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Pupil Premium Statement

Summary information					
School	Co-op Academy Portland				
Academic Year	2020-21	Total PP budget	£139,845	Date of most recent PP Review	Updated Sept 2020 by CP March 2020 KA and CT
Total number of pupils	155 (01.09.20)	Number of pupils eligible for PP	103/161 (63.9%)	Date for next internal review of this strategy	April 2021

Current attainment (2019) This year's data still stands due to Covid interruption*		
Reception	Pupils eligible for PP	Overall
% achieving GLD	73%	42%
Year 1 Phonics Screening	Pupils eligible for PP	Overall
% achieving pass	61%	31%
Year 2 Phonics Screening (Re-check)	Pupils eligible for PP	Overall
% achieving pass	71%	100%
End of Key Stage 1	Pupils eligible for PP	Overall
% achieving age related expectation or above in reading	39%	22%
% achieving age related expectation or above in writing	50%	29%
% achieving age related expectation or above in mathematics	50%	26%
End of Key Stage 2	Pupils eligible for PP	
% achieving age related expectation or above in reading	80%	21%
% achieving age related expectation or above in writing	80%	29%
% achieving age related expectation or above in mathematics	80%	21%

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CONTEXT

The proportion of disadvantaged pupils for whom the pupil premium provides support is high. The proportion of pupils who join and leave the school other than at the usual times is significantly higher than nationally and many children who arrive at school having significant learning challenges; primarily low vocabulary bank, poor communication skills and speech and language difficulties.

There are a number of factors that impact pupil premium pupils who attend our school. We believe that one of the biggest barriers for children can be poverty of aspiration so we are determined to create a climate that does not limit a child's potential. We have to take time and invest heavily in educating our families about the different expectations when they come to school and promoting strong attendance. Following Covid lockdown, our children are now facing even bigger gaps in their learning and may present with even more barriers to their learning including attachment and anxiety, digital screen addiction or domestic violence worries.

Pupil premium pupils at Co-op Academy Portland may lack access to learning resources at home and do not have the wider experiences that children from other demographics may have. This is a problem when home-learning expectations are looming once again over us. We will endeavour, therefore, to provide packs of work to be collected from school or delivered to homes in order to continue to stimulate interest and continue to foster a love of learning; making choices to do what matters most.

Co-op Academy Portland plans opportunities for our pupils to have regular access to stimulating visits and visitors, and this year, we will further facilitate learning by employing an external education company MSE to help support our pupils' readjustment back into primary school - providing care and support to our disadvantaged pupils. MSE will support the engagement our community in enjoying our outdoor space through forest skills, allotment skills, bushcraft and survival alongside our pupils is a plan for this coming academic year - although current guidelines and restrictions apply.

A proportion of our pupil premium pupils also have one or more Special Educational Need. This may require additional support, highly skilled teachers and focussed management to make sure that multiple needs can be met.

1. 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)

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| A. | Reduced experiential learning at home leading to poor cultural capital. |
| B. | Pupil outcomes were well below national in Reading, Writing and Maths and quality of the curriculum. |

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

- | | |
|----|--|
| C. | Attendance lower than the national average 65.12% 55/86 are at PA PP |
| D. | Family support with learning. |

2. Impact

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	<i>Impact and how they will be measured</i>	<i>Success criteria</i>
A.	Opportunity for all pupils to enjoy experiences of learning both in and out of the classroom through, for example: -trips and residential visits -specialist curriculum visitors to the academy, including sports coaches, 1:1 tutors, enhanced enrichment programme	All pupils engage in the activities provided so that pupils can access a full and rich curriculum
B.	PP pupils will continue to achieve at least as well as non PP peers <ul style="list-style-type: none"> - PP GLD at least in line with non-PP in Reception - Year 1/2 phonics outcomes for PP pupils at least in line with non PP peers - KS1 and KS2 reading, writing and maths outcomes for PP pupils at least in line with non PP peers 	PP outcomes are at least in line with non PP peers
C.	The attendance of PP pupils further improves	Attendance for PP children will be in line with others and close the gap on the national average
D.	Significantly more parents from disadvantaged families in regular contact with school.	Increased parental/carer attendance at school events, parent evening and supporting school visits. Improved response to parent questionnaires, communication and participation in parental workshops.

3. Planned expenditure

Academic year	20-21		
Barrier A			
Intent	How	Staff lead	Evaluation

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<p>Opportunity for all pupils to enjoy experiences of learning both in and out of the classroom for example through trips, visits and residential excursions (Barnstondale) (at least 1 per term)</p> <p>Sports coaches used to promote physical activity and fitness during lunchtime and afterschool</p>	<p>Trips and visits planned at the start of the year by class teachers and funding provided to subsidise each trip/visit for pupil premium pupils related to the agreed curriculum intent £12000</p> <p>After school opportunities for football coaching (Everton Ladies' Coach) and karate £2500</p> <p>Subsidised for pupils in Year 5/6 to attend the 3 day, 2 night Barnstondale residential trip. £3660</p>	<p>Phase Leaders</p> <p>Senior Leadership Team to review</p> <p>Full of Beans</p>	<p>Pupil and parental voice plus discussions with pupils and work in their books demonstrate:</p> <ul style="list-style-type: none">-an increased understanding of the wider curriculum-an enhanced understanding of the subject specific curriculum. <p>Increased PP participation in PE enrichment activities both during the school day and after school</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities</p> <p>All Pupil Premium pupils access residential trips which build self-esteem, self-confidence and co-operation skills.</p>
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			Total budgeted cost	£20,000
Barrier B				
Intent	How	Staff lead	Evaluation	
<p>PP pupils will continue to achieve at least as well as non PP peers</p> <ul style="list-style-type: none"> - PP GLD at least in line with non-PP in Reception - Year 1/2 phonics outcomes for PP pupils at least in line with non PP peers - KS1 and KS2 reading, writing and maths outcomes for PP pupils at least in line with non PP peers 	<p>Strengthen further the quality of learning for PP pupils so that they make enhanced progress through:</p> <ul style="list-style-type: none"> -implementation of RWI in EYFS and Year 2 and consultancy support and team teach offer £3500 -further strengthen the quality of teaching of Maths No Problem -boosters of Maths No Problem in Year 2 and Year 6 £3500 -CLPE Power of Reading CPD to strengthen the teaching resource and English curriculum £3000 -Curriculum development CPD £3500 -renewal of PP focused Purple Mash and Maths Rockstars subscriptions £1000 - IT infrastructure to support access for PP to wider ICT curriculum £14500 -Booster support for reading for Year 2 and Year 3 PP pupils £11000 	<p>SLT</p> <p>Intervention leaders</p> <p>Class teachers</p>	<p>PP pupils will continue to achieve at least as well as non PP peers</p> <ul style="list-style-type: none"> - PP GLD at least in line with non-PP in Reception - Year 1/2 phonics outcomes for PP pupils at least in line with non PP peers - KS1 and KS2 reading, writing and maths outcomes for PP pupils at least in line with non PP peers - PP outcomes knowledge, skills and understanding in the wider curriculum is at least in line with non PP peers 	
			Total budgeted cost	£46,000

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Barrier C				
Intent		How	Staff lead	Evaluation
The attendance of PP pupils further improves	<p>An attendance/Welfare Officer has been employed to further aid capacity to reach out to families, develop targets, offer support and deliver challenge to families to improve attendance.</p> <p>Regular attendance review meetings highlighting PP pupils and their attendance and setting targets.</p> <p>Regular home visits to support picking pupils up and getting them into school.</p> <p>By July 2020</p> <p>Vulnerable children are being provided with pastoral care, guidance and An intensive support service continues to be provided to pupils and/or parents, identified by the school as 'vulnerable' or 'in need'.</p> <p>Parent survey and parent workshop feedback reflect stronger links between home and school.</p> <p>Families are being advised of and referred to appropriate service support to raise self-esteem and develop skills of</p>	<p>Attendance is lower than the national average Portland. It is vital that pupils are in school in order to make the difference to opportunity and life chance. PP pupils are a vulnerable group and need to be in school in order to access the PP grant provision and education.</p> <p>It will develop greater family links with PP pupils and their families and advertise the value of education and the importance of opportunity</p> <p>Welfare/Attendance Officer is employed full time at Coop Academy Portland.</p> <p>WAO contacts all new families and offers support in the home.</p> <p>Signposting given for all families</p> <p>WAO attends TAF, CIN, CP meetings – supervision given by HT.</p> <p>WAO monitors attendance of pupils every morning and is first call for parents/carers.</p> <p>WAO works closely with agencies to support parents.</p>	<p>HT ET(WAO)</p> <p>Family Support Lead</p>	<p>Increased attendance rates of PP pupils and those who are PA</p> <p>Increased parental engagement with support</p> <p>Parental access to support</p>

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	resilience, independence and perseverance. (£33,000)			
	Whole school attendance continues to increase and stay above 96%			
Increased proportion of pupil premium pupils receiving a school breakfast. All pupils in full, correct and good quality uniform and footwear. Access to school family worker each day.	Free Breakfast (8.45am) for those PP pupils to encourage a healthy start to the day and school attendance £700 Free uniform(Jumper/Cardigan) given to all PP pupils to ensure all PP pupils have equality in their personal presentation £700	Average attendance of children who regularly attend breakfast club to be above 95% Case studies to demonstrate impact on children with a history of persistent absenteeism improving attendance. Attendance at breakfast club to increase to 15% of the school roll	Regular feedback from pupils and parents Governing Body review Academy Trust reviews (Termly)	AHT ET(WAO)
				Total budgeted cost £34,500

Barrier D

Intent	How	Staff lead	Evaluation
Significantly more parents from disadvantaged families in regular contact with school. More pupils educated about health and seeking medical advice	Weekly workshops for parents(Caritas) to support completion of paperwork, communication and advice delivered by family welfare staff regarding significant healthcare topics – dentist, doctor and diet etc. Nurse, Educational Psychologist, SALT, ASC	Welfare officer	Parental voice - Families in our community to feel part of our school and have clear guidance and support. Increased number of PP families and pupils accessing regular medical care and also understanding school priorities
			Total budgeted cost £3000

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Barrier D			
Intent	How	Staff lead	Evaluation
Disadvantaged children coming out of lockdown and readjusting to life back at school with significant anxieties, attachments or worries about disclosures to come	1:1 work on social, emotional, mental health (SEMH) needs through a mentoring approach led by Military School of Education (MSE) Teachers use pupil referral system to request support for individuals and can book outdoor session on forestry, bushcraft and survival to promote engagement with school and teach children the rewards of being outdoors immersed in something pleasurable. The MSE team supports with embedding our Ways of Being culture and helps us to promote a restorative justice behaviour programme preparing our pupils for life outside of school - and the importance of doing what matters most and making good decisions	Deputy Head and Welfare officer	Parental voice - Families in our community to feel part of our school and have clear guidance and support. Increased number of PP families and pupils accessing regular medical care and also understanding school priorities
			Total budgeted cost £16,000

Total Spend
£130,000

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How will the school measure the impact of the Pupil Premium?

At Co-op Academy Portland barriers to learning are identified from the pupil's EHCP or Statement, this feeds into the child's provision map of interventions. Data collection and the monitoring and tracking of pupils attainment are used to inform a pupil's progress and this also enables the early identification of need, support and appropriate intervention. Pupil Progress meetings take place every term.

Each term, the school reviews the impact of the interventions purchased, through reports, pupil discussions, staff discussions and data tracking. When selecting pupils for Pupil Premium interventions, the school looks at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Headteacher's report to Governors.