

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Pupil Premium

Pupil Premium is additional funding that schools receive to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as *Ever 6 FSM*), are a *Looked After Child*, or for children whose parents are in the forces. Schools can choose how best to spend this funding, but are required to publish information about this to ensure that parents and others are made fully aware of the attainment of pupils covered by this premium. The ways in which we identify what we spend our Pupil Premium on varies from year to year and cohort to cohort, but is identified through a range of data and reference to current research practices such as Education Endowment Foundation Research.

At Alder Coppice, we have very low numbers of children in receipt of funding compared to National figures which show that in 2020 there were 17.3% of children eligible for FSM (National Statistics, DFE 2020). Therefore, we ensure that all pupils at Alder Coppice also benefit from this funding due to the type of activity or intervention being delivered; we have a whole school ethos that reinforces aspiration and attainment for all, to ensure every pupil is nurtured to succeed to their full potential.

The table below outlines the main group numbers here at Alder Coppice Primary School.

2020					Additional Information	
No of Students	Students in receipt of Pupil Premium	Students with SEN EHCP or K AND Pupil Premium	Students in Care	Students in receipt of PP and Free School Meals	EVER 6	SEN K & EHCP
405	9	2	2	5	29	43

The Main Barriers to Educational Achievement faced by Eligible Pupils

It is important that we have an understanding of the barriers facing children individually, as well as identifying the best support factors to aid their educational achievement. Working closely with our families is vital in developing an understanding of how best to support children's education, and at the same time supporting the family's development as a whole.

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The barriers facing eligible pupils at Alder Coppice vary from child to child, but also match some of the barriers facing the majority of pupils at our school. Although children's attainment in Reading, Writing and Maths has been above the National average, children's progress in Reading and Maths for the Expected Standard+ has shown a range of minus 6% over the last three years and a minus 4% range for GPS and there are a wide range of starting points in Early Years, although outcomes are good. Some of the children who are eligible for pupil premium also have individual barriers to learning from Special Educational Needs, which means that interventions need to be targeted on an individual or small group basis.

Barriers to Learning include:

- Social and Emotional Needs - alongside individual 1-1 support, there may be a need for outside services, such as an educational psychologist;
- Special Educational Need – some children require additional support with their learning in order to meet individual targets for specific learning needs; These children are given extra 1-1 support on a regular basis and monitored by both the SEND Co-ordinator and class teachers to ensure children are making the right progress for them;
- Achievement and Attainment - booster groups are aimed at all children who may need extra support in Reading, GPV, Writing or Maths. Children may be targeted for any of the following: reading, phonics, spellings, handwriting and maths. 1-1 and/or small group interventions are timetabled on a daily or weekly basis as required, to ensure children are making the right progress for them.

Other factors which can be identified, that children may have to cope with are:

- Speech and Language & social communication difficulties;
- Lack of resources in the home to support learning, such as books or computers;
- Lack of family aspiration in terms of educational development;
- High family aspiration but without the skills and resources to support children's educational development;
- Social factors which make focusing on school work difficult, such as broken family structures. Of course, this can be found in more affluent families as well, but the stresses and anxieties which commonly go alongside poverty and low income can often exacerbate such issues;
- Lack of money to engage fully in extra-curricular activities outside of school or enriching experiences, such as unable to afford to go on holiday or go to the cinema;
- Low self-esteem and low expectations in children with regards to their own abilities and potential;
- Subliminal social conditioning around not being expected to have high expectations, as well as potentially explicit negative attitudes from others, both of which can lead to children feeling a lack of the same entitlement they believe others to have;
- Low parental engagement/parenting skills;
- Social Services involvement;

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- Attendance & punctuality- a greater proportion of pupil premium children require additional support to maintain good attendance and to ensure they come to school on time;
- Attitude to learning - A greater proportion of our pupil premium children require an enhanced curriculum to ensure they are engaged in their learning.

For further details on our Pupil Premium please see the Pupil Premium Report and Action Plan on our website.