

## 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 2016 to 2017

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
- £935 for pupils in year 7 to year 11

Schools will receive £1,900 for any pupil:

- identified in the [January 2016 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 2016 - 2017

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					
School	Copnor Primary School				
Academic Year	2016/17	Total PP budget	£243516	Date of most recent PP Review	June 2017
Total number of pupils	686	Number of pupils eligible for PP	192	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in KS2 RWM	40% ???	53%
% achieving Expected or above in KS1 RWM	42%	
% making progress in reading (2017 against baseline)	-4.86 (-0.13)	0.33
% making progress in writing (2017 against baseline)	0.13 (1.73)	0.12
% making progress in maths (2017 against baseline)	--4.59 (0.87)	0.24

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	58% of PP children on entry to EYFS are in the 30-50 month age band for literacy and 88% for Maths
B.	Many children come from homes that are unable to support a positive reading culture (percentage of pupils from households with adults in higher education sits at only 64% of the National Mean)
C.	24% of our PP pupils have identified needs at SEN support or EHCP
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	FSM Absence is higher than school average but improving
E.	24% of Pupil Premium pupils identified as coming from significantly challenging backgrounds

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To attain positive outcomes on exit from EYFS low starting points	Diminish the difference on exit from EYFS (from 18% in 2016 to a maximum of 5%) <b>Reduced to 11.2% from 18%: says 3% for GLD2?</b>

<b>B.</b>	Further develop reading culture within school	Diminish the difference in reading between disadvantaged and non-disadvantaged across all year groups by at least 50% (In 2016 this gap was 15%) <b>(Reduced to 12% average)</b>
<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 starting points <b>(Avg. progress has fallen from 2.42 to -0.97)</b>
<b>D.</b>	Improved attendance for FSM pupils	Reduce from 5.5% FSM Absence (2015-16) <b>(Absence has fallen to 4.66% for FSM pupils in 2016/17)</b>
<b>E.</b>	Ensure all pastoral needs are fully met so that PP make progress in line with other pupils in Reading and Maths	Diminish the difference between Reading and Maths progress scores on exit 2015-16: Reading progress score (from baseline) for PP pupils was 0.09, compared with 2.18 for other pupils. Maths progress score (from baseline) for PP pupils was -0.76, compared with 0.11 for other pupils.  <b>(2017 – Maths -0.13 Dis 2.01 non Reading 0.82 Dis 2.85 Non Dis)</b>
<b>F.</b>	Ensure teaching is at least good so that PP make progress in line with other pupils in Reading and Maths	Diminish the difference between Reading and Maths progress scores on exit 2015-16: Reading progress score (from baseline) for PP pupils was 0.09, compared with 2.18 for other pupils. Maths progress score (from baseline) for PP pupils was -0.76, compared with 0.11 for other pupils.  <b>Summer term monitoring – 94% teaching deemed good of better. 20% Outstanding.</b>

## 5. Planned expenditure

Academic year

2016-17

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
F: Improve teaching to ensure Outstanding practice is more consistently achieved throughout the school.	<p><b><u>Coaching Programme to raise Quality First Teaching</u></b></p> <p>SLT modelling good practice focussing on PP children.</p>	Summer 1 Teaching Profile indicates 94% good or better teaching and 23% outstanding.	<p><b>Summer term monitoring judged 94% good or better and 23% outstanding. These SLT judgements were deemed accurate by Ofsted during their inspection in June 2017.</b></p> <p><b>Outcome: Positive impact on diminishing the gap. Recommend repeating.</b></p>	SLT	£24000
F: Supporting NQTs in developing good practice to provide clear and effective learning opportunities to PP children. Accelerated progress for PP children within class.	<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>	NQTs successfully completed first two terms of work. This is supported by 100% good or better teaching and 22% outstanding.	<p><b>5 NQTs have successfully completed their induction year. All of them were praised during Ofsted for their positive attitude towards teaching.</b></p> <p><b>Outcome: Successful as all NQTs retained for next year. Recommend repeating programme for two NQTs joining us next year, along with the one NQT who started on a different schedule as the other NQTs.</b></p>	AHT	£15673
F: Improve the teaching practice within school.	<p><b><u>SLT CPD</u></b></p> <p>Visit leading PP practitioners in order to improve the teaching practice within school.</p>	<p>DHT and AHT attended 1 day course at Pakeman primary school a PP National Winner.</p> <p>2x AHT Visited national PP conference.</p>	<p><b>This helped shaped strategy for reducing the gap.</b></p> <p><b>Outcome: useful at the time but strategy now being refined by AHT and therefore does not require repeating. Instead, adapt this so that the practice deemed exemplary is focused on in PDMs and PRMs</b></p>	DHT AHTs	£600
<b>Total budgeted cost</b>					£40273

## ii. Targeted support

Desired outcome	Chosen action	Impact to date	Final Review	Staff lead	Cost
F: 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.	<b><u>Pupil Conferencing</u></b>  EL/ML/ conferencing targeted pupils across all Year groups half-termly	Feedback to Year groups has impacted on planning and changed the focus of discussion to identify key teaching points. This has raised the consistency of quality of teaching across Year groups.	<b>Outcome: Ofsted were able to use this as evidence of pupil engagement. Has fed into subject leaders analysis and they have been able to feedback to Year Groups.</b>  <b>Recommend retaining this for new EL and ML as part of half-termly cycle in their subject leader time.</b>	EL/ ML	£3316
A: Diminish the difference on exit from EYFS (from 18% in 2016 to a maximum of 5%).	<b><u>PP Intervention</u></b>  Targeted groups for lunchtime intervention	On exit from EYFS, 75% of pupils ELG 1+ and 50% of pupils ELG 2+ in Literacy.  On exit from EYFS, 75% of pupils ELG 1+ and 50% of pupils ELG 2+ in Maths.	<b>Mean exit ELG2+ 76% non dis and 73% disadvantage – Gap is 3%.</b>  <b>Recommend continuing this for targeted children.</b>	EYFS Leader	None
D: Improving attendance & raise self-esteem allowing pupils to focus in class	<b><u>Emotional Literacy Support</u></b>  Run ELSA sessions which target PP children.	Children ready to learn more quickly after targeted sessions. Supporting children through emotionally traumatic events.  Launch of parent support classes for those parents that want additional support.	<b>Approximately 80 pupils have received ELSA sessions this year.</b>	SENCO	£16125
A/C/E: Improving liaison with parents who are experiencing difficult circumstances in order to achieve better outcomes for the children.	<b><u>Welfare and Pastoral Team</u></b>  Ensure most vulnerable are supported. Large percentage of these are PP.		<b>Ofsted rated Welfare provision as outstanding.</b>  <b>Recommend Welfare and ELSA sessions continue to be funded.</b>  <b>Review needed of parent support classes to determine success.</b>	SENCO	£43400

<p>C: Support learning and/or behaviour in order to ensure progress.</p>	<p><b><u>Teaching Assistants</u></b></p> <p>Aid the learning of identified PP children with 1:1 support.</p>	<p>Pupils' progress monitored half-termly-see SEF.</p> <p>Summer 1 data shows 56% of PP pupils are on track to achieve R/W/M combined when averaged across the school.</p>	<p><b>4 of these children attended Shining Stars provision and received skills teaching planned for by the SENCO.</b></p> <p><b>Recommend continuation of support for Shining Stars</b></p>	<p>SENCO</p>	<p>£107000</p>
<p>B: 8 week reading intervention for 20 Year 6 PP children. Average improvement in 8 weeks is approximately 25 months progress.</p>	<p><b><u>Sound Training</u></b></p> <p>Externally recommended reading intervention.</p>	<p>Average gain was 11 months and 5 points on the standardised scale.</p>	<p><b>Agreed that this may not have had the impact that we expected and therefore would not pursue for another year.</b></p>	<p>EL</p>	<p>£3160</p>
<p>B: To inspire writing through experiencing a real life author.</p>	<p><b><u>Author Workshop</u></b></p> <p>Targeted PP more able children in Year 4 to work with an author on inspiring their writing.</p> <p>Additional in-school workshop for Years 3 to 6.</p>	<p>Writing produced was of an improved standard for work related to the author. Year 6 assessments showed a clear improvement for their independent stories.</p>	<p><b>Recommend continuing.</b></p> <p><b>Author workshops not yet timetabled for next year. This will occur during September 2017 by the SLS.</b></p>	<p>EL</p>	<p>£1200</p>
<p>E: 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.</p>	<p>Children attended and awarded certificates. Self-esteem was boosted and Maths encouraged.</p>	<p><b>This was successful for a small number of children. Have agreed to continue but will only impact on a small number of pupils.</b></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>Year 6 Maths pre-teach session provided to 24 pupils twice weekly before school.</p> <p>16 pupils in Year 3 receive twice weekly Maths pre-teach</p>	<p>Children that received Pre-teach improved by a score of 18 compared to 10 for children that did not attend.</p> <p>Due to success, this has now been rolled out across the school.</p>	<p><b>This has proven to be successful and was positively received by Ofsted.</b></p> <p><b>Recommend that they are continued as impact, especially in Year, 6 was positive. Extend to Years 2-6.</b></p>	<p>AHT</p>	<p>£7950</p>
<p>E: Children of varying ability are supported to ensure they achieve their potential in reading. Practise of comprehension and inference are a focus depending on the child's ability.</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>Progress in reading tests prior to SATs is showing that children have made between 20% and 50% improvement in overall attainment scores.</p>	<p><b>Similar to pre-teach this been successful in addressing children's misunderstandings but only in Year 6.</b></p> <p><b>Recommend that they are continued as impact especially in Year 6 was positive.</b></p>	<p>EL</p>	<p>£1200</p>
<p>E: 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>SLT to focus time on engaging targeted parents of PP children.</p>	<p>Greater attendance at parental workshops, reading workshops and drop-in sessions.</p>	<p><b>Measuring this has been difficult however Ofsted parent survey indicated that 98% of parents would recommend the school.</b></p> <p><b>Recommend that this remains a focus.</b></p>	<p>HT</p>	<p>£4700</p>

D: Reduce persistent absenteeism and lateness.	<b><u>Walking Bus</u></b> Provide a collection service for targeted Pupil Premium children.	Reduced lateness: 11 out of 14 pupils have recorded no lateness since its introduction.	<b>Ofsted thought this was excellent and impact is clear.</b>  <b>Recommend that this continues and possibly expands.</b>	SENCO	£2100
E: Accelerate progress in reading and maths for low attaining PP children.	<b><u>PP Intervention</u></b> Employed an additional teacher to provide targeted reading and maths intervention for Years 2, 3, 4 and 5 each afternoon.	Reading: 76% Y2 currently on track for expected+ 76% Y3 currently on track for expected+ 58% Y4 currently on track for expected+ 74% Y5 currently on track for expected+  Maths: 80% Y2 currently on track for expected+ 71% Y3 currently on track for expected+ 64% Y4 currently on track for expected+ 66% Y5 currently on track for expected+	<b>This was less successful due to staff changes and less capacity to be delivered.</b>  <b>This will need to be considered on an ad-hoc basis next year, with additional funding for additional teachers in Years 5 and 6 to replace this intervention.</b>	EL/ ML	£2182
<b>Total budgeted cost</b>					£192833
<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>
Chn take a lead in jobs around the school from office duties, library monitors, lunchtime helpers and playground helpers.  PP children supported to develop these skills and carry them through their schooling.	<b><u>Learning to Lead</u></b>  Introduced to provide extended leadership opportunities for children to lead in their learning.	Children sense of pride has improved and children show pride in their achievements.  50% of Learning to Lead Ambassadors have already achieved their medal and have moved onto the next level of award.	<b>This has been fully endorsed by the children and they are beginning to use this as a way of developing skills and talents.</b>  <b>Main funding was for initial year and the ongoing costs are likely to be less.</b>	DHT	£660

<p>D: Providing support to parents of PP children when required. Reducing absenteeism and increasing parental engagement.</p>	<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>	<p>Absence for FSM was 5.5.% in 2015/16 but has dropped to 5.2% this year. PA for FSM was 16.9% in 2015/16 but has dropped to 12.6% this year.</p>	<p><b>This has been under-utilised this year as parents have not been able to just drop children off as forms need to be signed and numbers monitored.</b></p> <p><b>Recommend reducing this provision to reflect its under use.</b></p>	<p>Breakfast Club Manager</p>	<p>£9750</p>
<b>Total budgeted cost</b>					<p>£10410</p>