



Co-op Academy  
Princeville

# Pupil Premium

# Proposal

## 2019-2020

# Pupil Premium Proposal

## Document details

This version was created in September 2019  
The next review date will be January 2020

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# Key Aims

Every pupil within our school is entitled to the support needed to realise their potential. We recognise that this may mean that some pupils may require more support and investment than others, to ensure equality of opportunity.

We deploy our Pupil Premium to safeguard equality of opportunity for all.

We take responsibility for this as a whole school:

- Pupil Premium and raising attainment by reducing barriers to learning is a whole school priority – every adult in the school is aware of the need to close gaps, and what gaps exist where.
- Governors play an active role in discussing Pupil Premium priorities and are kept fully up to date with initiatives and impact.
- The school has a Pupil Premium cost centre to support us with the monitoring process. The Assistant Headteacher (Inclusion) leads on Pupil Premium.

# The Process

## Stage 1

Identify the Pupil Premium children, and make all relevant staff aware, with a clarity of historic achievement

## Stage 2

Each year group team, analyse data and staff will:

- Identify where gaps exist for individuals or groups?
- What barriers to learning exist?
- Explore any whole school trends?
- Summarise any year group / subject specific challenges?
- Identify if there any barriers/issues relating to a specific child

## Stage 3

Pupil Progress Meetings

- What is all of the information we have gathered telling us?
- Where and how can we make a difference?
- The money must be targeted and spent in the right places to raise attainment.
- We monitor all our disadvantaged pupils carefully to ensure they make at least as much progress as their peers and that no children "coast"

We focus on many different characteristics and areas, including:

- Subject specific issues
- Areas within subjects
- Prior attainment
- Cohort characteristics
- Teacher training
- Gender
- New to English
- Able, Gifted & Talented
- Special Educational Needs and Disabilities
- Medical needs
- Attendance & Punctuality
- Wider challenges, beyond school

## Stage 4

Provision Mapping: identify the individual needs of the children and place them appropriately on the provision map.

Identifying and considering:

- Quick fix solutions and interventions
- Medium term interventions
- Longer term strategic

# Context

We regularly identify, monitor and assess the barriers that a proportion of our children face, to ensure our provision and interventions address these issues:

- The school experiences high levels of mobility – in 2018-19, 80 children were admitted, and 78 children were removed from the school role.
- One in five adults in Bradford are unemployed. Our area has the highest proportion of households with children where no adults are in employment. Child poverty is therefore an acute problem within the community – 33.5% of the schools population is disadvantaged (Pupil Premium); however, a greater proportion experience disadvantage, but have no recourse to public funds.
- For many of our migrant families who are New to, or recently arrived in the UK, education is not the norm, and this leads to challenges with engagement, academic achievement, and language acquisition.
- The school has a large proportion of pupils with Additional Educational Needs, with 9% requiring SEND support, and a significant proportion of New to English Learners.
- The majority of our children arrive at school with standards of English and communication, which are significantly below their peers Nationally. For many this barrier is linked to acquisition of English and a lack of modelled English language beyond school, 70% speak English as an additional language.
- A significant number of our children also have communication barriers linked to Speech, Language and communication needs; for many of our children school is their first engagement with an educational setting, many have not experienced any pre-school groups or activities.
- Due to high levels of economic deprivation, many of our children have limited resources outside of school to provide out of hours learning support, or high-quality life experience.
- Our children enter Nursery and Reception significantly below age related expectations in many areas, and are generally below in all areas of the EYFS curriculum. We have identified limited experience of life outside that of their immediate locality as having an impact on their ability to learn from the world around them. Many are unable to play, talk or investigate at a level comparable to their peers nationally.
- Poor attendance has historically been a challenge, and this remains the case for some pupils and groups of pupils, despite significant investment. Attendance amongst disadvantaged pupils is very much in line with their peers throughout school.

# Provision 2019 - 20

We regularly identify, monitor and assess the barriers that a proportion of our children face, to ensure our provision and interventions address these issues:

Amount of Pupil Premium received: £227,423

Based on the themes above, the school has invested in the following:

## Home Study

- Stay and Play sessions for new Nursery and 2YO Intake - £2,000
- Athletics Licence - £2,150
- Times Tables Rockstars - £360.00
- Home Reading Journals - £1,000
- Clicker 7 - £1200
- Revision Guides - £600

Total: £7,310

## Education Support/Curriculum

- Booster sessions for Year 6 and Year 5 Pupils - £4,000
- Small group tutoring for disadvantaged learners in Year 6 (focus on closing gaps in Maths and English) - £24,000
- Delivery of Strategic School Improvement Initiative deliver for disadvantage/vulnerable learners in Year 5 - £10,000
- Unqualified Teacher to deliver Phonics and English interventions to disadvantaged/vulnerable learners in KS2 - £25,600
- Ruth Miskin intervention group led by HLTA in year 2 – £24,000
- Specially trained TA led Phonics intervention group (Precision Teaching and Alphabet Arc) – in staffing budget
- Additional teacher led Phonics groups to target closing gaps even further – in staffing budget

Total: £87,600

## Development of Teaching and Learning

- Assistant Headteacher to lead pupil premium and coordinate implementation and monitor impact - £15,000
- Assessment Tracker system that assists teachers in using assessment information to plan and analyse gaps in learning for disadvantaged Learners – closing gaps further – £1,500
- Accelerated Reader programme, to provide access to quizzes and texts within and beyond school - £1,000
- Alphabet Arc Training - £500
- Precision Teaching CPD - £500
- Training for Teachers on Meeting the needs of Pupil Premium Learners within teaching - £300
- Programme of CPD to develop differentiation and challenge in Maths and Reading (clear vulnerabilities for disadvantaged learners) - £6,000

- Robust Pupil Progress meetings, focussed on the needs of disadvantaged Learners - £3,000

Total: £27,800

## Breaking Down Barriers to Access

- Speech and Language Worker (half day per week) - £4,250
- SALT training for TAs (included in SALT cost) - £4,500
- Attendance management, monitoring, prizes and awards - £10,000
- EAL resources and training for staff - £300
- Educational Psychologist additional package - £2,844
- Nurture groups to develop personal skills - £6,250
- Parent Workshops in every year group to foster good home school relations and involve parents in their children's learning - £5,000
- Cooking groups to foster good social skills and build self- confidence - £1,170
- Regular coffee mornings to engage parents with school and signpost additional services - £1,000
- Drop in sessions with School Nurse to address medical needs and issues that impact on learning - £0
- Comprehensive suite of subsidised trips and visits – £25,000
- Targeted Breakfast club, including Magic Breakfast provision - £10,000

Total: £70,314

## Staff Development and Training

- Weekly Coaching for all teachers (specific focus on meeting the needs of all learners) - £15,000
- Attachment Training - £500
- Additional Pupil Progress Meetings – £2,000

Total: £17,500

Total proposed spend: £210,524

Contingency for emerging need: £16,899