

## Pupil Premium Plan Statement 2016-17 Proposed Spending

### Background

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Schools decide how the Pupil Premium, allocated to schools per FSM pupil, is spent. The Government believes that schools are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

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

Pupil premium funding is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals (FSM) at any point in the last 6 years
- have been looked after for 1 day or more or were adopted from care on or after 30 December 2005

This document outlines how the Governing Body has planned to spend Pupil Premium income from 1<sup>st</sup> April 2016 to 31<sup>st</sup> March 2017. A separate Pupil Premium Impact Statement is published during the Autumn Term 2017.

The 2016/17 rate of funding is £1320 per pupil from low income families and £1,900 per child who is 'looked after' or who was adopted from care.

Number of pupils and pupil premium grant (PPG) received:

Total Number of pupils on roll	196 (not including Nursery)
Total number of pupils eligible for PPG	124 in total (99 currently in school)
Total amount of PPG received	£163,680
Amount Spent	£170,843
Difference	(£7,163)

#### Objectives of spending PPG:

To narrow the achievement gap between children who receive the pupil premium grant and those who do not.

- High quality teaching and learning to enable disadvantaged children to 'close the gap' when compared to their peers
- Wider enrichment experiences
- Individualized learning opportunities where appropriate.

#### Nature of the Support 2016-2017

At Copenhagen Primary School, there is a tailored package of interwoven support which emerges from our 'core practices' which is used to close the gap between disadvantaged pupils and their peers as well as providing wider enrichment experiences.

Nature and frequency of support is determined by pupils' identified needs, following termly pupil progress meetings with class teachers and tracking systems monitored by the HT.

Areas of identified spending will include bought in professional services which focus on pastoral support and focused teacher support. This approach is supported by the research paper, supporting the attainment of disadvantaged pupil: articulating success and good practice produced by the National Foundation for Educational Research which identifies several building blocks to success in regards to PP spend. The reports states: 'more successful schools tended to

have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing counselling services and parent liaison staff, alongside teaching and learning interventions.

#### Summary of the barriers to learning and achievement

Lack of access to books and learning resources

Low starting points on entry to our school

Poor attendance:

Social and Emotional Needs- mental health, behaviour and well being concerns.

#### Measuring Impact of PPG Spending 2015-16

Data from external assessment at the end of KS1 and KS2 at the end of this academic year will be used to measure the impact of the pupil premium spend for 2015/16 in closing the gap between disadvantaged children and their peers. Throughout the year, termly meetings with inclusion staff, constant dialogue with teachers and tracking means that pupil premium resources are allocated where and when they are required so to have maximum impact. This will be based on how local, national and Raise Online data is presented.

Activity	Rationale	Objectives	Target year gp Pupils	Cost	Expected Impact
DH for teaching and learning and assessment (0.5 ) in Y1 classroom	<p>Providing model lessons and opportunities to share good practice in Y1Provide CPD that is personalised to meet the school improvement plan objectives.</p> <p>Ensure that there is consistency between year groups and across the school.</p>	Teaching and learning for PP good/ outstanding so that the gap is reduced.	Y1	£34719	<p>Accelerated pupil progress from starting points for cohorts and targeted pupils. Standards of attainment match or exceed national averages, including phonics outcomes.</p> <p>Progress of PP pupils to broadly match or exceed that of other pupils. All teaching to be good or outstanding, with substantial support provided for teachers new to the school in order to secure the best possible provision.</p>
DH (0.3) in Year 2 classroom	<p>Providing model lessons and opportunities to share good practice in Y1Provide CPD that is personalised to meet the school improvement plan objectives.</p> <p>Ensure that there is consistency between year groups and across the school.</p> <p>Teaching and learning for PP good/ outstanding.</p>	Teaching and learning for PP good/ outstanding so that the gap is reduced..	Y2	£20831	<p>Accelerated pupil progress from starting points for cohorts and targeted pupils. Standards of attainment match or exceed national averages, including phonics outcomes.</p> <p>Progress of PP pupils to broadly match or exceed that of other pupils. All teaching to be good or outstanding, with substantial support provided for teachers new to the school in order to secure the best possible provision</p>
Inclusion Leader (0.5 in Y1 classroom	Providing model lessons and opportunities to share good practice.	Specifically targeted PP pupil that are at risk of underachievement,	Across the school	£27118	Accelerated pupil progress from starting points for cohorts and targeted pupils. Standards of attainment match or exceed national averages, including phonics outcomes.

	<p>Provide CPD that is personalised to meet the school improvement plan objectives.</p> <p>Ensure that there is consistency between year groups and across the school.</p>				<p>Progress of PP pupils to broadly match or exceed that of other pupils. All teaching to be good or outstanding, with substantial support provided for teachers new to the school in order to secure the best possible provision.</p>
Closing the Gap support	<p>Support Y6 children with intensive group tuition to help their reading, writing and mathematics to close the gap.</p>	<p>Pupil premium children to make accelerated progress.</p>	<p>Year 6</p> <p>Highest priority need for children who are who are below age related expectations.(At risk group)</p>	£15897	<p>Accelerated pupil progress from starting points for cohorts and targeted pupils. Standards of attainment match or exceed national averages, including phonics outcomes.</p> <p>Progress of PP pupils to broadly match or exceed that of other pupils. All teaching to be good or outstanding, with substantial support provided for teachers new to the school in order to secure the best possible provision.</p> <p>Standards above national averages.</p>
HLTA Mathematics and English	<p>Support Y6 children with intensive group tuition to help their reading, GPS, writing and mathematics to achieved above expected outcomes</p>	<p>Pupil premium children to make accelerated progress.</p>	<p>Year 6</p>	£4846	<p>Accelerated pupil progress from starting points for cohorts and targeted pupils. Standards of attainment match or exceed national averages, including phonics outcomes.</p> <p>Progress of PP pupils to broadly match or exceed that of other pupils. All teaching to be good or outstanding, with substantial support provided for teachers new to the school in order to secure the best possible provision.</p> <p>Standards above national averages.</p>
TA Mathematics and English	<p>Support KS2 children with intensive group tuition to help their reading, GPS, writing and mathematics to achieved above expected outcomes</p>	<p>Pupil premium children to make accelerated progress.</p>	<p>Year 5 (0.5)</p>	£12571	<p>Accelerated pupil progress from starting points for cohorts and targeted pupils. Standards of attainment match or exceed national averages, including phonics outcomes.</p> <p>Progress of PP pupils to broadly match or exceed that of other pupils. All teaching to be good or outstanding, with substantial support provided for teachers new to the school in order to secure the best possible provision.</p>
EAL support	<p>Supporting children who are pupil premium: A= new to English B=Early Acquisition C= Developing Competence</p>	<p>Developing EAL pupils: accelerate the progress of pupils.</p>	<p>Y1-Y5</p>	£1938	<p>Accelerate progress of PP EAL pupils so that emerging gaps are removed.</p>
Catch-up Reading 4 Beanstalk volunteers	<p>Enable children to develop a love of reading as part of lifelong learning</p>	<p>Develop comprehension and fluency skills</p>	<p>Year 1 to year 6</p> <p>Highest priority need for children who are below age related</p>	£2150	<p>All PP pupils make expected or exceed expected in reading outcomes.</p>



Funding for Mind up and Values Education  6 Supply cover for training and coaching sessions	School level approaches to developing a positive school ethos and improving discipline, which also aims to support greater engagement in learning.	Build on resilience and risk taking in pupils so that all children Make progress and are engaged fully in their learning	Pupil premium children at risk of underachievement.	£620	All PP pupils through pupil voice show that they enjoy learning and are able to explain their next steps in their learning.
Families and Schools together programme	Early intervention programme which supports children's learning at home to help them fulfil their potential at school.	Pupil premium outcomes where expected and exceed outcomes.	HLSO 0.5 days a week for Autumn Term	£1655	Opportunities to meet with parents weekly. Increase the number of PP parents that attend the sessions. Outcomes for PP pupils attending the sessions are in line with their peers.
Somalian Family worker	Support PP pupils and their families. Develop communication between Somalin families and school	Pupil premium children to make accelerated progress.	Targeted pupil premium Y2-Y4	£936	Coffee mornings increase number of parents by 50%.
Clinical Psychologist	Support pupils to reduce behaviour issues  Increase attendance and punctuality  Positive relationships with families	Improve end of year outcomes for targeted pupils' well-being. CAT testing.	Targeted pupil premium.	£1000	Support the emotional wellbeing of PP pupils.
Speech and Language Therapist	Support children across the school with an emphasis & taking a lead on coaching support staff in the area of speech, language and communication	Improve outcomes in CLL at the end of the year.	Pupils will reach their speech and language targets  Support Staff will be confident at delivering the SALT programme  Teachers will have a communication friendly classroom which enables pupils to achieve well.	£2000	Improve outcomes for PP pupils in CLL.
School journey	School to support FSM families to access extra-curricular activities	Improve outcomes in CAT tests	Y6 PP pupils	£1000	Opportunity to engage in wide range of enrichment experiences which has positive impact on pupils understanding of teamwork and life skills (linked to expectation that they take on greater responsibility at school).
Library	Library	Library resources for PP pupils to access to books which they may not have at home to develop a deep interest in reading. To improve and	YN-Y6	£2000	At least 8 pupils attend each morning/after school library session

		<p>exceed expected outcomes at the end of their year group.</p> <p>Librarian supporting with promoting enjoyment for reading and leading chatterbox reading 15 hours per week for 39 weeks</p>		£7,020	
			<b>TOTAL</b>	<b>£170,223</b>	

**Review**

The date of the next review will be Sept 2017.

## Pupil Premium Statement 2015-16 Statistics

Attainment The percentage of children at age related expectations in years 1- 6. National expectation at this time of the year is band **within+ or above**

The difference in attainment between pupil premium and non-pupil premium children is illustrated in the tables below.

### ATTAINMENT

Early Years			
	Reading	Writing	Mathematics (Number)
Pupil Premium %(14)	71	57	57
Other pupils (14)	79	79	79
% Difference	-8	-22	-22
National gap	+13 (58)	+6 (51)	+3 (60)

17 pupils Year 1 On track 1 pupil =5.9				
	Phonics	Reading	Writing	Mathematics
Pupil Premium %(10)	69	70	70	70
Other pupils %(7)	67	57	57	57
% Difference	+2	+13	+13	+13

25 pupils Year 2 On track 1 pupil = 4%				
	Phonics	Reading	Writing	Mathematics
Pupil Premium %(14)	64	64	64	64
Other pupils %(13)	85	69	69	69
% Difference	-15	+5	-5	-5

36 pupils Year 3 On track 1 pupil = 2.8%			
	Reading	Writing	Mathematics
Pupil Premium %(18)	61%	67%	67%
Other pupils %(18)	95%	78%	83%
% Difference	-33	-11	-16

35 pupils Year 4 On track 1 pupil = 2.9%	
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	Reading	Writing	Mathematics
Pupil Premium %(23)	70%	66%	65%
Other pupils %(12)	92%	75%	92%
% Difference	-22	-5	-27

24 pupils Year 5 On track

1 pupil = 4.2

	Reading	Writing	Mathematics
Pupil Premium %(19)	79%	79%	63%
Other pupils %(5)	80%	80%	60%
% Difference	-1	-1	+3

22 pupils Year 6 On track

1 pupil = 4.5

	Reading	Writing	Mathematics
Pupil Premium %(14)	38%	75%	75%
Other pupils %(5)	50%	67%	67%
% Difference	-12	+8	+8

## Progress

Summer 2 2015 to Summer 2 2016 for Year 1, 2, 4, 5 and 6

Autumn 1 2015 to Summer 2 2016 for Year 1

17 pupils Year 1

1 pupil =5.9

	Phonics	Reading	Writing	Mathematics
Pupil Premium %(10)		100%	100%	100%
Other pupils %(7)		71%	71%	71%
% Difference		+29	+29	+29

25 pupils

Year 2

1 pupil = 4%				
	Phonics	Reading	Writing	Mathematics
Pupil Premium % (14)		93%	100%	100%
Other pupils % (13)		88%	100%	100%
% Difference		5%	0	0

36 pupils Year 3			
1 pupil = 2.8%			
	Reading	Writing	Mathematics
Pupil Premium % (18)	94%	100%	83%
Other pupils % (18)	100%	94%	91%
% Difference	-6	+6	-8

35 pupils Year 4			
1 pupil = 2.9%			
	Reading	Writing	Mathematics
Pupil Premium % (23)	78%	78%	83%
Other pupils % (12)	83%	58%	83%
% Difference	-5	+20	0

24 pupils Year 5			
1 pupil = 4.2			
	Reading	Writing	Mathematics
Pupil Premium % (19)	83%	74%	84%
Other pupils % (5)	100%	80%	73%
% Difference	-17	-6	+11

22 pupils Year 6			
1 pupil = 4.5			
	Reading	Writing	Mathematics
Pupil Premium % (17)	77%	77%	53%

Other pupils %(5)	80%	60%	60%
% Difference	-3	+17	-7

**Strategic key priorities 4: To raise pupil attainment and accelerate progress with a focus on Reading, Writing and Mathematics.**

All teaching staff to take full accountability of SEND and Pupil Premium pupils (including looked after children) evidenced by minimum of 6 steps of progress.

Enhance robust assessment systems to ensure consolidation of assessment without levels and narrow the gap so all pupils make at least 6 steps of progress, including more able pupils demonstrating a greater depth of knowledge and working towards a target of 80% of all pupils at age related expectations by the end of the year.

	<b>Attainment</b>	<b>Progress</b>
<b>Y1</b>	Y1 pupils pupil premium perform better than non – pupil premium with a reading gap of +13% in reading writing and maths.	In Y1 pupils premium pupils perform better than non-pupil premium in all subject areas. Non pupil premium pupils are performing below PP these children are new arrivals, pupil premium and early acquisition (EAL).
<b>Y2</b>	In Year 2 PP are performing better in reading. Non pupil premium children are performing marginally better than pupil premium children in writing and maths. All areas with a gap difference of 15% in phonics.	Progress for pupil premium and non-pupil premium Y2 100% in writing and maths. With non-pupil premium making better progress in writing +5%
<b>Y3</b>	In Year 3 non pupil premium children are performing better than pupil premium children in all areas with a gap difference of 11% in writing and 16% in maths. There is a wider gap of 33% in writing.	Pupil premium children are making better progress in writing by a difference of 8% and marginal gaps in reading -6 and mathematics -8% .  Non pupil premium children are making better progress in reading with a difference of 5%.
<b>Y4</b>	In Year 4 non-pupil premium are performing better than PP children in reading and writing with a gap difference of 22% in reading, 5% in writing and mathematics -27.	Pupil premium children are making better progress in writing by a difference of 20% and in maths school has closed the gap with 0% difference.  Non pupil premium children are making better progress in reading with a difference of 5%.
<b>Y5</b>	In Year 5 pupil premium children are performing better than non-pupil	Pupil premium children are making more progress in maths compared to

	<p>premium children in mathematics +3%. Non pupil premium are performing slightly better in maths with a gap difference of 1%.</p>	<p>non-pupil premium children with a gap difference of 11%. Non pupil premium children are making more progress in reading with a gap difference of 17% and writing with a gap difference of 6%</p>
<b>Y6</b>	<p>In Year 6 pupil premium children are performing better than non-pupil premium children in writing with a gap difference of 8%.. Non pupil premium are performing better in writing with a gap difference of 8% and reading 12%</p>	<p>Pupil premium children are making good more progress in writing and maths compared to non-pupil premium children with a gap difference of 8%. Non pupil premium children are making more progress in reading by 12%.</p>