

Pupil premium strategy statement

School overview

Metric	Data
School name	Coupals Primary Academy
Pupils in school	320
Proportion of disadvantaged pupils	55 pupils (17%)
Pupil premium allocation this academic year	£74,150
Academic year or years covered by statement	Reception to Year 6
Publish date	September 2020
Review date	August 2021
Statement authorised by	David Maguire
Pupil premium lead	David Maguire (Headteacher)
Governor lead	Michelle Andrews

Disadvantaged pupil progress scores for last academic year (most recent data from 2019)

Measure	Score
Reading	-1.3
Writing	-1.2
Maths	2.7

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60% (3/5 pupils)
Achieving high standard at KS2	20% (1/5 pupils)
Measure	Activity
Priority 1	Ensure all staff receive training around the teaching and development of oracy (including opportunity to develop resources and observe good practice etc)
Priority 2	Establish small group reading intervention across the school to improve reading achievement and progress for disadvantaged pupils
Barriers to learning these priorities address	Poor oracy and communication skills and reading achievement and progress for disadvantaged pupils.
Projected spending	£5500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Score (0.3)	July 2021
Progress in Writing	Achieve National Average Score (0.3)	July 2021
Progress in Mathematics	Achieve National Average Score (0.4)	July 2021
Phonics	Exceed National Average in Phonics Screening Check	June 2021
Other	Increase achievement for disadvantaged pupils across all year groups (increase all year groups % of disadvantaged pupils working at ARE by 10%)	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Implement a range of reading interventions for pupils across the school to improve reading outcomes and progress (including PiXL, Accelerated Reader and additional books to source library). Run training for staff around the EEF Improving Literacy Guidance to improve teaching and outcomes across the school.
Priority 2	Implement a range of individual and group interventions (including those from PiXL and Maths Mastery) to improve outcomes and progress in Maths. Run training for staff around the EEF Improving Mathematics Guidance to improve teaching and outcomes in Maths across the school.
Barriers to learning these priorities address	Progress of disadvantaged pupils in Reading and Maths and to narrow gaps in achievement as a result of COVID-19.
Projected spending	£47,800

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop model of Pastoral Support for pupils and families to remove external barriers impacting on learning and progress.
Priority 2	Improve attendance for disadvantaged pupils across the school so that it exceeds the National Average.

Barriers to learning these priorities address	External factors and pupils' emotional wellbeing impacting on their learning in the classroom. Poor attendance impacting on pupils' achievement and progress in school.
Projected spending	£18,946

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Gaps in pupil knowledge occurring as a result of school closure during COVID-19	Careful assessment and use of diagnostic tests will be used to identify the key areas of pupils' knowledge which has been impacted by school closures. This will allow teachers to teach key content to support further progress and maximise use of time.
Targeted support	Ensuring sufficient staffing capacity, time and development opportunities for staff to effectively implement strategies.	Staffing to be carefully planned to ensure the appropriate staff are deployed for intervention. Careful planning of development opportunities for staff delivering interventions to ensure that they are effectively trained to maximise the impact of interventions.
Wider strategies	Engaging hard to reach families and ensuring they access support.	Pupil and Family Support Worker to work proactively to build positive relationships with parents. Work with other schools and PFSW to identify effective strategies for engaging hard to reach families. Draw upon guidance from EEF Improving Attendance Guidance and Improving Behaviour where appropriate.

Review: last year's aims and outcomes

Below is the impact statement for our Pupil Premium Strategy for 2019-20 in light of the COVID-19 pandemic:

At Coupals Primary Academy, across Unity Schools Partnership and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19.

The much-reduced opening of all Unity Schools Partnership Academies in March, followed by the period of widening opening of Academies from 1st June has had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure.

Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families.

Across the Partnership, we have continued to address the challenges faced by pupils who experience social disadvantage. Coups has put in place the following measures to support all families, including those eligible for the pupil premium grant:

- An effective online platform allowing pupils to complete work and receive feedback from their teachers
- Regular check ins for vulnerable families and pupils
- Opportunities for wellbeing and interaction (e.g. online assemblies, class meetings etc)
- Signposting families to relevant support available to them
- Buying and delivering resources to support pupils' learning during lockdown
- Signposting parents towards support for the 'digital divide' for pupils who do not have access to technology at home

The evidence-informed approach we adopt across Unity Academies is rooted in tackling educational disadvantage in the classroom. This is a long term approach; it may well be necessary and desirable for leaders to continue 2019-20 planned actions into the 2020-21 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.