

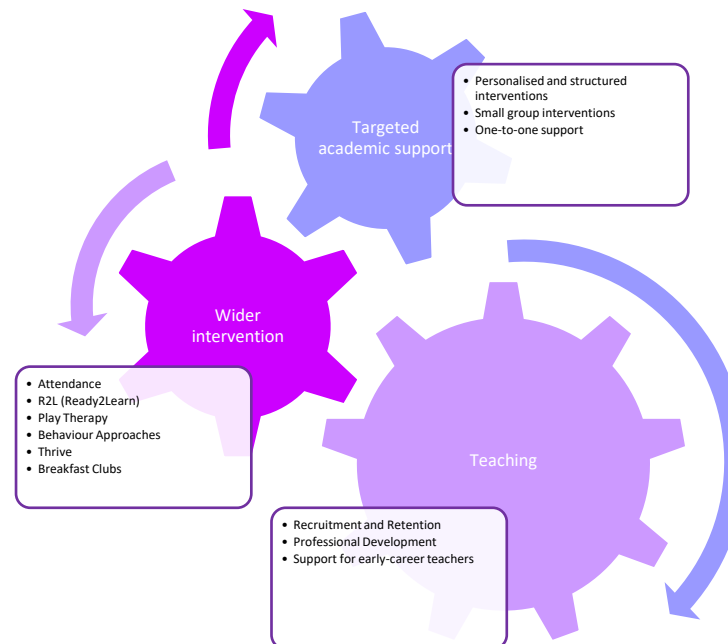
The Pupil Premium grant is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be currently eligible for free school meals or who have claimed within the last 6 years, as well as pupils who have been looked after by the local authority, or have left local authority care on a special guardianship order or child arrangements order. All schools are required to report on the amount of funding and how this is being used. The DFE defines pupils receiving the pupil premium funding as ‘disadvantaged’ and pupils not receiving the funding as ‘other’ pupils.

In line with published research by the Education Endowment Foundation (who work in partnership with the Sutton Trust as the government-designated ‘What Works’ centre for improving education outcomes for school-aged children) we organise teaching and learning at Copperfield Academy in order to meet the needs of all children in the best way.

We allocate the greatest proportion of our Pupil Premium grant to make sure all children have their needs met through high quality first teaching. We are committed to ensuring that appropriate provision is made for children who belong to vulnerable groups and that our socially disadvantaged children have their needs adequately assessed and met. Copperfield Academy further supports these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all children that are disadvantaged receive the Pupil Premium Grant. Given this, we will carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers at Copperfield and nationally.

Our strategy for 2020 - 2021 can be summed up as:



1. Summary information					
School	Copperfield Academy				
Academic Year	2020/2021	Total PP budget	£149,640	Date of most recent PP Review	17.01.19
Total number of pupils	441	Number of pupils eligible for PP	117	Date for next internal review of this strategy	September 2021
Total number of pupils eligible for PP in EYFS			4	Total EYFS PP budget	£ 1,208

1. Achievement Profile 2018/2019			
	<i>Pupils eligible for PPG</i>	<i>National Benchmark (non pupil premium)</i>	<i>Differential</i>
Year 1 - Phonics Screening Check:	47%	TBC	
Year 2 – Phonics Re-check:	92%	TBC	
<b>Key Stage 1: Attainment</b>			
% achieving 'expected' in reading	71%	TBC	
% achieving 'expected' in writing	61%	TBC	
% achieving 'expected' in maths	71%	TBC	
% achieving 'greater depth' in reading	0%	TBC	
% achieving 'greater depth' in writing	0%	TBC	
% achieving 'greater depth' in maths	0%	TBC	
<b>Key Stage 2: Attainment</b>			
% achieving 'expected' in reading	39%	TBC	
% achieving 'expected' in writing	31%	TBC	
% achieving 'expected' in maths	43%	TBC	
% achieving in reading, writing and maths	27%	TBC	
% achieving in SPAG	N/A	TBC	
% achieving 'greater depth' in reading	0%	TBC	
% achieving 'greater depth' in writing	0%	TBC	

% achieving 'greater depth' in maths	0%	TBC	
% achieving 'greater depth' in reading, writing and maths	0%	TBC	
% achieving 'greater depth' in SPAG	0%	TBC	

## 2. Priorities and Expenditure for 2019/20

Our intended spend will support the following:

<b>Total Number of Children eligible for PPG</b>	117 (to March '21) 112 (April to August '21)
<b>Amount of PPG received per pupil</b>	£132 (to March '20) <small>*Government PPG funding for the period from April '20 to August '20 has not yet been announced but indications are that PPG funding will remain protected</small>
<b>Early Years' Pupil Premium</b>	Nil
<b>LAC Pupil Premium</b>	£2000
<b>Expected Pupil Premium</b>	£148,940
<b>Main barriers to educational achievement</b>  <b>Areas of Focus</b>	<ul style="list-style-type: none"> <li>• Development of socialisation, speaking and listening skills on entry to school; to build on social communication and language development</li> <li>• Building levels of emotional independence and resilience</li> <li>• Enhancing parents and carers' engagement</li> <li>• Raising expectations and aspirations</li> </ul>

## 3. Intended Impact:

- To reduce the in-school attainment gap between disadvantaged and non-disadvantaged at age-related expectations in reading, writing and maths through HQFT and targeted intervention
- To continue to diminish the attainment gap with national 'other' at Key Stage 1
- To continue to diminish the attainment gap with national 'other' at Key Stage 2, and to ensure progress moves closer to being in-line with national
- To provide academic extended school opportunities so gaps in pupil knowledge are targeted in order for pupils to make good or better progress throughout the year
- To increase the number of experiences on offer to allow disadvantaged pupils, including the more-able, to have access to enriching and motivational experiences both in and out of school
- To provide a range of services to all, but especially available to disadvantaged pupils and their families to further support their living circumstances, health, including mental-health, and well-being

- To continue to build strong home-school relationships with disadvantaged families and build on their experiences, through workshops, enriching opportunities, social activities and home-school links, including parenting groups and the Freedom programme
- To further increase the attendance and punctuality of all pupils through increased monitoring and engagement with vulnerable disadvantaged families, and others

#### 4. Spending Plans for 2019-20

##### **Attainment and Progress:**

Support underachieving pupils in English and Maths by providing high-quality first teaching staff in every classroom, supported by well-trained classroom support staff

Designated HLTA/Cover Supervisor for leaders'/teachers' release and targeted small group teaching in Phase 1 (EYFS)

Designated HLTA/Cover Supervisor for leaders'/teachers' release and targeted small group teaching in Phase 2 (Key Stage 1 – Years 1 and 2)

Designated HLTA/Cover Supervisor for leaders'/teachers' release and targeted small group teaching in Phase 3 (Lower Key Stage 2 – Years 3 and 4)

Designated HLTA/Cover Supervisor for leaders'/teachers' release and targeted small group teaching in Phase 4 (Upper Key Stage 2 – Years 5 and 6)

Additional teacher in UKS2 for Deputy Head release, and for MFL teaching across the school

Specialist PPA staff employed (Art, Music and PE) to allow additional teacher-led targeted interventions (in core subjects)

Tuition for Year 6 disadvantaged pupils at risk of underachieving

Target underachieving disadvantaged pupils (in year 6) through additional before-school sessions, and Saturday school classes and holiday tuition (Spring 2 onwards)

Targeted before/after-school clubs for disadvantaged pupils including reading, phonics, maths & homework club

Targeted parent/carer workshops on how to engage and support children in their learning

For parents/carers (and their children) who have experienced Domestic Abuse, run the Freedom Programme

Provide aspirational & motivational workshops/experiences – aligned to our curriculum offer

Parent/Carer 'Stay & Play' sessions in EYFS, KS1

Library Visits

Create Hawthorn Class - R2L (Ready2Learn) – a personalised learning space ensuring full curriculum access to those pupils, most vulnerable, or at risk of exclusion

Specialist Teacher employed to support Inclusion Team

Training of LSAs for wider interventions across the school

##### **Well-being and pastoral support:**

Support disadvantaged pupils with identified barriers to learning through a range of targeted interventions with counselling service, art therapy and the Pastoral Team

##### **Attendance/Family Support:**

Pupil & parent/carer out-of-school educational trips & enrichment opportunities

'Breakfast Club' to continue offering support with breakfast sessions

Support for vulnerable disadvantaged families through the Pastoral Team

Dedicated time for the Educational Welfare Officer to work with the families of disadvantaged pupils to further increase attendance percentages and improve punctuality

Provide all pupils with a subsidy to be spent on trips, resources, uniform

Parent/Carer sessions to be introduced for cooking on a budget, behaviour support, phonics, maths etc.

Pupil Premium Planned Spending Breakdown	Pupil Premium Planned Spending Breakdown	Pupil Premium Planned Spending Breakdown
Teaching	Recruitment and retention, professional development/CPD, support for early-career teachers	<b>£15,371</b>
Wider Intervention	External counselling service to support pupils with barriers to learning and parents from vulnerable families. In-school Welfare Team Lead, Early Interventions Manager, Attendance Officer and Learning Nurture Mentor, Play Factor, R2L and Thrive	<b>£85,323</b>
Targeted Academic Support	Personalised and structured interventions, small group interventions/therapies and one to one support, training of LSAs to deliver interventions, school-wide targeted support and interventions, including small group tuition, 1:1 tuition, Easter school, PiXL Therapies	<b>£71,595</b>
<b>Total Spend</b>		<b>£172,289</b> <i>(This is £23,000+ above what is currently received)</i>

This report is reviewed annually in the Autumn Term when all of the data is available, and the accounts have been closed for the financial year.

PPG is monitored by Governors at Copperfield Academy through monitoring visits, meetings with leaders/pupils and Intervention Board meetings. The Governor with responsibility for PPG is Oliver Northern.