



Pupil premium strategy statement 2022 -2023

Our Vision

Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

“Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go” Joshua 1:9

Definitions used in this strategy statement:

The Department for Education identifies disadvantaged pupils as:

- Eligible for Free School Meals or have been in the last six years;
- Looked After Children (LAC), or those who have previously looked after by the state but are now adopted or are subject to a special guardianship order, child arrangements order or a residence order;
- Children with parents in the armed forces.

It is assumed that these children are disadvantaged in comparison to others because of low family income, little or no family support (LAC) or lots of school moves all of which have been proven to have a negative impact on progress and attainment when compared to others. The Government provides funding, the Pupil Premium, to allow schools to put interventions into place to try to close the gap between disadvantaged pupils and their peers.

School overview

Currently (September 2022) there are 9 children on the PP register (6 in Year 2, 1 in Year 1 and 2 in Year R). Of these 8 are eligible for school meals, and 1 is post LAC

In July 2021 3 PP children transferred to Junior school. 1 was POST LAC

Metric	Data
School name	Copythorne C of E Infants
Pupils in school	80

Proportion of disadvantaged pupils	11% 8 FSM 1 PLAC
Pupil premium allocation this academic year	£14,515
Academic year or years covered by statement	Sept 2022 - July 2023 (census check)
Publish date	Sept 22
Review date	April 23
Statement authorised by	Matthew Bowen
Pupil premium lead	Jan Thomas
Governor lead	Jill Cairns

Disadvantaged pupil progress scores for last academic year

Measure for EYFS from Baseline	Only 1 child so unable to share information
Reading	Only 1 child so unable to share information
Writing	Only 1 child so unable to share information
Maths	Only 1 child so unable to share information
Measure for KS1	Score
Reading	Year 2 -100% made expected progress 67% -achieved ARE Year 1 -100% made expected progress 50% -ARE or above
Writing	Year 2 –66% made expected progress 33% -achieved ARE Year 1 – 75% made expected progress 33% -achieved ARE
Maths	Year 2 –100% made expected progress 67% -achieved ARE Year 1 – 100% made expected progress 50% -achieved ARE

Rationale

Emotional Growth

As part of our provision, we explicitly teach children the language to converse, such as negotiate and communicate how they are feeling. This is done through subjects such as relationship education, through worship and as opportunity occurs throughout each day. As part of our behaviour policy, we advocate emotional coaching to support children in understanding the impact of actions and knowing how to make things better, there are of course opportunities for children win and lose and grow emotionally from the experience of both

Intellectual Growth

In the Oaks CE Learning Federation, we ensure children are taught basic skills and given opportunities to apply these across the curriculum. When new concepts are taught and understood by children, we seek to extend children through application, questioning and deepening knowledge and not through rapidly moving through new content, to ensure deep routed intellectual growth. We ensure that as well as teacher directed leaning, all children have the opportunity to choose aspects of their learning to extend i.e. through discovery time etc.

Everyone can fulfil their potential

We regularly assess children to celebrate successes and to ensure that next steps in learning are appropriate for every individual child. We recognise effort and attitudes towards learning and seek to teach through a broad range of topics, to allow every child find interest in what they are learning. We regularly review children's progress and alter provision where needed to support every child to reach their potential.

Strategy aims for disadvantaged pupils (for 2020-21)

This document sets out the steps Copythorne CE Infant school will undertake to ensure the promotion of the Federation's vision and actions to accelerate the progress of all Pupil Premium children.

This will include;

- Raising staff's and parents' expectations about PP children's achievement with a particular focus on reading this year.
- Provide children with the emotional support to ensure they can achieve their full potential.
- To ensure all children have equitable access to an extended curriculum.

Teaching priorities for current academic year

Aim	Target	Target date
Staff understanding of PP strategy and purpose	Ensure all staff and TAs have up to date training and understanding of PP and the intended outcomes.	July 2023
Progress in Reading	From this ensuring all staff have the necessary up to date skills to teach phonics and reading more widely to deliver the Federation's approach to reading effectively. For all PP pupils to make accelerated progress from their last assessment point – or maintain GDS where this applies.	July 2023
Progress in Writing	For all PP pupils to make accelerated progress from their last assessment point –or maintain GDS where this applies	July 2023
Progress in Mathematics	For all PP pupils to make accelerated progress from their last assessment point –or maintain GDS where this applies	July 2023
Phonics	All PP children in Year 1 to pass the Year 1 phonic test.	June 2023
Other	Attendance is monitored and maintained for all PP children. ELSA support or emotion coaching used across the school with Post LAC/ special guardianship children and families to address social and emotional impact of school disruption and improve readiness to learn.	July 2023
Projected spending	ELSA Training costs	£298
	Phonics CPD –New Programme training	£2057
	TA (5 hours per week)- per annum to work with PP children on additional reading interventions	£600
	TOTAL	£2955

Targeted academic support for current academic year

Measure (What we are going to do)	Activity	
Raising staff's and parents' expectations about PP children's achievement with a particular focus on reading this year.	Buy and restock the current book stock across the school to increase reading for pleasure. Reading Eggs subscription for all PP children Work with PP parents to introduce paired reading intervention for them to use and support their child at home. Following training, provide PP pupils with a range of key texts (phonic) for home use with parents to support home school reading developments.	
Provide children with the emotional support to ensure they can achieve their full potential	Establish weekly outdoor learning session for all year groups. Develop teachers pedagogical understanding to improve planning for opportunities to develop and support social and emotional development.	
Prepare all children to meet the required standard to pass the phonics check	Children in yr R and yr1 to receive additional support in phonics every afternoon TA (4 hours per week) –per annum to work with PP children on additional phonics interventions	
Barriers to learning these priorities address	Improving reading for pleasure and parental support for reading at home.	
Projected Spending	Reading Eggs subscription (9 x £5.40)	£48.60
	Extra Phonic Scheme books for PP children to share at home	£214
	Small Group support in class TA time 5 hours p.wk	£1964.6
	Teacher release time to run parent workshops (3 days Supply £191 per day)	£600
	Subscription to Little Wandle Phonics Programme	£2000

Cover Supervisor(4 hours per week) - per annum (to release teachers to target PP pupils with 1:1/small group tutoring).	£2056.50
TOTAL	£6883.70

Wider strategies for current academic year

Measure	Activity	
Raising staff's and parents' expectations about PP children's achievement with a particular focus on reading this year.	Creating a culture of reading for pleasure High quality books and author visits (virtual)	
Provide children with the emotional support to ensure they can achieve their full potential	Supporting families financially to take part in outdoor learning activities (i.e. Testwood Lakes/Explorers and with the right equipment). Meet regularly with parents (extra time at parents meetings for PP and 3 additional meetings for post LAC families to complete and review EPAC). Work with Youth and Family matters (supporting families and facilitating a post lac support group)	
Barriers to learning these priorities address	Social and emotional barriers caused by the global pandemic and school disruption – a current area of weakness	
	Subscription to Hampshire Library Service	£1,200
	Teacher time for PP parent meetings and Post LAC 6 days (4 days for Year 1 and 2 days for Year R @ £191 per day)	£1,146.00
	Youth and Family Matters subscription	£1,500.00
	Contribution towards school funding	

School Trips	£221.56
Cool Milk	£135.8
Uniform Vouchers x9	£225
Breakfastclub and ASC	£248.5
TOTAL	£4676.86
Grand Total	£14,515

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is given (and protected) for staff professional development	Use of INSET days and PDM and additional cover being provided by HLTAs.
Targeted support	Ensuring enough time is given for teachers to support paired reading with PP children and work with families	HLTA used to work in class during guided reading sessions (3x per week) to allow teacher to work with targeted children.
Wider strategies	Encourage families to attend reading workshops and support at home	Build on successful parental engagement strategies used in the past (i.e. summer born project) and plan bespoke interactions with each family.

Review: last year's aims and outcomes

Aim	Outcome
Progress in reading and writing	All PP children made expected progress or above
Progress in Mathematics	All PP children made expected progress
Phonics	100 % passed