



## Pupil Premium Review of Expenditure 2017-2018 at Copley Junior School

Summary Information 2017-2018	
Academic year: 2017-2018	Total Pupil Premium budget: £12 460
Total number of pupils: 199	Number of pupils eligible for Pupil Premium: 9

Year group	Total number eligible for PP		Reading		Writing		SPaG		Maths	
			Start of year baseline	2018 end of year result	Start of year baseline	2018 end of year result	Start of year baseline	2018 end of year result	Start of year baseline	2018 end of year result
3	1	Pupil A	2WTS	3WTS	2WTS	3WTS	2WTS	3WTS	2WTS	3WTS
				Expected progress		Expected progress		Expected progress		Expected progress
4	1	Pupil B	3WTS	4EXS	3WTS	4WTS	3WTS	4WTS	3WTS	4WTS
				More than expected progress		Expected progress		Expected progress		Expected progress
5	3	Pupil C	4WTS	5WTS	4WTS	5WTS	4WTS	5WTS	4WTS	5EXS
				Expected progress		Expected progress		Expected progress		More than expected progress
		Pupil D	4WTS	5EXS	4WTS	5EXS	4WTS	5EXS	4WTS	5EXS
				More than expected progress						
		Pupil E	4WTS	5WTS	4WTS	5EXS	4WTS	5EXS	4EXS	5EXS
				Expected progress		More than expected progress		More than expected progress		Expected progress
6	4	Pupil F	5WTS	6EXS	5WTS	6WTS	5WTS	6WTS	5WTS	6EXS
				More than expected progress		Expected progress		Expected progress		More than expected progress
		Pupil G	5WTS	6WTS	5WTS	6EXS	5WTS	6EXS	5EXS	6EXS
				Expected progress		More than expected progress		More than expected progress		Expected progress
		Pupil H	5EXS	6GDS	5WTS	6EXS	5WTS	6EXS	5EXS	6EXS
				More than expected progress		More than expected progress		More than expected progress		Expected progress
		Pupil I	4EXS	6EXS	4EXS	6WTS	4EXS	6WTS	4EXS	6EXS
				More than expected progress						



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<b>KEY for AGE RELATED EXPECTATION</b>	SIGNIFICANTLY BELOW ARE	BELOW ARE	AT AGE RELATED EXPECTATION	EXCEEDING ARE
<b>KEY for PROGRESS</b>	SIGNIFICANTLY BELOW EXPECTED PROGRESS	BELOW EXPECTED PROGRESS	EXPECTED PROGRESS	MORE THAN EXPECTED PROGRESS
<b>KEY</b>	WTS= WORKING TOWARDS THE EXPECTED STANDARD	EXS=EXPECTED STANDARD	GDS=GREATER DEPTH STANDARD	

### Pupil Premium Impact Review 2017-2018

Desired Outcomes	Action taken	Monitoring	Impact	Cost
<b>QUALITY OF TEACHING FOR ALL</b> The profile of teaching and learning will continue to improve, with a specific focus on the achievement and progress of Pupil Premium children.	<b>TO IMPROVE THE QUALITY OF TEACHING AND LEARNING</b> <ul style="list-style-type: none"> <li>Professional development for a range of identified areas, including: assessment for learning; higher level questioning; bar modelling; maths mastery; development of investigative maths and opportunities for problem solving; planning for progression in writing; questioning prompts for developing higher-order reading skills; development of assessment practice in reading, writing and maths; development of assessment practice in science and computing etc.</li> <li>Planned programme for monitoring of provision in order to build on strengths and develop best practice.</li> </ul>	Half termly book scrutiny, pupil conferencing and lesson observations, as detailed in the Monitoring and Evaluation timetable. Specific focus on book scrutiny and pupil conferencing with Pupil Premium pupils.	There was a rigorous approach to the monitoring of teaching and learning including tailored mentoring and support.  The quality of teaching and learning strengthened during 2017-2018, with an increased percentage of outstanding teaching and learning evidenced. These outcomes were externally validated through the LA Standards and Effectiveness Partner termly monitoring visits.  The development of coaching quads, in which teachers work collaboratively to plan a lesson and observe each other teaching, leading to whole school lesson study sessions has been positive in sharing best practice and developing consistency of best practice across the school. <b>EVIDENCE OF IMPACT:</b> Book scrutiny, lesson observations and pupil conferencing carried out in line with the Monitoring and Evaluation timetable. Evidence to be found in the monitoring files.	£0 from the Pupil Premium budget - costs for cover and training met by the school budget
	<b>TO PROVIDE HIGH QUALITY TRAINING TO ALL STAFF</b> <ul style="list-style-type: none"> <li>Weekly professional development meetings for teachers and for educational support staff.</li> <li>Three LSAs/HLTA took part in training for the Level 3 Diploma in Specialist Support for Teaching and Learning - monthly visits from tutors, assignments and observations of practice.</li> <li>Emotional Health and Well-Being leader, Inclusion lead and two support staff took part in training to support emotional and social wellbeing.</li> </ul>	Monitoring of the impact of training in subsequent lesson observations of teachers and educational support staff, as detailed in the Monitoring and Evaluation timetable.	In-house training was provided as part of the cycle of monitoring and evaluation of teaching and learning. Teachers and the support staff team of LSAs/HLTAs took part in training once a week. In addition, when appropriate we took part in pyramid and external training to support the training calendar. <b>EVIDENCE OF IMPACT:</b> Interventions for Pupil Premium children were monitored at pupil progress meetings to review the impact of training. Evidence to be found in the monitoring and pupil progress files and evaluations of the provision map. Lesson observations evidence progress in lessons and how teachers are meeting the needs of all groups.	



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<p><b>QUALITY OF TEACHING FOR ALL</b> The profile of teaching and learning will continue to improve, with a specific focus on the achievement and progress of Pupil Premium children.</p>	<p><b>TO REVIEW AND DEVELOP THE MARKING AND FEEDBACK POLICY</b></p>	<p>Half termly in line with book scrutiny</p>	<p>The marking and feedback policy was reviewed and updated to ensure that all children, including Pupil Premium, were receiving high quality marking and feedback to enable them to make at least expected progress.</p> <p><b>EVIDENCE OF IMPACT:</b> The marking and feedback policy was monitored and reviewed every half term in line with the cycle of book scrutiny and pupil conferencing. Evidence to be found in children's books and monitoring records.</p>	<p>£0 from the Pupil Premium budget - costs for cover for senior leaders to undertake book scrutiny and pupil conferencing met by the school budget</p>
<p><b>QUALITY OF TEACHING FOR ALL</b> Pupils to be positively engaged in lessons and to demonstrate enthusiasm for and commitment to learning. 100% of pupils to develop a positive learning attitude through the re-launch of the school's reviewed Learner Values and development of the growth mind set initiative.</p>	<p><b>TO EMBED AND DEVELOP FURTHER THE IMPLEMENTATION OF THE CORNERSTONES CURRICULUM</b></p> <p>The Cornerstones long term plans were developed in all year groups by:</p> <ul style="list-style-type: none"> <li>Increasing opportunities to develop maths skills across the curriculum</li> <li>Developing opportunities for extended writing across the curriculum</li> <li>Developing opportunities for investigative science and 'working scientifically' skills</li> <li>Ensuring all year groups plan an enterprise project, to provide further opportunities to develop the application of maths skills</li> <li>Reviewing long term English plans to ensure appropriate time to develop skills in depth for each genre covered and maximise pupil interest in the texts studied.</li> </ul>	<p>Half termly monitoring of planning, delivery and outcomes; scrutiny of project folders alongside pupil conferencing</p>	<p>The school's tailored and personalised approach to the Cornerstones Curriculum was delivered for at least 5 hours a week (3 afternoon sessions) in every class, with cross-curricular work in core subjects when appropriate. This is a skills based curriculum that engages pupils, providing memorable experiences and opportunities to raise aspirations and encourage independent learning. Through engaging, inspiring and motivating pupils with the Cornerstones curriculum, pupils have developed their independent learning, resilience, team work, confidence, self-esteem and aspirations.</p> <p><b>EVIDENCE OF IMPACT:</b> This is evidenced through the annual pupil survey, pupil voice, annual parent/carers survey, parent evaluations following express events, monitoring of lessons and monitoring of project folders alongside pupil conferencing.</p>	<p>£0 from the Pupil Premium budget - costs met by the school budget</p>



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<p><b>TARGETED SUPPORT</b> All Pupil Premium children to have access to high quality academic intervention to accelerate progress. 100% Pupil Premium children to make accelerated progress in reading, writing, SPaG and maths in order to close the attainment gap.</p>	<p><b>TO PROVIDE 1:1/SMALL GROUP INTERVENTION AT LEAST THREE TIMES A WEEK</b> 1:1 or small group sessions as best meet the needs of the children. Intervention planned by teacher and Inclusion leader and tailored from the formative assessment being undertaken in class. Interventions were led by the class LSA who works with the child in class whenever possible.</p>	<p>Monitoring of interventions and provision map, monitoring of progress through pupil progress meetings and O Track bar reports for reading, writing and maths</p>	<p>Pupil Premium children received 1:1/small group academic intervention or same day intervention for reading, writing and maths at least three times a week. This had good impact for the Pupil Premium children, as evidenced by analysis of in-year progress. <b>EVIDENCE OF IMPACT:</b> Interventions for Pupil Premium children were monitored at least every half term to review the impact of support and were then re-tailored as necessary. Evidence to be found in the pupil progress folders.</p>	<p>£7000</p>
<p><b>TARGETED SUPPORT</b> All Pupil Premium children to have access to high quality academic intervention to accelerate progress. 100% Pupil Premium children to make accelerated progress in reading, writing, SPaG and maths in order to close the attainment gap.</p>	<p><b>TO PROVIDE ADDITIONAL PROVISION FOR CLASSROOM SUPPORT AND INTERVENTIONS FOR YEAR 6 PUPILS</b> Increase in hours for a highly qualified LSA to support provision in Year 6. The LSA provided targeted classroom support in the mornings and same day catch up and 1:1/small group interventions in the afternoons.</p>	<p>Monitoring of interventions and provision map, monitoring of progress through pupil progress meetings and O Track bar reports for reading, writing and maths</p>	<p>Year 6 Pupil Premium children received classroom support, 1:1/small group academic interventions or same day interventions for reading, writing and maths at least three times a week. This had good impact for the Pupil Premium children, as evidenced by analysis of in-year progress. <b>EVIDENCE OF IMPACT:</b> Interventions for Pupil Premium children were monitored at least every half term to review the impact of support and were then re-tailored as necessary. Evidence to be found in the pupil progress folders.</p>	<p>£3745</p>
<p><b>TARGETED SUPPORT</b> Year 6 Pupil Premium children to have access to high quality academic intervention to accelerate progress. 100% Pupil Premium children to make accelerated progress in reading, writing, SPaG and maths in order to close the attainment gap.</p>	<p><b>TO PROVIDE REVISION AND SMALL GROUP BOOSTER INTERVENTION AT LEAST THREE TIMES A WEEK</b> Year 6 class teachers provided after school booster classes for a 6 week period leading up to Y6 SATs. The Deputy Head teacher provided 8.30-9.00am revision classes twice a week for a 6 week period leading up to Y6 SATs.</p>	<p>Monitoring of interventions and provision map, monitoring of progress through pupil progress meetings and O Track bar reports for reading, writing and maths</p>	<p>Pupil Premium children were offered opportunity to attend after school booster classes and 8.30-9.00am revision classes. This had good impact for the Pupil Premium children who attended the sessions, as evidenced by analysis of in-year progress. <b>EVIDENCE OF IMPACT:</b> Interventions for Pupil Premium children were monitored at least every half term to review the impact of support and were then re-tailored as necessary. Evidence to be found in the pupil progress folders.</p>	<p>£0 from the Pupil Premium budget - costs met by the school budget</p>
<p><b>TARGETED SUPPORT</b> Children who have social and/or emotional needs will be identified quickly and will receive tailored provision to meet their needs.</p>	<p><b>TO PROVIDE 1:1 OR SMALL GROUP SOCIAL AND EMOTIONAL SUPPORT INTERVENTIONS WHEN APPROPRIATE</b> 1:1 or small group sessions as best meet the needs of the children. Work on social stories, growth mind set etc. as appropriate to meet the individual needs of the children.</p>	<p>Monitoring of interventions and provision map</p>	<p>Pupil Premium children received 1:1 social and emotional intervention in order to break down barriers to learning as individually appropriate. This had good impact, as evidenced by parental and pupil feedback. <b>EVIDENCE OF IMPACT:</b> Interventions for Pupil Premium children were monitored every half term to review impact. Evidence to be found in the Inclusion leader file.</p>	<p>£1400</p>



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<p><b>QUALITY OF TEACHING FOR ALL</b> All Pupil Premium children have access to high quality academic intervention to accelerate progress in order to close the attainment gap.</p>	<p><b>TO UNDERTAKE PUPIL PROGRESS MEETINGS EACH TERM</b> Assessment for learning, assessment practice, analysis of assessment data and the structure of pupil progress meetings were further refined for all children and Pupil Premium children so that teachers could identify how to close the gap more precisely.</p>	<p>Monitoring of interventions, pupil progress meeting records and provision map</p>	<p>Teachers completed summative assessments of all children and Pupil Premium children at the end of every term and considered the impact of quality first teaching and learning and interventions. This was presented at a pupil progress meeting to senior leaders in order to evaluate impact and plan next steps. <b>EVIDENCE OF IMPACT:</b> Interventions for Pupil Premium children were monitored at least every half term to review the impact of support and were then re-tailored as necessary. Evidence to be found in the pupil progress folders.</p>	<p>£0 from the Pupil Premium budget - cover costs for staff to attend Pupil Progress meetings met by the school budget</p>
<p><b>INCREASE ENGAGEMENT AND PARTICIPATION IN THE WIDER CURRICULUM</b> Ensure that all children eligible for Pupil Premium are able to access all school visits, at least one after school club a term and are able to take part in other extra-curricular activities (including Children's University and learning to play a musical instrument).</p>	<p><b>INCREASE ACCESS TO AND PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES</b> School supported the funding of these activities and made parents aware of this offer through individual letters to parents/carers and via the website.</p>	<p>Termly monitoring of participation in visits, after school clubs and other extra-curricular activities</p>	<p>We will continue with this approach next year as without this some children would not get these experiences. The children were able to access after school clubs, as evidenced by analysis of club participation. They all attended school visits/residential visits which provided children with first hand experiences. Two Pupil Premium children took up opportunity to learn a musical instrument, with one attending band practice at our local secondary school. <b>EVIDENCE OF IMPACT:</b> This is evidenced through pupil surveys, pupil voice, monitoring of extra-curricular participation data, peripatetic music participation data.</p>	<p>£750</p>
<p><b>INCREASE ENGAGEMENT AND PARTICIPATION IN THE WIDER CURRICULUM</b> Ensure that all children eligible for Pupil Premium are able to access high quality music provision.</p>	<p><b>PROVIDE ALL CHILDREN WITH OPPORTUNITY TO LEARN TO PLAY A MUSICAL INSTRUMENT</b> School organised a high quality and engaging 'Wider Opportunities' Samba programme for all pupils in Year 4.</p>	<p>Annual monitoring of the quality of provision and engagement of the pupils</p>	<p>Pupil Premium funding enables us to fund 'Wider Opportunities' music provision annually for all pupils in Year 4. This enables all children to have a year of Samba lessons with opportunity to lead a concert for parents and to take part in Doncaster's Samba Event June 2018 with a performance in Doncaster town centre, playing alongside other pupils. <b>EVIDENCE OF IMPACT:</b> This is evidenced through pupil surveys and pupil voice.</p>	<p>£1200 (costs partly met by the school budget)</p>
			<p><b>Total Pupil Premium income received:</b></p>	<p><b>£12 460</b></p>
			<p><b>Total Pupil Premium budget costed and spent (additional costs met by the school budget):</b></p>	<p><b>£14 095</b></p>



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### What our Parents/Carers Say

Please see the response to our June 2018 Parent/Carer Survey at:

<http://www.copley.doncaster.sch.uk/our-community/parent-view>

#### Comments include:

- "We want to say a heartfelt thank you for the huge difference we see in our child, both academically and emotionally following his first year at Copley. He has flourished in so many ways, we are incredibly grateful for your role in this and have no doubts the huge benefits this will bring our child going forwards."
- "Thank you for your support, encouragement and belief in my child. We are so proud of his achievements and do not feel he could have made as much progress at any other school."
- "You do your best to support and encourage my child and are happy to work with us to make that 'penny drop'."
- "My child is very happy at Copley. Communication is excellent. Teaching staff are brilliant in supporting my child."
- "Very pleased with my child's progress this year which has been as a result of the teacher's excellent teaching and encouragement."
- "Many thanks to all at Copley for making it a great school. My child has had a fantastic time at primary school and has thrived. We are very proud of his achievements and the many opportunities Copley has given him to develop into a confident child."
- "My son has been so happy at Copley and has loved coming to school. We are so proud of all that he has achieved during his time at Copley. We feel very lucky that my child was able to attend Copley and has had all the fantastic experiences and opportunities he has had. We think Copley is a lovely school with amazing staff and children."
- "The transition from Y2-Y3 was excellent. My child settled well due to this. Always feel well informed about what is happening and welcomed. My child is very happy."
- "The broad and balanced curriculum and opportunities beyond the academic. Child centred ethos is impressive in the current educational climate."
- "The exciting and interesting curriculum and clubs. My child loves coming to school and is so engaged in her learning. All staff are committed to ensuring every child achieves their full potential and makes the most progress possible. I think the quality of teaching is outstanding. My child is also learning how to be a good person which is very important. The children have so many varied opportunities at Copley. I wouldn't send my child anywhere else!"