

## Background to Pupil Premium Funding

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

## Funding for financial year 2017 to 2018

In the 2016 to 2017 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6

Schools will receive £1,900 for any pupil:

- identified in the [January 2017 school census](#) or the [alternative provision census](#) as having left local-authority care as a result of one of the following:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

For the pupils who attract the £1,900 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding.

## Pupil Premium at Copnor Primary School 2017 - 2018

At Copnor Primary School we believe all our children, regardless of background, should have high expectations of themselves to achieve their aspirations. Our aim is to close the attainment gap between those children identified as Pupil Premium and those who are not. Our strategy is to target individuals and groups that will benefit from additional funding to help reduce or eradicate their barriers to learning.

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Copnor Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£237380 (12/10/17)	<b>Date of most recent PP Review</b>	October 2017 (creation of this document) SIP: November 2017 – which feeds into this document Lynne Stagg (PP governor) reviewed 2/11/17.
<b>Total number of pupils</b>	682	<b>Number of pupils eligible for PP#</b>	196	<b>Date for next internal review of this strategy</b>	December 2017
Not Published = NP # There are an additional 12 children not included in these figures who are service children and attract funding of £300 per pupil (£3600 of funding).					

2. Current attainment		
	<i>Pupils eligible for PP at CPS. (national figure)</i>	<i>Pupils not eligible for PP at CPS. (national figure: PP is compared to this %)</i>
% achieving Phonics Screening pass mark at EOY1	63% (68%)	90% (84%)
% achieving Phonics Screening pass mark at KS1	86%(NP)	94% (83%)
% achieving Expected or above in KS1 RWM	64% (40%)	66%(NP)
% achieving Greater Depth in KS1 RWM	8%(NP)	12%(NP)
% achieving Expected or above in KS1 Reading	76% (61%)	83% (78%)
% achieving Greater Depth in KS1 Reading	24%(13%)	27% (27%)
% achieving Expected or above in KS1 Writing	64% (52%)	72% (71%)
% achieving Greater Depth in KS1 Writing	12% (7%)	12%(17%)
% achieving Expected or above in KS1 Maths	80% (60%)	76% (78%)
% achieving Greater Depth in KS1 Maths	24%(10%)	20%(22%)
% achieving Expected or above in KS2 RWM	55% (39% 2016)	66% (67%)
% achieving Greater Depth in KS2 RWM	0%(2% 2016)	7%(11%)
% achieving Expected or above in KS2 Reading	63% (53% in 2016)	78% (77%)
% achieving Greater Depth in KS2 Reading	16% (10% 2016)	24%(29%)

% achieving Expected or above in KS2 Writing	80% (64% in 2016)	75%(81%)
% achieving Greater Depth in KS2 Writing	5% (8% in 2016)	14% (21%)
% achieving Expected or above in KS2 Maths	70% (58% in 2016)	79%(80%)
% achieving Greater Depth in KS2 Maths	0% (9% in 2016)	25%(27%)
% achieving Expected or above in KS2 EGPS	80% (61% in 2016)	84%(82%)
% achieving Greater Depth in KS2 EGPS	16%( 14% in 2016)	33%(35%)
% making progress in reading KS2	-2.69 +2.17 from 2016	-3.10 (0.33 2016)
% making progress in writing KS2	-1.12 -0.99 from 2016	-3.11 (0.12 2016)
% making progress in maths KS2	-3.65 +0.94 from 2016	-3.02 (0.24 2016)

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	<p><b>EYFS entry points for disadvantaged children lower than non-PP as follows:</b></p> <p>Listening and attention: 86% of PP children on entry to EYFS are in the 30-50 month age band or below, for listening and attention. 58% not secure at 30-50 (Non-PP 58% and 25% not 30-50 secure or above respectively).</p> <p>Speaking: 86% of PP children on entry are also 30-50 or below for speaking, with 79% not secure at 30-50. (From EYFS baseline, 66% have communication in band 30-50 and 39% 30-50 developing and below for non-PP).</p> <p>Understanding: 86% of PP children on entry to EYFS are in the 30-50 month age band or below, with 79% not secure at 30-50. (Non-PP 66% are in the 30-50 age band, whilst 39% are developing 30-50 or below.)</p> <p>Reading: 87% of PP chn are 30-50 secure or below, with 67% not secure- developing- at 30-50 band. 68% of non-PP are 30-50 secure or below, with 18% of non-PP not secure at 30-50.</p> <p>Writing: PP 73% of pupils are 30-50 secure and below. 40% are developing 30-50 and below. Non-PP 65% at 30-50 secure or below, 17% of Non-PP at 30-50 developing or below.</p> <p>Number: 86% of PP children 30-50 or below, with 79% 30-50 developing and below. (Non-PP 66% 30-50 or below with 20% 30-50 developing and below).</p>
<b>B.</b>	<p><b>Sustained progress of the most able PP children is lower than non-PP within the school.</b> The attainment of PP children at the end of key stage assessment 1 for RWM 4% lower and 3% lower in reading compared to non-PP in the school. For R and W, the KS1 children are also below national non-pp (R 3% and W 5%). At KS2: GD at EOY6 is lower for RWM 7% and for all subjects (R 8%, W 9%, M 25% and EGPS 17%) against in school non-PP. For national non-PP compared to our PP, there is also a gap as follows: RWM 11%, R 13%, W 16%, M 27% and EGPS 19%.</p>
<b>C.</b>	<p><b>27% (53/196) of our PP pupils have identified needs at SEN support or EHCP.</b></p>
<b>D.</b>	<p><b>A gap of 27% exists for the current year 2 children in the attainment of the pass mark for the EOY1 Phonics Screening Test compared to non-PP in the same Year Group.</b> It is also 21% lower than the pass mark for non-PP nationally, whilst a gap of 5% exists between PP at Copnor Primary School and PP children nationally.</p>

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>E.</b>	<p><b>FSM absence is higher than school average</b> but improving from 94.5% to 95.5% (a gap of 1.07% 2015-2016 compared to 2016-2017). FSM with SEN improving 92.5% (2015-2016) to 94.8% (2016-2017) but still below that for other children who are not SEN and not non-PP.</p>
<b>F.</b>	<p><b>24% of Pupil Premium pupils identified as coming from significantly challenging backgrounds.</b></p>

<b>G.</b>	<b>Many children come from homes that are unable to support a positive reading culture</b> (percentage of pupils from households with adults in higher education sits at only 64% of the National Mean).	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To attain positive outcomes on exit from EYFS low starting points	Diminish the difference on exit from EYFS for children achieving GLD2: 10/17 children in 2016-2017 achieved GLD (59%) compared to 74% for non-PP. This was an improvement from 18% to 15% from 2015-2016 compared to 2016-2017. (Aim for the gap to be a maximum of 5%)
<b>B.</b>	Ensure teaching is at least good so that PP make progress in line with other pupils in reading, writing and maths, including children identified as MA or with the potential to be MA.	Diminish the difference between Reading and Maths progress scores on exit at the EOY6. 2015-2016: Reading progress score (from baseline) for PP pupils was 0.09, compared with 2.18 for other pupils. 2016-17 Reading was 0.82 for PP and 2.85 Non-PP from Baseline: a gap of 2.05. 2015-2016 Maths progress score (from baseline) for PP pupils was -0.76, compared with 0.11 for other pupils. 2016-2017 – Maths -0.13 PP 2.01 non-PP a gap of 2.14 compared to 0.89. Whilst both groups improved, non-PP were more successful than PP.
<b>C.</b>	Accelerated progress for PP pupils who have identified SEN	PP pupils who have identified SEN will make more than one year's progress from their individual starting points.
<b>D.</b>	Ensure that disadvantaged children in Year 1 are able to use their phonic knowledge in order to read words, including alien words, in the Year 1 phonics test/ have accelerated progress to reach the desired outcome at the EOY2.	Diminish the difference in the Year 1 phonics results (which for 2016-2017 were 27% against non-PP in school and 21% nationally) to 50% of the existing gaps. To also diminish the gap between disadvantaged in school and disadvantaged nationally: from a current gap of 5% to 0% by the end of the 2017-2018 academic year. Diminish the in-school gap at the end of the school year in Year 2 (phonics resit) from 6% to 0%.
<b>E.</b>	Improved attendance for FSM pupils	Reduce from 4.5% FSM Absence rate (2016-17) so that it is within 3.5% of non-PP children.
<b>F.</b>	Ensure all pastoral needs are fully met so that PP make progress in line with other pupils in reading, writing and maths	Diminish the difference between Reading and Maths progress scores on exit from EOY6. 2015-2016: Reading progress score (from baseline) for PP pupils was 0.09, compared with 2.18 for other pupils. 2016-2017 Reading 0.82 PP 2.85 Non-PP from Baseline, a gap of 2.05. 2015-2016 Maths progress score (from baseline) for PP pupils was -0.76, compared with 0.11 for other pupils. 2016-2017 – Maths -0.13 PP 2.01 non-PP a gap of 2.14 compared to 0.89 in 2015-2016. Whilst both groups improved, non-PP were more successful than PP.

<b>G.</b>	Further develop the reading culture within school	Diminish the difference in reading between disadvantaged and non-disadvantaged across all year groups by at least 50%- to a 6% gap (In 2015-2016 this gap was 15%, in 2016-2017 it had diminished to 12%).
-----------	---	--

## 5. Planned expenditure

Academic year

2017-2018

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	Impact to date	Final Review	Staff lead	Cost
A/B/C/D/G: To improve the progress of PP children, including those who are MA.	<b><u>Individual PRMs</u></b> SLT to work with each teacher for one afternoon per half-term in order to review progress of PP children and to identify next steps.	October 2017: Meetings completed. Actions for individual pupils and group actions discussed between a member of SLT and the individual teachers. Challenging progress targets also set for PP children.		SLT	£9600
B: Improve teaching to ensure Outstanding practice is more consistently achieved throughout the school.	<b><u>Coaching Programme to raise Quality First Teaching</u></b> SLT modelling good practice focussing on PP children.	October 2017: coaching undertaken in year 5 has resulted in improved teaching knowledge and pedagogy as observed in lesson observation October 2017 and via work scrutiny October 2017.		SLT	£24960

<p>B/C Smaller classes to support children with SEN needs and to support the MA and potential MA children maintain and increase progress.</p>	<p><b><u>Additional Teachers</u></b></p> <p>Four-way split in Years 5 and 6 in year groups with a high proportion of PP children (and PP with SEND needs) in order to promote accelerated progress.</p> <p>Additional HLTA employed in Year 6 (from Autumn 1) and Year 5 (from Autumn 2) to support with smaller, focused groups (effectively creating five sets)</p> <p>Year 5 to split 3 ways twice per week (November 2017): this to allow for teacher to teach 8 PP children twice per week. These children have been identified as being at risk of not achieving expected standard in mathematics at the EOY6.</p>	<p>September 2017: Behaviour for learning has improved as a result of smaller classes.</p>		<p>HT</p>	<p>£15407</p>
<p>B: Supporting NQTs in developing good practice to provide clear and effective learning opportunities to PP children. Accelerated progress for PP children within class.</p>	<p><b><u>NQT Induction and Coaching Programme</u></b></p> <p>Weekly training sessions provided by AHT. Provision of weekly coaching by AHT to NQTs focussing on the provision for PP children.</p>	<p>September 2017: encouraging elements of good teaching observed in all three classes.</p> <p>October 2017 (2/10/17): as above, with NQTs developing successfully towards good.</p> <p>Foundation teaching observed 16/10 and again there were very positive outcomes with regards to the learning and progress observed for the NQT.</p>		<p>AHT x2 HT (mentor)</p>	<p>£6240</p>

<p>B: Improve the teaching practice within school.</p>	<p><b><u>PDMs and INSET</u></b></p> <p>Using the good practice identified in 2016-2017 (through visiting exemplary PP champions and via PP targeted courses), continue to develop and improve teaching practice within school</p>	<p>Vision of the school explored- INSET 25/9. (See Inset Discussion of Statements 25th September 2017 for more details). Clear from this INSET that the school has clear expectations of what is and is not good practice within school.</p> <p>Monitoring schedule Autumn 1 2017: 73% of teachers at least good with 17% outstanding. (including HLTAs and 3 NQTs within the list).</p>		<p>SLT</p>	<p>£22080</p>
<p>B: Develop a case study and track accelerated progress of PP children throughout their learning journey. This will enable subject leaders to feedback improvements to Year groups.</p>	<p><b><u>Pupil Conferencing</u></b></p> <p>EL/ML/SEND/PP leader conferencing targeted pupils across all Year groups termly (1 day per term).</p>	<p>Conferencing undertaken in Autumn Term. This to be compared to future conferencing completed in Spring and Summer.</p>		<p>EL/ ML AHTX2</p>	<p>£3024</p>

<p>G To continue to foster a positive reading culture within school.</p>	<p><b><u>Regular reading with the children</u></b></p> <p>Aim to read with every child at least once per week, with additional time provided for PP children who need more support in order to accelerate their progress in reading.</p> <p>Volunteer readers from the wider community sought and trained to read with the children.</p> <p>Portsmouth University readers scheme rolled out with new batch of volunteer readers.</p>	<p>September 2017: Scheme back in place. Agenda item on AOB (whether support is required to read). 25 volunteers deployed to support weekly reading.</p>		<p>EL</p>	<p>£6232</p>
<p>G To continue to foster a positive reading culture within school.</p>	<p><b><u>Additional Reading Events and Activities</u></b></p> <p>Saturday reading event completed to encourage children to read books chosen with their parents/carers.</p> <p>Author visits arranged (at school and at other venues) to provide role models to aspire to be/ provide the children with interest in authors and the books they have written.</p> <p>Weekly visit to the school's libraries for each class timetabled.</p> <p>Class library maintained in every class with class books purchased and library books used to maintain a regular change to the books available from the class library.</p>	<p>Saturday event completed (October 2017) and attended well considering the weather (60 children)</p> <p>Each class has a timetables lot and have been observed to be using these slots regularly (observed by librarians/ SLT).</p>		<p>EL</p>	<p>£900</p>
<b>Total budgeted cost</b>					<p>£88443</p>

ii.					
Desired outcome	Chosen action	Impact to date	Final Review	Staff lead	Cost
A: Diminish the difference on exit from EYFS of children getting a GLD2 (from 15% in 2017)	<p><b><u>PP Intervention in EYFS</u></b>            Targeted groups for lunchtime intervention.            Use of additional TA to run target groups.            Regular PRM reviews of PP children with list of PP children regularly reviewed and individual children spoken about during PRMs.            Regular meetings with parents/carers of PP children, particularly with those who are at risk of not making the expected progress from their starting points.</p>	Children who are PP identified, including if they are siblings of PP children in school and discussed as part of a PDM and the year group's PRM (October 2017).		EYFS Leader	£15816
D. Ensure that disadvantaged children in Year 2 are able to use their phonic knowledge in order to read words, including alien words, in the Year 1 phonics test/ have accelerated progress to reach the desired outcome at the EOY2.	<p><b><u>Targeted intervention</u></b>            Differentiated phonics groups in Year 1.            Additional phonics lessons in Year 2 to support progress of all children but particularly the children who did to achieve their Year 1 phonics pass mark.            Additional support from TAs (small groups).            Wave 3 FFT intervention for identified children (5 in Year 1 and 2 PP children)            Phonics club for identified children            Support provided for teachers new to Year 1 and 2/ identified for coaching by phonics lead.</p>	Differentiated phonics groups in Year 1 in place. Targeted phonics intervention being undertaken by TAs FFT Wave 3 intervention started, with additional training provided September 2017 to allow further children to be targeted.		EL: EYFS Leader (as part of Eng team) Wave 3: KB (as part of Eng team)	£13580

C: Support learning and/or behaviour in order to ensure progress.	<p><b><u>Teaching Assistants</u></b></p> <p>Aid the learning of identified PP children with 1:1 support.</p>	3 additional 1:1 deployed for PP children without an EHCP who require additional support.		AHT SEND	£40740
C. Support learning and/or behaviour in order to ensure progress.	<p><b><u>Shining Stars</u></b></p> <p>Aid the learning of identified PP children with an adapted curriculum, taught under the supervision of an AHT.</p>	September 2017: new children selected – with a focus on PP with 4 out of the 6 children PP.		AHT SEND	£23857
E: Improve attendance & raise self-esteem allowing pupils to focus in class	<p><b><u>Emotional Literacy Support</u></b></p> <p>Run ELSA sessions which target PP children.</p>			AHT SEND	£3437
C/E: Improving liaison with parents who are experiencing difficult circumstances in order to achieve better outcomes	<p><b><u>Welfare and Pastoral Team</u></b></p> <p>Ensure most vulnerable are supported. Large percentage of these are PP.</p>			AHT SEND	£17360

<p>B: To inspire writing through experiencing a real life author.</p>	<p><b><u>Author Workshop</u></b></p> <p>In-school and out of school activities undertaken to provide the children with real-life experiences</p>			<p>EL/ Library Manager</p>	<p>£500</p>
<p>B/G: Raise the interest and challenge provided to our more able pupils.</p>	<p><b><u>Challenge Events</u></b></p> <p>Selected pupils attend a more able Portsmouth maths challenge (Nov 2017)</p> <p>Selected children to attend Front Lawn for a gifted maths challenge day (October 2017)</p> <p>Selected pupils to attend Historic Dockyard in order to have a stimuli for an extended writing opportunity to be published on the school's website (Sept 2017)</p> <p>Selected children to attend Portsmouth Reading Challenge (Feb 2018: preparation started Oct 2017)</p> <p>Selected pupils (yr5) to attend Land Rover BAR STEM event (Dec 2017)</p> <p>Selected pupils to attend Portsmouth Grammar School STEM event (Nov 2017)</p>			<p>ML</p>	<p>£500</p>

<p>E: For PP children that have gaps in areas of Maths pre-teach allows them more time to understand and apply their learning. This is done to support their accelerated progress.</p>	<p><b><u>Pre-teach Maths</u></b></p> <p>Maths pre-teach session in Years 2-6 targeting PP children.</p>			<p>AHT</p>	<p>£6667</p>
<p>B/C: Children of varying ability are supported to ensure they achieve their potential in reading. Practise of comprehension and inference are a focus depending</p>	<p><b><u>After School Boosters</u></b></p> <p>After school reading booster for Year 6 pupil premium children supports afternoon intervention</p>			<p>EL/ Year 6 team</p>	<p>£1289</p>
<p>E/G: Increased engagement from parents in order to remove barriers to learning for their children and improve progress.</p>	<p><b><u>Targeted Parent Discussions</u></b></p> <p>Teachers/ SLT/ Welfare Team and Attendance Officer to focus time on engaging targeted parents of PP children (ensuring that they are involved in, for example, parenting classes, parents' evenings etc).</p>			<p>SLT</p>	<p>£6240</p>

<p>D: Reduce persistent absenteeism and lateness.</p>	<p><b><u>Attendance Officer</u></b>  Provide a collection service for targeted Pupil Premium children (walking bus).</p> <p>Attendance officer to regularly update teachers with regards to absence of PP that raises concerns of the child having less than 95% attendance in a term/ across the year.</p> <p>Meetings held between attendance officer and a member of SLT (at least once per half-term) to discuss absence concerns and steps forward.</p> <p>Regularly monitor reasons for absence for PP children and liaise with parents and other bodies as appropriate in order to improve attendance.</p> <p>Communication with parents of children who are persistently absent, with support put in place as appropriate in order to improve attendance (in conjunction with the welfare team).</p> <p>To issue fixed penalty notices for persistent absences.</p>			<p>AHT SEND AHT</p>	<p>£5003</p>
---	---	--	--	-------------------------	--------------

F: To support children who are LAC or ever LAC children.	<p><b><u>LAC action plan</u></b></p> <p>Each individual LAC or ever 6 LAC child to have additional funding provided (£540 per child above and beyond that available for non-LAC) their additional needs assessed with the additional funding allocated to said specific needs.</p>	1 x child accesses the walking bus daily.		AHT SEND	£2200
<b>Total budgeted cost</b>					£137,188
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Impact to date</b>	<b>Final Review</b>	<b>Staff lead</b>	<b>Cost</b>
<p>B/E/F Chn take a lead in jobs around the school from office duties, library monitors, lunchtime helpers and playground helpers.</p> <p>PP children supported to develop these skills and carry them through their schooling.</p>	<p><b><u>Learning to Lead</u></b></p> <p>Introduced to provide extended leadership opportunities for children to lead in their learning.</p> <p>Learning to lead ambassadors who are also PP children have been sought from every class and continue to lead the L to L programme.</p>			DHT	£400
D: Providing support to parents of PP children when required. Reducing absenteeism and	<p><b><u>Breakfast and After School Club</u></b></p> <p>Free places reserved to support PP children should circumstances require emergency support.</p>			AHT Breakfast Club Manager	£3000

increasing parental engagement.					
Providing additional support for children who struggle with lunch-times	<b><u>Lunch-time Club</u></b> Lunch-time club provided for children who have difficulty participating in lunch-time games and/or need a place to come to if they are struggling during a particular lunch-time.				£2000
Children inspired to make the most of their abilities and interests/ support provided for them to close the gap to their peers.	<b><u>Ad hoc interventions dependent upon identified needs</u></b> a) Sept 2017: Rock Steady scholarship provided to a child who otherwise would not have the opportunity to experience learning to play an instrument/ singing as part of a band. b) Oct 2017: David Walliams books purchased for a capable reader who is reluctant to read. c) Oct 2017: Diennes set for HTO provided to a child in order for her to practise her place value above and beyond the support provided in school. d) Oct 2017: Funding to support 2 children to attend a visit. e) Sept 2017: Child provided with after school clubs in order to promote healthy lifestyle (following advice from school nurse) f) July 2017: child provided with access to Bug Club reluctant reader at home and school.	a) b) c) Reluctant reader keen to read the books. d) e) Child more active and less at risk of morbid obesity. f) Child selected as his reward for good behaviour, to read with Year R children.		AHT	£6276 (£6300-spending below) a) £0  b) £20  c) £0  d) £4  e) £0 f) £0
<b>Total budgeted cost</b>					£11700