

Coupals Primary Academy – Pupil Premium Strategy (2017-18)

1. Summary information					
School	Coupals Primary Academy				
Academic Year	2017-18	Total PP budget	£37,380	Date of most recent PP Review	2014
Total number of pupils		Number of pupils eligible for PP	27 (not including new R)	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2 (Y6) Achievement and progress (cohort of 6 in 2017)		
% achieving in reading, writing and maths combined	40% combined* Reading: 67% Writing: Maths: 40%	TBC
Average progress score in reading	0.1	TBC
Average progress score in writing	1.4	TBC
Average progress score in maths	2.3	TBC
KS1 (Y2) Achievement and progress (PP cohort of 5 in 2017)		
% achieving in reading, writing and maths combined	60% combined Reading: 60% Writing: 60% Maths: 60%	TBC
Y1 Phonics Screening Check (PP cohort of 1)		
% of pupils passing the phonics screening check	100%	93% (school)
Reception – GLD (PP cohort of)		
% of pupils reaching a Good Level of Development	75%	69% (school)

*The PP cohort included two children who had specific Special Educational Needs who were not working at Age Related Expectations.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Speech, language and communication in the Early Years and Key Stage 1 are lower than non PP peers
B.	Effectiveness of supporting Pupil Premium eligible SEND pupils
C.	Historic variability in the quality of teaching has led to gaps in attainment of Pupil Premium pupils in particular year groups

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Persistent Absence in Pupil Premium pupils has gradually increased over the last 2 years
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the oracy of PP pupils in EYFS and Year 1	PP pupils in Reception and Year 1 will make excellent progress in Communication and Language as a result of the support put in place through PP funding.
B.	Improve the effectiveness of supporting PP pupils with SEND so that they achieve better and the gap between them and non SEND PP and non-PP narrows	PP pupils with SEND will make accelerated progress from their starting points as a result of focused, strategic support.
C.	Improve progress and achievement for PP pupils in cohorts of concern	PP pupils in cohorts of concern will, as a result of high quality support, make accelerated progress to narrow the achievement gap.
D.	Improve attendance for PP pupils and decrease the number PP pupils who are persistent absentees compared to 2016-17	Attendance of PP pupils will improve and there will be fewer PP pupils who are persistently absent than in 2016-17.

5. Planned expenditure

Academic year	2017-18
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Specific focus on Communication and Language (elements of Practice taken from 'Early Years Intervention' from Education Endowment	The development of high quality relationships (a strength within our setting) is key to developing effective communication and language in EYFS pupils. Focus on approaches linked to Speech Therapy (such as Elklan) will help to develop Speech. The	The provision of EYFS, in particular the focus on Communication and Language, will be regularly monitored and evaluated. Refinements will be made to improve the quality of provision so that it continues to	Kristy Evans	Termly

	Foundation Teaching and Learning Toolkit.	introduction of Vocabulary and the use of Tier 1 vocabulary will further support the development of vocabulary in Year 1.	improve.		
C	Reading Comprehension Strategies as outlined in the EEF toolkit.	The EEF Toolkit shows that approach has a high impact on improving pupil outcomes (+8).	Create a clear strategy for the implementation of the strategies. Monitor regularly (learning walks/observations) and evaluate impact through evidence (including progress data).	Rhea Brown/David Maguire	Termly
B	Create a plan of CPD focusing on Special Educational Needs and approaches to meet the needs of pupils with SEND. Include visiting facilitators to provide focus on key areas where relevant.	The plan will be created based on the needs of the pupils in terms of both their SEND and their achievement and progress. Other schools locally have taken similar approaches and have seen improvements in pupil outcomes.	Identify key issues and needs to be supported. Identify appropriate, relevant and proven training options and implement. Review and follow up training to ensure it is put in to practice. Evaluate impact using data and assessment information.	Alison Jones/David Maguire	As appropriate following CPD.
Total budgeted cost					8500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Implement 'Every Child A Talker' to support PP pupils develop language and communication.	'Every Child A Talker' has been implemented effectively by Lead Practitioners across the UK to develop oracy for PP pupils.	Regular review and evaluation of the implementation. Refinements will be made to ensure that practice continues to develop oracy.	Kristy Evans/David Maguire	February 2018 June 2018
B	Develop metacognition and self-regulation to improve learning for PP pupils with SEND.	EEF Toolkit shows this to be an approach which has a high impact on pupils' learning and outcomes (+8).	Develop a system in which metacognition can be used to better support SEND/PP learners. Seek feedback from pupils and teachers and measure impact and progress from an established baseline.	Alison Jones	May 2018
C	Implement 'Post Teaching' focused on gaps in knowledge, progress and achievement to improve outcomes for pupils.	Post Teaching has been used effectively across the school in the previous academic year, e.g. in Year 6, to improve outcomes (see CPA Achievement Pack for details of achievement and progress).	Regular monitoring (learning walks) to ensure the quality of Post Teaching is sufficient. Monitor outcomes from standardised testing for impact. Refine plans and post teaching according to evaluations.	David Maguire	Termly
Total budgeted cost					£13,100

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	Work with the EWO to support PP attendance. Identify strategies used in other schools and seek to implement them at Coupals.	The school has worked effectively with the EWO on individual attendance cases before and they have led to effective improvements on a smaller scale. The EWO is the best support available to us	Regularly review the attendance of the PP pupils and work proactively with parents to support issues in attendance. Offer workshops for parents to help them develop strategies at home for improving attendance.	David Maguire	At the end of each term.
Total budgeted cost					£500

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See evaluated Spending Plans from 2016-17.				
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See evaluated Spending Plans from 2016-17.				
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See evaluated Spending Plans from 2016-17.				

7. Additional detail				
N/A				