



Coupals Primary Academy

3-year long-term pupil premium strategy template

Our philosophy

At Coupals we believe that the Pupil Premium Grant plays an important role in tackling educational disadvantage for our pupils. The school define 'Educational Disadvantage' as:

Where a pupil is likely to require more support than their peers in order to access the curriculum the school offers. This support comes in many forms ranging from additional teaching sessions or tutoring, support and access to resources and exposure to ideas and knowledge. Pupils who are educationally disadvantaged may require additional support with their learning in and outside of school and to develop key skills such as self-regulation and managing feelings and behaviour (which can be supported through mentoring).

The definition of Educational Disadvantage is central to our approach and use of the Pupil Premium Grant to overcome barriers that pupils experiencing educational disadvantage face. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

In order to maximise the use and impact of the Pupil Premium Grant we set priorities for tackling educational disadvantage which are:

- Ensuring pupils have access to Quality First Teaching in every class
- Ensuring pupils' oracy (including speech and language in Early Years) are sufficiently developed to close the attainment gap
- Supporting pupils and families to increase attendance and reduce persistent absence of disadvantaged pupils
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Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of oracy and communication	Poor attendance
Limited self regulation for younger pupils	Poor behaviour for some pupils
Historical issues with the Quality of Teaching	Variable Parental Engagement
Lack of targeted interventions to support pupils across all year groups	Arriving at school hungry and not ready to learn
Pupils' emotional wellbeing impacting on their learning	

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. These priorities are best supported by evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. A targeted CPD programme for staff to support their development in key areas relating to the School Development Plan and School Improvement Priorities

2. Professional development: Providing opportunity for teachers to observe highly effective staff in the delivery of key focus subjects/areas including Oracy, Reading and Writing.
3. Support for early career teachers: A bespoke induction model to support staff in developing the expertise required to best support our pupils in our context.

Targeted academic support

1. Structured interventions: Introducing a model of vocabulary development across the school
2. Small group tuition: The implementation of the PiXL intervention programme across the school from Year 1-6 to narrow the attainment gap
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Pupil wellbeing: Implement an ELSA role to support pupils' emotional development across the school
2. Readiness to learn: Introduce a 'Nurture' model to support the development of self regulation and pupils' social and emotional wellbeing
3. Attendance: Use of an Education Welfare Officer (EWO) to improve attendance and foster links with parents

Full planning details for interventions are outlined in the ['Intervention planning in full'](#) section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Our funding

Funding summary: Year 1					
Total number of pupils	292	PPG received per pupil	£1320/ £2300	Indicative PPG as advised in School Budget Statement	£66,980
		Number of pupils eligible for PPG	51 (17.4%)	Actual PPG budget	£73,200
Funding estimate: Year 2					
Estimated pupil numbers	322				
Estimated number of pupils eligible for PPG	56				
Estimated funding	£79,800				
Funding estimate: Year 3					
Estimated pupil numbers	352				
Estimated number of pupils eligible for PPG	61				
Estimated funding	£86,400				

Intervention planning in full

Intervention:	Professional development: Providing opportunity for teachers to observe highly effective staff in the delivery of key focus subjects/areas including Oracy, Reading and Writing.					
Category:	Quality of teaching					
Intended outcomes:	<ul style="list-style-type: none"> Develop the quality of teaching of Reading, Writing and Oracy so that it is highly effective across the school 	Success criteria:		<ul style="list-style-type: none"> Every teacher has been judged 'outstanding' by internal assessment 		
Staff lead:	David Maguire (HT)/Rhea Brown (English Leader)					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> We will provide opportunities for staff to visit staff in our Trust and beyond who are proven to be high quality practitioners in the areas of Oracy, Reading and Writing. Key ideas from the visit will be brought back and disseminated and the practice cascaded and introduced to all teaching staff across the year. Staff to have access to a resource bank which will support their development of teaching in these key areas. 					
Anticipated expenditure	Year 1	£3000	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/>	Is expenditure anticipated to increase,	Increase <input type="checkbox"/>

			or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	Cost to support visiting other settings (travel, cover, resources occurring as a result of the visits) @ £3000.				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	A targeted CPD programme for staff to support their development in key areas relating to the School Development Plan and School Improvement Priorities		
Category:	Quality of teaching		
Intended outcomes:	<ul style="list-style-type: none"> • CPD will continually improve the quality of teaching and support the fulfilment of the school's improvement priorities. 	Success criteria:	<ul style="list-style-type: none"> • Our CPD planning will have a positive impact on the development of our teaching staff. • The School Development Plan and School Improvement priorities will help shape and continually improve the school. • Gains and improvements in the effectiveness of the school will be identified through Trust Reviews and any external monitoring.
Staff lead:	David Maguire – Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>The CPD plan will be created and implemented drawing on a range of providers:</p> <ul style="list-style-type: none"> • Internal training • Training through Unity Schools Partnership • External training <p>Training will be evaluated and followed up through monitoring to ensure that there is a clear impact and to evaluate the degree of impact. This will inform future planning.</p> <p>Staff CPD needs will be clearly established and then a CPD programme built around individual needs to ensure maximum impact, and sustainability, for continued improvement across the quality of teaching.</p>		

Anticipated expenditure	Year 1	£3500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	Training budget @ £3500				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Support for early career teachers: A bespoke induction model to support staff in developing the expertise required to best support our pupils in our context.		
Category:	Quality of teaching		
Intended outcomes:	<ul style="list-style-type: none"> All teachers have received high quality induction through the early years of their career and any gaps in their training have been addressed. 	Success criteria:	<ul style="list-style-type: none"> Early Career Teachers will be highly effective. Pupils will make accelerated progress as a result of being taught by highly effective Early Career Teachers.
Staff lead:	Kristy Evans (DHT)		
Implementation	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> For each Early Career teacher employed an audit of experience and training will be completed to pinpoint the areas of their teaching which may require support or development. For each ECT a bespoke plan will be created to ensure that they can access the full range of experience to fulfil their role efficiently and support their pupils to make excellent progress. Provide opportunities for staff to develop their leadership and introduce and lead initiatives to further develop the quality of teaching across the school. Focus on training around attachment, relationships and supporting behaviour to help develop pupils' social and emotional development effectively. 		

Anticipated expenditure	Year 1	£3500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	CPD budget to support Early Career Teachers @ £3500.				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Introducing a model of vocabulary development across the school					
Category:	Targeted academic support					
Intended outcomes:	<ul style="list-style-type: none"> The teaching of vocabulary will be effective across the school. Pupils, through effective teacher subject knowledge, will learn a vast range of Tier 2 vocabulary throughout the year. 		Success criteria:		<ul style="list-style-type: none"> Children’s acquisition of vocabulary will significantly improve. Pupils’ understanding of knowledge will support their progress in reading and writing. Pupils will use a wide range of vocabulary in their oracy within, and outside of, school. 	
Staff lead:	David Maguire (HT)/Denise Harriss (Oracy Lead)					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> The introduction of Words of the Week in assembly will promote 3 Tier 2 words to pupils each week. Vocabulary quizzes will be used to support pupils’ understanding and check retention through spaced practice. Within classes there will be a display relating to vocabulary and good examples of vocabulary used (or the words of the week being used). The school will explore resources (including the Vocabulary Ninja resources) to support the development of pupils’ vocabulary. 					
Anticipated expenditure	Year 1	£1000	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>

			or remain the same?	Remain the same <input type="checkbox"/>	remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	Vocabulary resources @ £1000				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Small group tuition: The implementation of the PiXL intervention programme across the school from Year 1-6 to narrow the attainment gap					
Category:	Targeted academic support					
Intended outcomes:	<ul style="list-style-type: none"> The intervention programme will support a growing number of pupils to reach their age related expectations. 		Success criteria:		<ul style="list-style-type: none"> PiXL will be consistently implemented across the school. The use of Personalised Learning Checklists will be consistent across all year groups. Pupils will make accelerated progress and any gaps in their achievement will narrow. 	
Staff lead:	David Maguire (KS2)/Kristy Evans (KS1)					
Implementation	Year 1		Year 2		Year 3	
	<p>Staff will receive training on the use of PiXL for tracking, therapy resources and also the use of Personalised Learning Checklists.</p> <p>The whole school from Y1-6 will track pupil progress using the PiXL tracker.</p> <p>Therapy groups will be created, tracked and taught throughout the year and their progress carefully measured and monitored.</p> <p>Staff will have continued training from professional development opportunities such as the PiXL conference.</p> <p>Regular meetings with our PiXL associate will help shape the approach of PiXL across the school throughout the year.</p>					
Anticipated expenditure	Year 1	£12, 500	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>

			or remain the same?	Remain the same <input type="checkbox"/>	remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	TA hours across the year @ £12,500 (1 hour per afternoon across Y1-6), PiXL subscription @ £2500.				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	One-to-one support for disadvantaged pupils: Using TAs to support pupils social and emotional development to promote their academic progress					
Category:	Targeted academic support					
Intended outcomes:	<ul style="list-style-type: none"> Pupils will be carefully identified for 1:1 support and this will be implemented with clear strategies and approaches to help pupils achieve success in their learning. 		Success criteria:		<ul style="list-style-type: none"> Disadvantaged pupils in need of 1:1 support will have been carefully identified. Said pupils will receive high quality, targeted support to ensure that they are developing well and making good progress in school. There will be a reduction in exclusions and improvements in attendance and academic progress. 	
Staff lead:	David Maguire (HT)/Kristy Evans (DHT)/Issy Weaver (SENCo)					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> Boxall Profile will be completed for pupils across the school and the data used to identify (along with other data including exclusion etc) which pupils would benefit from 1:1 support. The creation of a 'Nurture' group for pupils who require 1:1 or intensive support with their social and emotional development. Implement, where appropriate, 1:1 or small group additional support for identified pupils. Review termly the impact of the support implemented and refine the process regularly to ensure it meets the needs of the pupils it is supporting. 					
	Year 1	£24,900	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to	Increase <input type="checkbox"/>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	3 TAs working in 1:1 role @ £8,300 each = £24,900 for the year.				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Pupil wellbeing: Implement an ELSA role to support pupils' emotional development across the school					
Category:	Wider strategies					
Intended outcomes:	<ul style="list-style-type: none"> Pupils emotional development will be supported by regular ELSA sessions. The model used for our ELSA system will monitor and show improvements in pupils social and emotional development and the impact of this on their academic achievement. 		Success criteria:		<ul style="list-style-type: none"> Pupils will be identified for ELSA support promptly. ELSA support will be monitored and the impact carefully evaluated to refine approaches moving forward. Pupils social and emotional development will increase as will their academic success as a result of targeted ELSA support. 	
Staff lead:	Kristy Evans (DHT)/Sharon Billings (ELSA)					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> Identify pupils who will benefit from ELSA support and create, with teachers and parents, a baseline of their emotional wellbeing. Use this to measure progress throughout the year. Offer ELSA sessions throughout the year for a fixed period. At the end of the period review with class teacher, parents and pupils to measure the impact. If appropriate or necessary, continue with ELSA support to further support pupils. Train staff in some of the ELSA approaches to enable them to be a 'frontline' support for pupils. Link the use of Boxall Profiles to support pupils social development in class alongside ELSA support. 					
	Year 1	£4000	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to	Increase <input type="checkbox"/>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	Time dedicated to role for TA (cover required) £3,000 across the year. ELSA resources @ £1000.				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Readiness to learn: Introduce a ‘Nurture’ model to support the development of self regulation and pupils’ social and emotional wellbeing		
Category:	Wider strategies		
Intended outcomes:	<ul style="list-style-type: none"> Pupils will be well supported through a nurture group to develop self regulation and ability to manage their feelings and behaviour. 	Success criteria:	<ul style="list-style-type: none"> Pupils will be identified for whom ‘nurture’ will be a good support. The progress of the nurture group will be carefully monitored and show that they have developed their self-regulation and ability to manage their feelings and behaviour. This will lead to an improvement in their academic success and progress.
Staff lead:	David Maguire (HT)/Kristy Evans (DHT)		
Implementation	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> Identify appropriate staff to attend training on Nurture approach. Organise for above person to attend training. Create an implementation plan for Nurture to include setting up our Nurture Space. Launch the Nurture class and review regularly the approaches used and the progress being made. Utilise the Boxall Profile to measure progress in pupils’ social and emotional development. As appropriate remove pupils from Nurture and open up to new pupils for whom the support will be beneficial. 		

Anticipated expenditure	Year 1	£14,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	Nurture training @ £1500, additional TA hours @ £2500 additional TA/Graduate Intern @ £9,000, additional Nurture resources @ £1000.				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Attendance: Use of an Education Welfare Officer (EWO) to improve attendance and foster links with parents and move towards a model of having a Family Support Worker to boost support in this area		
Category:	Wider strategies		
Intended outcomes:	<ul style="list-style-type: none"> The support from the EWO will tackle issues with attendance for disadvantaged pupils and support parents in improving their child's attendance. In addition to this, the development of a Family Support Worker will support this by allowing us to become more proactive and supporting issues with families before the symptom of attendance issues becomes a problem. 	Success criteria:	<ul style="list-style-type: none"> Support from EWO will help improve attendance of disadvantaged pupils. The identification of a suitable member of staff for a Family Support Worker role will help the school to better support families moving in to Year 2 and Year 3 of this strategy. When established the Family Support Worker role will help pupils and families to enable children to fulfil their potential socially, emotionally and academically.
Staff lead:	David Maguire (HT)/Kristy Evans (DHT)		
Implementation	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> Analyse attendance (and Persistent Absence) for disadvantaged pupils across the school to measure a baseline. Use this to identify key families for whom the EWO should work with proactively. Utilise EWO time carefully throughout the year to support families to identify the causes of poor attendance and to address them. Identify the appropriate member of staff to take on a Family Support Worker role from Year 2 onwards. Organise training for the Family Support worker role in readiness for it's launch in September 2020. Create a 'soft' launch for the Family Support Worker role throughout the summer term 2020. 		

Anticipated expenditure	Year 1	£6,500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	24 EWO hours = £1000, FSW Training @ £2000, £2000 for release of person for role in summer for 'soft launch' and £1500 for resources for Family Support Worker role.				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				