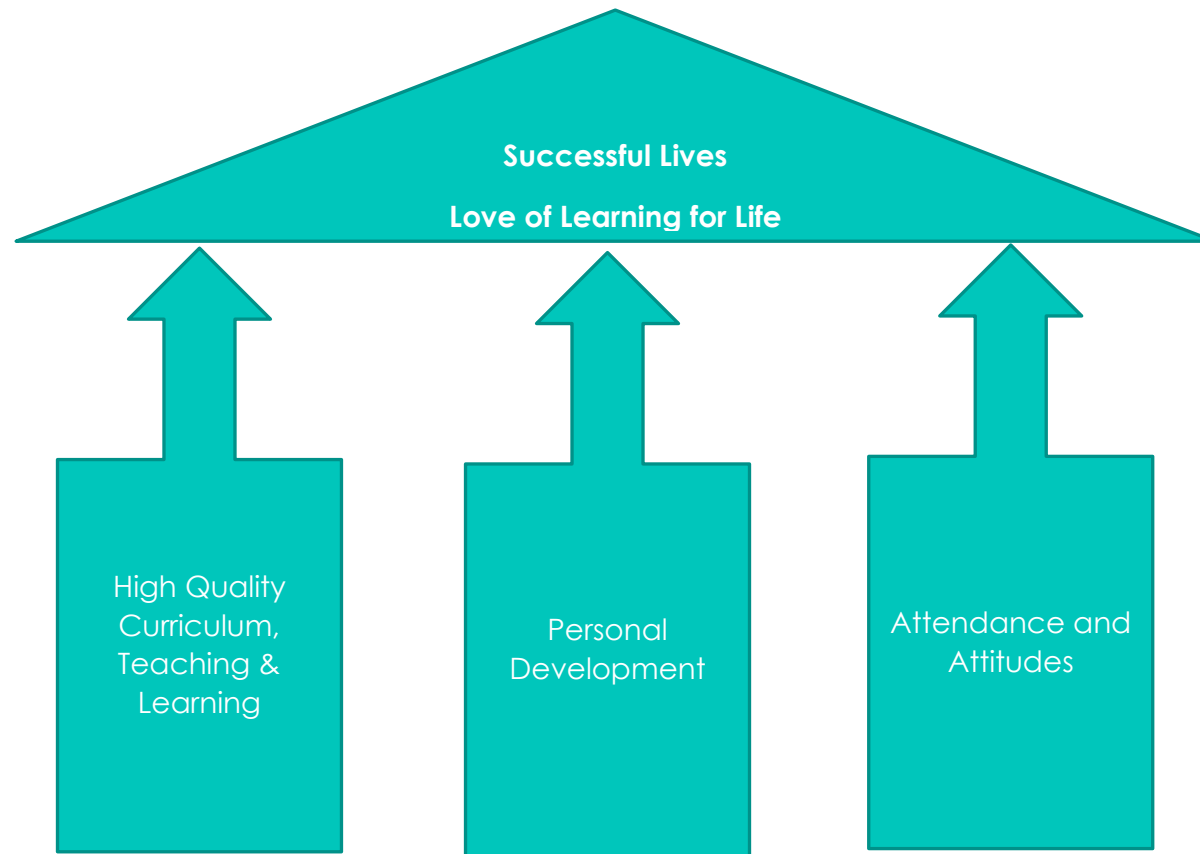
- Poor speaking, listening and language skills including expressive and receptive vocabulary and oral language
- Poor reading comprehension skills as a result of poor language skills and little exposure to literature in the home
- Poor attitudes and behaviours to learning – low resilience, persistence and concentration skills
- Poor mathematical understanding and reasoning skills – basic sense of number, learn by heart facts and the vocabulary to explain mathematically are missing
- Many pupils have additional needs i.e. SEND
- Subject leadership has suffered from high staff turn-over in recent years so improvements to teaching, planning and learning have not been made at pace or with enough robustness and consistency to have a significant effect on pupil outcomes yet
- Staff CPD has been focussed on teaching pedagogy i.e. questioning skills and metacognition without enough attention to subject-specific matters that would benefit pupils e.g. how to teach to greater depth in reading or what does mastery maths in shape, space and measure look like?
- Some staff expectations have been too low for all pupils as staff learn to adjust their curriculum outcome expectations from the 2014 curriculum or staff new to their year groups learn the age-related standards.

External Barriers to Learning for Pupil Premium Pupils at Coppice Valley

- Poor parental engagement in pupil's learning – little support at home for some pupils
- Some pupils come from language and book poor homes, so they have large vocabulary gaps which affects their comprehension in all subjects
- Long-standing, multi-generational undervaluing of education – some pupils raised without aspiration to succeed in school or life.
- Some parental poor attitudes towards absence, including persistent absence, lateness and holidays in term time.
- Mental Health Issues and family difficulties – a high number of Pupil Premium pupils come from families who are experiencing domestic difficulties, mental and physical health issues, police or social services involvement. These matters impact on learning and attendance.

Coppice Valley Pupil Premium Approach – 3 pillars as the foundations of success

With these barriers in mind, we base our approach around three inter-related strands of need which are particular to our school context. These strands fit into the whole school development plan for all pupils and are featured in our whole school Teaching & Learning strategy.



Our Pupil Premium 3 pillar model sits within our whole school improvement plan. All pupils benefit from our approach. Disadvantaged children are carefully tracked by leaders, to monitor their progress and successes.

Pillar 1: High quality curriculum, teaching and learning are critical to our strategy for improving outcomes for our Disadvantaged pupils. We will do this by raising the quality of English and maths teaching through subject specific CPD for all staff and coaching for early career/new staff. We will help pupils make progress with targeted class support and recognised interventions. To ensure these plans are implemented and have impact, the SLT have a rigorous monitoring and evaluation schedule.

Pillar 2: Personal development of skills, knowledge and motivation are fundamental to educational success, for our pupils so our strategy prioritises this. We have a carefully organised and structured programme of education and events, for pupils and families, to remove barriers to learning that come from poor attitudes and approaches to learning and life.

Pillar 3: In our context, attendance and punctuality, and attitudes towards these, have been an issue for Disadvantaged pupils. For pupils to learn, they have to be at school so removing this barrier is also a vital part of our strategy. Having a Learning Mentor to organise the work of family support workers and attendance officers has made this work effective, organised and productive.

Pillar 1: High Quality Curriculum, Teaching and Learning						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget
Subject leader roles defined, time given to monitor teaching	Further develop the quality of teaching & learning in all subjects Raise number of pupils achieving greater depth across the whole school	External data shows gap remains between PP and Non PP. EEF Pupil Premium report – subject specific CPD for staff has an impact	HT timetabled release time for all subject leads to monitor. Timetabled staff meeting time for half-termly English & Maths CPD Deputy monitoring that subject leads are implementing	HT Deputy	Termly – timetabled on annual SLT calendar	£1000 – supply over 5 days
SLT monitoring calendar	Ensure changes are being implemented	EEF Implementation Guide	SLT hold each other to account in meetings. Agenda item to report back on monitoring	HT	Monthly SLT agenda	No cost
Pupil Progress Review meetings	Ensure PP pupils are making progress, particularly middle and higher attaining. SLT can monitor that teachers are planning and providing for PP pupils Redesign class action plans to aid this	Internal evidence - Pupil Progress meetings with SLT hold staff to account. Also offer opportunity for coaching staff in effective practice	SLT member is part of each meeting	HT Learning Mentor	Termly after progress meetings, SLT review effectiveness.	Supply release time for staff - £600 – 3 days
Deputy mentoring Early career and new-to-school teachers	Ensure all staff are following school procedures, Keep consistency and rigour. Opportunity to coach/mentor staff to improve performance	EEF Implementation Guide – coaching/mentoring and routines to ensure implementation occur are vital to success. Internal school first-hand evidence of inconsistent teaching across the school that impact on results	Release time for deputy is timetabled weekly. Reports given by Deputy in SLT meetings	Deputy	Termly updates to SLT by Deputy	Deputy release time £2000 (10 days cover)

Teachers moderating with other schools	Ensure staff have accurate knowledge of pupil expectations in each year group. Raise staff expectations of pupils; create higher standards	Internal evidence – inaccurate teacher assessments, some poor-quality work in books, pupils not making enough progress over time.	HT organised termly cluster meetings with similar context schools in the area. SLT member to attend meetings to moderate judgements	HT	July 2020	No cost
Subject specific CPD – leaders in staff meets	Further develop quality of teaching so that more pupils attain expected and higher levels in English and Maths	EEF evidence shows subject CPD has impact on pupil progress	Staff CPD sessions timetabled for the year. Subject leads given release time to implement	HT	SLT review of impact on teaching through termly monitoring Overall review in July 2020	Supply cover - £1000 (5 days)
Targeted intervention	To address specific issues in learning using recognised interventions for those for whom the gap is wide i.e. Success@Arithmetic, IDL cloud, Project X CODE reading, Narrative Therapy and Word Aware programmes	EEF Toolkit evidence for effective interventions Evidence of impact from local schools (IDL Cloud) Internal & External data show gaps are not closing quickly enough for pupils with complex needs. Targeted interventions are to close these gaps	SLT & Learning Mentor monitoring Data analysis Pupil Progress Meetings	HT Learning Mentor	Termly after data drop and pupil progress meetings	£10,000 towards Ta costs
In class TA support	To address specific learning issues before the learning gap can take hold and by teaching pupils how to be independent & manage their own learning.	EEF Making Best Use of Teaching Assistants 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	SLT monitoring of TA Monitoring calendar for the year TA CPD by HT during monthly TA meeting (this programme started last year and will continue)	HT	Termly after data drop and pupil progress meetings	£6,000 towards
“More Able days” - attendance on expert subject days for pupils	To motivate high attaining pupils and improve their outcomes	Had successful experiences of these days this term. Pupils enjoyed the experience. More days should see impact on results	HT organises 1 day a term. HT to monitor experts who deliver	HT	Annually, reviewing data	£1000
Total budgeted cost						£21,600

Pillar 2: Personal Development

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget
Increase number of E-safety lessons for all pupils. Police visit, E-safety adviser training	Keep pupils safe, better mental health, less time online, resulting in better outcomes	Internal – several incidents with PP pupils last year acting unsafely online, despite lessons in school. Little support from parents. Impact for some pupils has been seen in outcomes.	Curriculum – use National Online Safety programme to ensure coherence & rigour. Deputy monitoring long term plans. PSHE lead monitoring. Release time for both	Deputy	Annually - July 2020	£2000
Family engagement in school and learning (café, fun days, FaceBook, breakfasts)	Make families feel welcome/overcome fears of school. Increase the value they put on school and education.	Some parents of PP families never come on site or engage with school life, or their child's outcomes. By creating a family friendly and non-threatening environment, we can begin to build relationships, then begin to work on changing attitudes toward education	Staff CPD on engagement KC Communications PR company to train staff on social media use and key messages HT to put events in calendar for whole year	HT	Annually – July 2020 IMPACT UPDATE– Parent SURVEY October 2019 – 102 respondees. 98% feel welcomed and valued.	£1000
Positive attitudes towards education and having high aspirations in life – Leeds Uni project, High Schools Project	By taking pupils to Leeds University (reciprocal relationship), and local High schools for activity days, we will inspire them to want to succeed in school & higher education. We will create a culture of valuing education	Some PP families have had poor school experiences themselves and no higher education. Attitudes are passed onto our pupils. It is vital that our pupils believe they can achieve more in life. Though the EEF states aspiration interventions have minimal impact, our approach is not an intervention, but a whole school ethos and continual programme of events and messages to inspire.	HT set up ongoing agreement with Leeds University, Harrogate High and Rossett High School. HT to accompany on all visits to ensure good implementation	HT	Annually July 2020 IMPACT UPDATE – 5 students from Leeds Uni on placement at Coppice for 1 term, offering insights into higher education	£1000
Developing character and learning behaviours	To enable pupils to have the skills, values and characteristics to be successful learners	EEF toolkit states self-regulation is an effective strategy. New school values chosen by children - Brave, Curious and Kind – staff CPD and pupil launch. Friday assemblies to celebrate these value with parents invited.	Staff CPD on how to incorporate character building into learning HT delivering weekly assembly. Opportunities to monitor pupil's understanding.	HT	Termly Pupil Voice conferences will have time for character education review	£500 – CPD and supply
ELSA (Emotional Literacy Support Assistant) training	To provide specialist support for pupils struggling with mental health issues, providing strategies to cope.	ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need. In our context, a high percentage of our PP pupils need emotional support to remove these barriers to learning.	TA is attending accredited 8 week training, so quality is assured. TA, Learning Mentor and HT are meeting regularly to ensure ELSA is implemented well. SLT monitoring of sessions.	Vuln Leader	Review effectiveness using ELSA materials on termly basis. Overall review July 2020	£1000
Total budgeted cost						£5500

Pillar 3: Attitudes and Attendance

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget
Weekly analysis of attendance	Increase attendance & punctuality for all pupils	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. Some families in our school need help to manage their personal circumstances. Our support officers are integral to this.	Learning Mentor sees attendance analysis and directs pupil support workers HT reports attendance and impact of support officers to governors 3x a year.	Learning Mentor	3 x year when HT does report for governors. IMPACT UPDATE – October 19 – attendance systems reviewed. Office now calling rather than texting. More personal & conducive to engagement. Families responding better	£1000 – admin time
Continue to employ HLTAs to work as Pupil support workers	Support families with attendance & family life issues, so pupils are able to attend school and are emotionally stable enough to learn.		Learning Mentor monitors effectiveness through attendance analysis and impact on data	Learning Mentor		£5,000
Continue to employ learning mentor to champion PP pupils needs	Needs of vulnerable pupils, including PP, are kept at forefront of school improvement. To ensure projects are implemented well & reviewed for impact	Internal evidence shows the role has had impact on providing a joined up & consistent approach to support for vulnerable pupils i.e. consistent planning for vulnerable pupils in teacher class action plans, attendance data improvements, attending Child protection & medical meetings.	Performance management & appraisal by HT	Learning Mentor & HT	Annually in appraisal meetings	£12,000
Total budgeted cost						£18,000
Total						£45,100