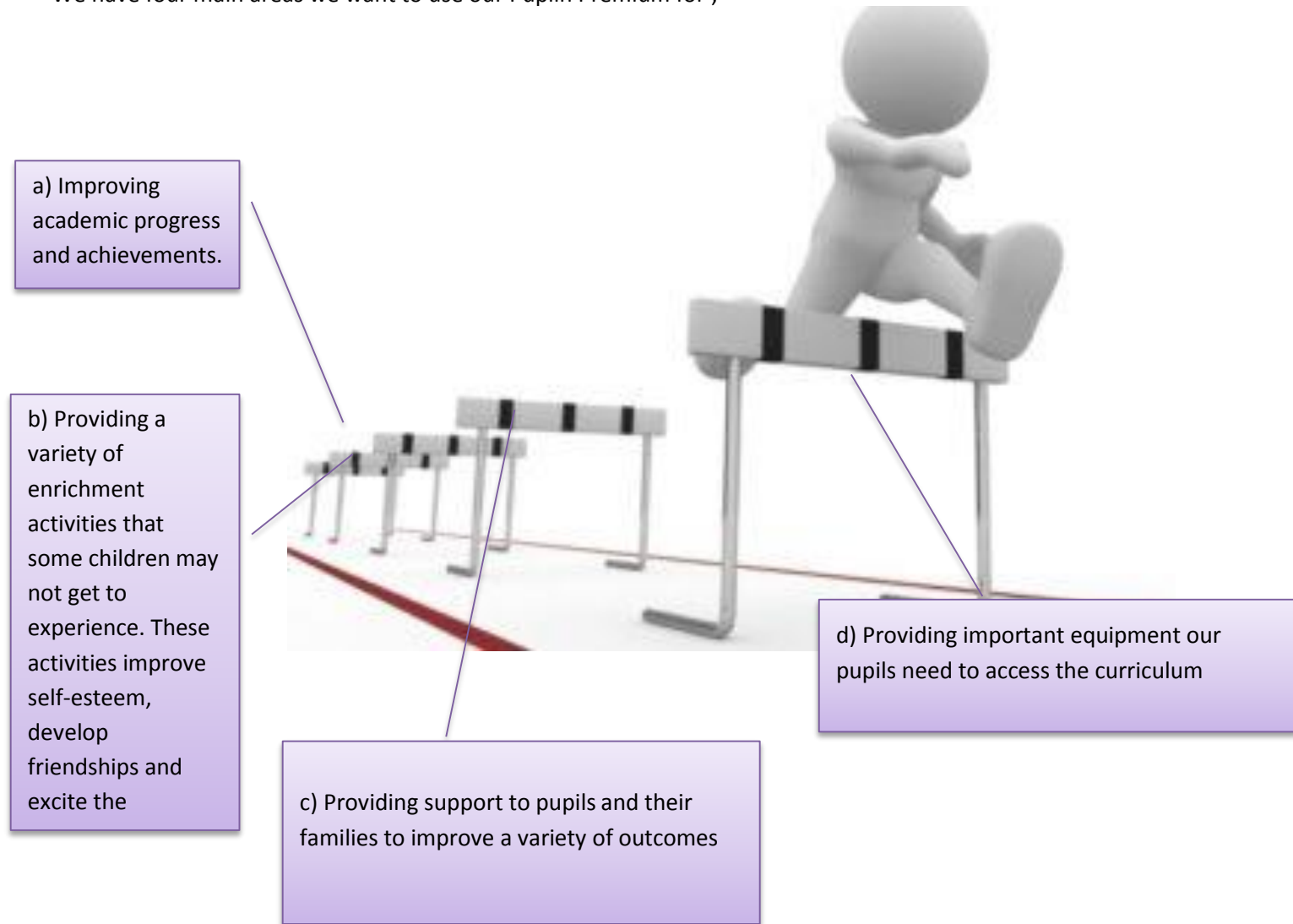


Pupil Premium

Summary of main barriers faced by pupil at Coppice School eligible for Pupil Premium

All pupils at Coppice School face 'barriers' to learning based on their special needs, however we do not like the term barriers and prefer to see these as hurdles to get over rather than things that prevent us getting where we need to be. We use a variety of different ways to get over these hurdles and some of our pupils receive the Pupil Premium Grant. This is money that is given to schools to help those disadvantaged.

We have four main areas we want to use our Pupil Premium for ;



All our approaches to how our PP will be spent and how we will measure the impact of these can be found on our action plan. Points a,b,c,d and the strategies we will use to overcome these can be found below.

All our PP spend has been based on our own data we collect internally, sharing good practice with other schools both locally and nationally and on evidence based research such as the Sutton Trust Report.

We review our PP spend and its impact regularly and this is challenged by our school Governors at each meeting. We conduct our own internal review during the Autumn Term and we will do an end of year review during the spring term. This will be externally reviewed to ensure the schools judgements about impact are accurate. The date for this will be 22nd March 2017

ACTION PLAN 2016-17

Key Aims; 2016 - 17	Lead	Objectives	Intended Impact on the school	Cost		Progress R, A, G			
						Aut	Spr	Sum	
1. Introduce 'The 50 Club' Checklist of activities before we leave Coppice School. Other Strategy area (b)	LOL IOT HT	1. Provide PP children with important life, social and learning experiences that may be otherwise unavailable to them.	To develop skills, transferrable to the classroom and which assist in progress and breaking down barriers; boosting confidence, independence and social skills. Allow pupils to broaden their social circles – promoting inclusion throughout age ranges. Develop staff- pupil relationships within a non-learning environment; promoting good links in the classroom.	£10,665	1	R	A		
		2. Developing skills holistically; boosting confidence, self-belief and social skills.				2	R	R	
		3. Providing opportunity for community inclusion; developing knowledge of the wider world, learning to adapt new found skills appropriately.				3	R	A	
		4. Strengthening and widening relationships with assorted peer groups and staff.				4	R	A	
2. Strengthening parent-school relationships. Universal Strategy area (c)	PSO HT	1. Ensure levels of support assist in PP children accessing school and learning in line with their peers.	To have confident and comfortable parents/carers – securing long term relationships that assist with successful transitions, positive progress and consistent attendance figures. To be an approachable and open environment where the wider family feels included in their child's learning journey.	£10,689	1	A	A		
		2. Adopting consistent and reliable communication methods for continued support.				2	G	G	
		3. Provide inclusion opportunities for the whole family unit through parent meets and school events.				3	A	A/G	
		4. Individualised, personal support to track and improve attendance.				4	A	A	
		5. Strong relationship links to parent support officer.				5	A	G	
3. Provide enrichment activities. Universal Strategy area (b)	SLT HT	1. Assist with funding for school visits.	Offer a full range of activities to all without barriers to the pupil or the family.	£4,000	1	G	G		
		2. Links to parent support officer; reducing family anxiety during residential trips.				2	A	A	
		3. Adapting activities ensuring that opportunities are accessible to all children.				3	A	A	
4. Bespoke Pupil Premium spend Targeted Strategy area (d)	SLT HT	1. Link individual needs and targets to specific resources.	Have the ability to share knowledge and skills, assisting pupils with specific needs or resource requirements to meet their personal and educational goals.	£3,000	1	G	G		
		2. Assist families; supplying knowledge and enabling use of local amenities.				2	A	A	
5. Diminishing the difference within school academically. Universal Strategy area (a)	LOL IOT Class teams HT	1. To work through data collaboratively, identifying and responding to interventions as required.	Provide a support team whose sole purpose is to monitor, identify and deliver additional, bespoke learning package that will boost academic outcomes and/or personal targets.	£24,490	1	A	G		
		2. Provide additional support through curriculum and personal targets.				2	A	G	
		3. Monitor and improve levels of progress across a range of subjects be it academic, social or emotional wellbeing.				3	A	G	
		4. Resource and assist the delivery and ongoing support of a pupil in an intervention program.				4	A	G	