



Pupil premium strategy statement –Copythorne Infant School 2024-2025

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, not be dismayed for the Lord your God is with you wherever you go’ Joshua 1:9

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

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 been 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

| Detail | Data |
|--|--|
| Number of pupils in school | 71 |
| Proportion (%) of pupil premium eligible pupils | 15% -(11 children-inc. 1 service child 1 post LAC) |
| Academic year/years that our current pupil premium strategy plan | Sept 2024 - July 2025 |
| Date this statement was published | Nov 24 |
| Date on which it will be reviewed | April 25 |
| Statement authorised by | Matthew Bowen |
| Pupil premium lead | Jan Thomas |
| Governor / Trustee lead | Jill Cairns |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £15,960 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £15,960 |



Part A: Pupil premium strategy plan -Statement of intent

Our intention is to:

- Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed;
- Monitor and assess our pupil premium pupils regularly, putting in place an individualised approach to address any barriers to learning and cater for wider emotional needs;
- Focus on providing high quality teaching in the classroom in addition to providing additional targeted support and interventions outside of the classroom.
- Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF) Teaching and Learning Toolkit, of disadvantaged pupils. We have chosen approaches based on this research and based on strategies that have worked well in previous years

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Potential for lower expectations of disadvantaged pupils impacting negatively on educational outcomes. |
| 2 | Limited money to fund extra-curricular activities reduces opportunities. |
| 3 | Potential for disadvantaged pupils to be less engaged in learning and display poor metacognition and self-regulation skills (learning to learn skills). |
| 4 | Research shows that disadvantaged pupils may not develop phonological awareness and vocabulary at the same rate as other pupils, due to exposure to fewer words spoken and books read at home. |
| 5 | Research shows that disadvantaged pupils may be more likely to have lower attainment or struggle in particular areas. |
| 6 | Wellbeing, mental health and safeguarding concerns are more likely to be prevalent |
| 7 | Attendance of disadvantaged pupils is not as good as that of non-disadvantaged pupils. |



Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| All staff are aware of disadvantaged pupils and have high expectations that impact positively on each child's educational outcomes and wellbeing | Disadvantaged pupils will make at least expected progress, have equal opportunities to wider extra curriculum opportunities when compared to non-disadvantaged pupils |
| Use of a new systematic, synthetic phonics approach to teaching phonics (Little Wandle Phonics Scheme) will result in all pupils, including disadvantaged pupils, learning to decode well and read in line with age related expectations. | As a result of targeted phonics teaching, pre-teaching, interventions and vocabulary teaching, disadvantaged pupils will be able to decode and read well, reading at least in line with age related expectations. |
| The Pupil Premium Leader will support staff to meet the needs of disadvantaged pupils. | All staff will feel secure in providing for and meeting the needs of disadvantaged pupils. Provision for disadvantaged pupils will be reviewed and adjusted to meet needs on a regular basis. |
| Provide ELSA support to disadvantaged pupils so that key social and emotional skills can be taught | Disadvantaged pupils will show improved attitudes and better learning how to learn skills |
| Admin time will be allocated to review and monitor the attendance of pupil premium pupils raising any attendance issues with the Pupil Premium Leader who will then contact parents to discuss support strategies for improving attendance. | Attendance of disadvantaged pupils will be as good as that of other pupils |



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000 –Small Group Teaching

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>All staff to ensure high expectations and standards for pupil premium pupils</p> <ul style="list-style-type: none"> - A named governor will oversee and monitor provision for pupil premium pupils - In school, the Pupil Premium Leader will lead and manage pupil premium provision ensuring that: <ul style="list-style-type: none"> • All staff are aware of which pupils are eligible for pupil premium • All staff make use of a clear assessment system to track the progress of pupil premium pupils • All staff ensure that day to day teaching meets the needs of pupil premium learners and that feedback to pupil premium pupils is specific, accurate and clear. • In each class, pupil premium pupils' needs are identified and met, including those of more able pupil premium pupil through planned additional support. • All staff actively target pupil premium pupils to ensure that they have opportunities to | <p>Research shows that stereotypical views of disadvantaged pupils can result in lower expectations and in turn educational outcomes for disadvantaged pupils. A member of staff and governor with a specific role to monitor and oversee provision for pupil premium pupils will ensure that all staff are aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes for them and wider aspects of life.</p> | <p>1,2,3,4,5,6,7</p> |



| | | |
|--|--|------------------|
| <p>engage and take part in wider extra-curricular opportunities inside and outside of school.</p> <ul style="list-style-type: none"> • Pupil Premium funding is used to support additional activities and resources e.g., additional workshops purchase of equipment, uniform, resources for use at home | | |
| <p>Use of Little Wandle Letters and Sounds Early Reading scheme.</p> <ul style="list-style-type: none"> • Ensure that all staff complete the Little Wandle phonics and early reading training. • Purchase updated Little Wandle Phonics resources for use in all year groups. • Carefully monitor progress to ensure that the delivery of the phonics programme is responsive and provides extra support where necessary. • Explicitly teach subject specific vocabulary linked to the topics. | <p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged pupils knowledge of vocabulary</p> | <p>4,5</p> |
| <p>The Designated Pupil Premium Teacher / Headteacher will support staff to meet the Needs of disadvantaged pupils.</p> <ul style="list-style-type: none"> • Phonics Lead to deliver phonics training to all teachers and TAs. • Phonics Lead to provide coaching and team teaching support to ensure the effective delivery of the school phonics and reading programme. • Regular phonics and reading assessments highlight those in need of further support. Interventions are planned for those who need them. • Support staff with the provision for disadvantaged pupils | <p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged</p> | <p>1,2,3,4,5</p> |



| | | |
|--|---------------------------------|--|
| | pupils knowledge of vocabulary. | |
|--|---------------------------------|--|

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3620

ELSA -£1620

Families Matter £1500

Admin - £500

| Measure | Activity | Challenge Numbers addressed |
|--|--|-----------------------------|
| Continue to raise staff and parents' expectations about PP children's achievement, particularly focusing on reading. | 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. | 1 4 |
| Provide PP children with the emotional support they need to ensure they can achieve their full potential | Ensure ELSA support is given to PP children if needed. Youth and Family Matters Support Develop teachers pedagogical understanding to improve planning for opportunities to develop and support social and emotional development | 6 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £340

| Activity | Evidence that supports this approach | Challenge Numbers addressed |
|----------|--------------------------------------|-----------------------------|
| | | |



| | | |
|--|--|-------------|
| Continue to raise staff and parents' expectations about PP children's achievements | Creating a culture of Reading For Pleasure – and Celebrating achievements from outside school in Celebration Worship | 5 |
| Provide children with the emotional support they need to ensure they fulfil their full potential | Supporting families financially to take part in outdoor learning activities –e.g Testwood Lakes-and providing suitable clothing. Meet regularly with parents –extra time at parents meetings for PP and additional meetings for POST LAC family | 3 2 7 |

Total budgeted cost: £ 15,960



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *As a result of pupil premium interventions in 2022 to 2023:*
- *In Year 1, 0% disadvantaged pupils passed the phonics screening. (1 child)*
- *By the end of KS1, 60% disadvantaged pupils passed the phonics screening.*
- *60% disadvantaged pupils achieved ARE or better in Maths by the end of Year 2.*
- *40% disadvantaged pupils achieved ARE or better in Reading by the end of Year 2.*
- *40%) disadvantaged pupils achieved ARE or better in Writing by the end of Year 2.*
- *Disadvantaged pupils in receipt of support showed improved attitudes and better learning how to learn skills.*
- *- 3 children eligible for the pupil premium received access to the wider extra curriculum opportunities including Forest Schools, , Multi-skills, football club,*
- *- 1 child received free places at our Breakfast Club every week.*

Next year:

- *Attendance across the school is in need of addressing next year for all pupils*
- *Further support for those eligible for the pupil premium with writing*