

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Coppice Valley				
Academic Year	2017/18	Total PP budget	42,000	Date of most recent PP Review	NA
Total number of pupils	195	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 18
2. Current attainment					
2016-17 results			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national)</i>	
57% achieving Expected Standard in RWM			33%	67%	
57% making Expected Progress in Reading			33%	77%	
64% making Expected Progress in Writing			67%	81%	
71% making Expected Progress in Maths			67%	80%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Poor spoken & receptive language skills in Reception, knowledge of stories & rhymes, impacting on progress in English				
B.	High number of PP with SEN (19%) and Vulnerability (31%) compounds issues				
C.	Ensuring more able PP continue to be challenged throughout entire school career				
External barriers					
D.	Parental engagement with learning e.g. Ensuring pupils are hearing/speaking rich vocabulary, read to and being heard to read from a very young age. Ensuring pupils do homework				
E.	Lifestyles of some families negatively affect learning				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)			Success criteria		
A.	Improved oral language skills for all pupils (pre-reading skills)		PP pupils will make rapid progress from starting pointing, measured with YARC		
B.	Improved parental engagement with learning at home to raise		PP home-school books will show increased parental input.		
C.	More able will maintain or reach GD		PP pupils will make rapid progress from starting pointing, measured with PIRA/PUMA		

5. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you
motivation, engagement with learning, leading to better outcomes	<p>Training for staff on Metacognition. Aimed at all age groups, all year.</p> <p>Teachers to model metacognition processes in lessons so all pupils learn how to “think about their thinking” so they become reflective learners</p>	Observed how more-able pupils in school apply their prior learning – they question selves, make connections, apply etc. Can we teach all children how to do this with overt teaching?	<p>SLT monitoring of lessons and pupil conferencing to see metacognition in action. Review impact on assessments.</p> <p><i>Lesson observation shows improved engagement by all learners; there is 'nowhere to hide'. Learning strategies are explicit and children</i></p>	DHT	July 18
closely track achievement of PP pupils, so we can respond quickly to any issues	<p>SIMS development – working with SIMS team to develop bespoke information gathering fields and reports to capture and monitor data and information on all pupils, particularly vulnerable pupils.</p> <p>O'track used to register pupils participation in packages and</p>	Identified need to track vulnerable more closely, and all groups, to ensure gaps are closing, and make necessary adjustments to provision as need be. To ensure all information about pastoral matters are kept in one secure place, accessible for all relevant staff, which will provide joined up thinking about the best ways to support pupils.	<p>SLT monitor use of SIMS and O'Track reports regularly . Teach & Learn monitoring will show actions in evidence & PP making progress</p> <p><i>SIMS not pursued as RKLTL are looking for a MAT-wide portal to be used in future. CPOMS now used to log pastoral / home issues and SIMS continues to be where all SEN info is recorded. O-Track used to monitor progress and identify gaps / next steps in learning which are included in class action plans.</i></p>	HT	July 18

Improved language skills in reception and writing skills across the school	Phonics Training for all staff by leading teacher for phonics and/or LA training for new staff. Word Aware Training by SENCo for all staff - boosting vocab through whole class teaching	PP pupils enter Reception with poor language and limited vocabulary skills, including Phase 1 phonics skills (to hear and differentiate sounds, to hear and know rhymes etc). This affects their progress in reading and writing. New staff to school require training and existing staff a refresher. The EEF research states that phonics teaching is a more effective teaching tool for early readers than other reading techniques.	Training for all staff on phonics. Regular monitoring of phonics teaching in school by Phonics Lead, leading into feedback and training for specific staff members. Phonics workshops for parents Vocab training for staff by SENCO <i>Phonics results in Y1 and Y2 are</i>	Phonics lead	July 18
Total budgeted cost					9,000
ii. Targeted support					
Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you
ensuring PP pupils get targeted help with personalised approach (in Reading, Writing or Maths as needs be for particular pupil)	Planned programmes delivered in 6 week packages or blocks. Packages may be recognised interventions (ELS materials, Write from the Start, THRASS Spelling, Word Aware, Narrative Therapy, Precision Teaching, Numicon programme etc) or may be curriculum objective driven with teachers providing additional sessions to close specific	To ensure PP pupils get focussed support, whatever their ability, with measurable outcomes	SLT tracking of all PP (data, learning walks, books) Close watch on MAPs at whole school assessment points and after package ends (assessments). Monitor O-track interventions for impact.	DHT	July 18
Improved handwriting for PP will improve quality of writing in general	Daily/frequent handwriting for all PP with fine motor concerns (Lois Addy) GL assessment Dyslexia Screener and English Progress tests	Improved handwriting will affect the quality of writing pupils produce, and their attitudes towards writing. The Lois Addy resources and techniques are known to get results. Objective testing and screening provides measures and suggestions to aid pupil progress	Timetable trained TAs to run handwriting groups for PP pupils, in addition to the new daily handwriting practice all classes do. <i>Lois Addy criterion offer an excellent diagnostic assessment and measure of progress. Intervention is tailored</i>	DHT	July 18
Improved language skills in reception	Bought a book for each new starter at start of year, to share with parents at home, with information flier stuck in about importance of vocab and reading. Workshops for all Harrogate nurseries on phonics, reading and vocabulary. Reception class lending library Story Sacks Barnaby Book Bear	Sending books, story sacks and related toys home will encourage parents and pupils to talk & read together, developing language. This will be modelled in the classroom with PP pupils and parents, as well as PP pupils having sessions with TA. Nursery project – idea is to try to get message out to families about language and reading before they get to school, and to help nurseries deliver best practise in early reading and language. EEF states that oral language interventions are particularly effective with young children.	Timetabled sessions with PP pupils in school with trained TA. Rota of book loans to ensure PP families are participating. Modelling of techniques by teacher for families at reading meeting. <i>The class library is overseen by a TA allowing children's reading</i>	DHT KS1 Lead EYFS lead	July 18
Total budgeted cost					15,000

iii. Other approaches					
Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
to ensure PP pupils have best possible chances by relentlessly pursuing attendance, parental engagement and pupil motivation	Deploy 2 HLTA for 2 afternoons a week to work with PP and vulnerable families on all and any barriers that are preventing pupils from making progress and leading happy and fulfilling lives. This includes pursuing attendance and lateness, absences, homework, attitudes to learning, SEMH, behaviour etc. Pupils and parents will be encouraged to have close communication with school so we can work together.	EEF states parental engagement is key to pupil success. Good relationships with parents is essential too. We want to work with families to raise aspirations, setting high expectations.	HLTAs rigorous documentation Attendance and progress records analysed by SLT. Questionnaires for families on impact of involvement. <i>Our pSW have developed positive and supportive relationships. This is an on-going issue and will be supported by the SENCo in 2018-19. The impact has been persistent</i>	HT DHT 2 x HLTAs	July 18
Improved parental engagement with learning at home - aspiration	Produced series of easy to read leaflets about reading, spelling and growth mindset Parent Information meetings. Improved website information. Growth mind-sets training. Pastoral support TA on playground before and after school, and available for meetings in the school day.	EEF states parental engagement programmes can be successful, when targeted at raising aspirations as well as helping with homework etc. Information meetings this year, will include homework/subject information and also include information on the importance of having a Growth Mindset. This is also on our website. Pupils will have Monday Mindsets assemblies to reinforce. Pastoral TA has proven successful over previous years in drawing in vulnerable families and pupils.	Teachers plan information meetings together to insure consistency and shared messages go to all. DHT ensure all ppt used in meetings are on website to refer to. Mondays Assemblies – HT will use Class Dojo videos on Growth Mindsets. All classes have Growth Mindset displays to reinforce messages in class. Questionnaires to measure attitudes in children and parents Ambassador feedback on their own roles and how they are finding it. <i>Parental engagement is still weak; school is taking on responsibility for 'Home Learning'. In the meantime, we are fostering positive relationships by inviting parents to non- threatening events such as 'craft afternoons' - participation is good.</i>	DHT	July 18
“	Parent ambassadors for each class to develop communication and positive relationships, leading to better achievement for all. Parent Workshops – non-threatening, fun sessions for parents with their children, to build home/school relationships, leading to greater achievement Learning Manager role – using secondary school model, to create KS1 and KS2 learning managers who work with parents to build relationships and overcome barriers (2 people working 2.5 days a week)	Parent ambassadors have worked well in other schools, in creating closer relationships and deeper understanding of school's goals and parent concerns.			

overcome social, emotional & mental health barriers some pupils have	Weekly mindfulness teaching for whole class and short daily meditation for all pupils Bought subscription to HEADSPACE to use in the classroom every day Pastoral TA to be available to parents and pupils before and after school for matters that require instant attention	Increasing amounts of pupils referred for external support with SEMH issues. Local services do not have capacity to meet all needs. School must try to meet the needs of pupils so SEMH is not a barrier to learning.	Learning walks – see the daily sessions happening. HLTA with mindfulness training to assist staff in delivery of Headspace. Mental health questionnaires to use to measure impact <i>Mindfulness is embedded in daily practice: children enter school and are settling to learning faster.</i> <i>Further developments for 2018-19</i>		
Improved quality of time spent when away from school	Parent information meetings and letters. Pupil lessons on safety. Growth Mindsets for pupils. Modelling of alternative activities pupils/families could do to spend quality time speaking and listening (gardening, colouring/doodling, sport clubs, construction club, yoga & mindfulness)	The effect of overuse and inappropriate use of electronics and social media is well known, and is directly seen in our school. Many pupils spend too much time on games/tv/computers and too little time in other social and educational activities. Pupils and parents are being encouraged to redirect their time by direct messages from the HT in information meetings, newsletters and reports. Pupils are taught about it in PSHCE lessons. TAs run lunchtime and afterschool clubs, introducing pupils to alternative and healthier activities that they can transfer to their own lives.	Timetables clubs run weekly. PP pupils are targeted for involvement. Pupils take things home wherever possible to encourage uptake at home. PSHCE lessons are scheduled on the long term and yearly plans for all classes. <i>Appropriate activities outside of school is an on-going issue. We have created Before and After School provision with free access on an as needed basis for targeted children.</i> <i>In school we have developed the range and provision of sporting clubs</i>		
to ensure happy and calm lunch times for pupils who struggle with less structured time	Indoor lunch clubs to support vulnerable pupils Dance – for physical health and self esteem Colouring- for mindfulness, draw & talk to adults Construction – for social skills and self esteem Computing – for e-safety	Identified need for pastoral support for vulnerable pupils with social, emotional or behavioural barriers (some SEMH cross over) to their achievement. Lunchtimes can be stressful for some children so providing a variety of calm spaces to be in, with a supportive adult, helps them have a positive time in school, removing a barrier for learning.	Observation of attitudes, register attendances. SEMH questionnaires Success- reduced behaviour logs, gaps closing <i>Participation in clubs is high with reduced incidences of behavioural issues. We have introduced Calm Club which is well attended.</i>		
Total budgeted cost					18,000