

End of Summer Term Analysis & Impact Statement Disadvantaged Pupils



Main contextual Barriers to Learning faced by Children at Coppice:

- + Limited life experiences on entry to Coppice and throughout their learning journey.
- + Limited language and communication skills on entry to Coppice, which impacts on language attainment and access to the learning challenge curriculum. As a result of this 170 children (31%) have accessed a communication intervention this academic year to date.
- + High deprivation 80th – 100th percentile for deprivation (0.3 compared to national 0.2) – Top 20% of deprivation

Academy priorities 2017 - 2018

- + To firmly embed the ELKLAN principles across school and to establish Communication Friendly Status in order to ensure improved outcomes in the core subjects especially writing.
- + To implement effective assessment processes beyond reading, writing and mathematics.
- + To develop critical thinking through STEAM subjects.
- + To improve all our learners' health and wellbeing.
- + Raising parental aspirations through REAL, School devised parent programmes around readiness for school and core curriculum. This also includes parent workshops facilitated by health professionals including Occupational Therapy and Speech & Language as well as parents accessing follow up interventions from Individual Assessment Planning meetings.

Context Pupil Premium:

- + Coppice Primary Academy is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.
- + This document details the impact of the proposed spend of Pupil Premium September 2017 – July 2018 and evaluates the impact of the Pupil Premium Development Plan.
- + Coppice is above the national school deprivation indicator 0.3 compared to national 0.2
- + 27.9% of the school population are in receipt of Pupil Premium or Ever 6 resulting in an allocation of £180840 based on 137 Ever 6 (E6) children and £2718.90 for 9 children in receipt of the Early Years pupil premium to support the learning of the most disadvantaged pupils at Coppice Primary Academy.
- + There are 96 children identified as being in receipt of Pure Pupil Premium and a further 24 children with SEND and in receipt of Pupil Premium.

Pupil Premium Priorities 2017 – 2018:

Priority 1: To raise the attainment and accelerate progress for children in sole receipt of pupil premium

- To accelerate the learning of children in receipt of early pupil premium.

- To narrow the gap in attainment for children in receipt of pupil premium in reading, writing and mathematics

Year Group	Reading	Writing	Maths
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6 Teacher Assessment			
Year 6 (KS2 Assessment)			

Priority 2: To improve the outcomes of high attaining children in sole receipt of pupil premium

Priority 3: To improve the curriculum engagement, learning toolkit and aspirations for children in sole receipt of pupil premium.

End of Academic Year 2016 - 2017 (RAISE)

	Reading	Writing	Maths
Coppice: Progress score for disadvantage pupils:	-0.21	+0.38	+0.63
National Average for non-disadvantage pupils	+0.33	+0.17	+0.28
Number of disadvantage	25	25	25

pupils			
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Academy Attendance 2017 - 2018

Academy Attendance	Academy Attendance: Pupil Premium	Academy Attendance: Non Pupil Premium
96.2% (National 96%)	95.03% (improving year 3 trend)	95.14%

Attendance (Pupil Premium v Non Pupil Premium)

	Year Group Attendance	Pupil Premium	Non Pupil Premium
Reception	93.17%	91.45%	93.55%
Year 1	92.69%	93.43%	92.59%
Year 2	94.85%	95.34%	94.75%
Year 3	96.01%	95.42%	96.15%
Year 4	95.45%	94.63%	95.64%
Year 5	95.55%	95.08%	95.78%
Year 6	96.03%	96.25%	95.93%

End of Summer Data Analysis 2018 (Teacher Assessments)

Year 6	At track EYE (All)	Boys (34)	Girls (36)	Pure PP (20 children)	Non Dis (Non PP / SEN)	SEN (2 children)
Reading	78% (7% above)	77% (6% above)	80% (8% above)	75% (10% above)	91% (7% above)	14%
Writing	82% (9% above)	76%	86% (17% above)	85% (5% above)	91% (5% above)	14%
Mathematics	76% (6% above)	80% (6% above)	73% (6% above)	70% (5% above)	91% (7% above)	0%

Overall Pure Pupil Premium Attainment Statement v End of Spring Term

Reading: Increase in the percentage of pure pupil premium who are on track to meet EYE - previously 55%

Writing: Increase in the percentage of pure pupil premium who are on track to meet EYE - previously 50%

Mathematics: Increase in the percentage of pure pupil premium who are on track to meet EYE - previously 30%

Overall Pupil Premium Attainment Statement v End of Previous Academic Year - Year 5

Reading: Increase in the percentage of pure pupil premium who had previously met EYE - previously 55%

Writing: Increase in the percentage of pure pupil premium who had previously met EYE - previously 45%

Mathematics: Increase in the percentage of pure pupil premium who had previously met EYE - previously 55%

Pure Pupil Premium Progress from the end of previous Key Stage

Reading - 63% at least sufficient progress with 5% better than sufficient progress

Writing: 89% at sufficient progress with 21% better than sufficient progress

Mathematics: 74% sufficient progress with 5% better than sufficient progress

Academy Year 6 Offer to support transition to Secondary School

- Additional visits for the most vulnerable children
- Visits from the receiving Secondary School
- All information shared with receiving Secondary School
- PSHE curriculum - Changes

Year 5	On track EYE (All)	Boys (36)	Girls (34)	Pure PP (24 children)	Non Dis (Non PP / SEN)	SEN (5 children)
Reading	78% (9% above)	75% (3% above)	80% (15% above)	88% (13% above)	75% (7% above)	40%
Writing	64% (1% above)	61%	68% (3% above)	71%	65% (2% above)	20%
Mathematics	60% (6% above)	75% (6% above)	44% (6% above)	58% (4% above)	77% (7% above)	20%

Overall Pupil Premium Attainment Statement v End of Spring Term

Reading: Increase in the percentage of pure pupil premium who are on track to meet EYE and working at greater depth (Previously 75% ARE of which 8% at GD)

Writing: Increase in the percentage of pure pupil premium who are on track to meet EYE - previously 63%
Mathematics: Increase in the percentage of pure pupil premium who are on track to meet EYE - previously 50%

Overall Pupil Premium Attainment Statement v End of Previous Academic Year - Year 4

Reading: Increase in the percentage of pure pupil premium who had previously met EYE - previously 83%
Writing: Decrease in the percentage of pure pupil premium who had previously met EYE - previously 83% (3 children)
Mathematics: Decrease in the percentage of pure pupil premium who had previously met EYE - previously 87% (7 children)

Pure Pupil Premium Progress from the end of previous Key Stage

Reading - 87% at least sufficient progress
Writing: 61% at least sufficient progress
Mathematics: 52% at least sufficient progress

Response to data to support the transition into Year 6

- Targeted Maths V - O - focus group
- Targeted Booster Maths (am)
- Targeted GD Maths Group
- Targeted Basic skills / Egg Box / Practical
- Attendance meetings and monitoring
- Targeted Mentor Support for vulnerable children (Wellbeing and Vulnerable to transition)
- Targeted EALIP programme
- Assessments to be carried out by the Educational Psychologist
- Targeted Fisher Family Trust reading programme
- Targeted Better Reading Partners (Bespoke)
- Targeted Reading Booster
- V - O (Comp am)
- Targeted Greater Depth Reading Group
- Targeted Greater Depth Book Club
- Targeted Writing Group with Children's Author
- Targeted Greater Depth Writing Group
- Referrals to Speech & Language Team
- Targeted SALT targets (3 x 20 minutes per week)

Academy Offer to support transition to Year 6

- Forest School provision
- Science Centre (November 2018)
- Targeted Maths Inspiration Speaker / Puzzle Day / Maths Day
- 2 hours of high quality physical education per week
- Additional adults to reduce group size for writing and mathematics
- Richard Knight - children's author to facilitate writing sessions
- Extra-curricular provision
- Lunchtime clubs

Year 4	On track EYE (All)	Boys (36)	Girls (35)	Pure PP (13 children)	Non Dis (Non PP / SEN)	SEN (8 children)
Reading	76% (1% above)	72%	80% (13% above)	93% (8% above)	84%	11%
Writing	58%	50%	66%	69%	65%	0%
Mathematics	66% (1% above)	75% (3% above)	57%	69%	73%	11%

Overall Pupil Premium Attainment Statement v End of Spring Term

Reading: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 78% of which 7% at GD
Writing: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 64%
Mathematics: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 57%

Overall Pupil Premium Attainment Statement v End of Previous Academic Year - Year 3

Reading: Increase in the percentage of pure pupil premium, who have met EYE and working at Greater Depth - previously 78% on track of which 7% at GD)
Writing: Increase in the percentage of pure pupil premium, who have met EYE - previously 64%
Mathematics: Increase in the percentage of pure pupil premium, who have met EYE - previously 57%

Pure Pupil Premium Progress from the end of previous Key Stage

Reading - 85% at least sufficient progress with 30% better than sufficient progress
Writing: 77% sufficient progress with 38% better than sufficient progress
Mathematics: 85% sufficient progress with 46% better than sufficient progress

Response to data to support the transition into Year 5

- Targeted Fisher Family Trust (Reading & Writing)
- Targeted Better Reading Partners (Bespoke)
- Targeted additional 1:1 Reading / Early Morning Reading

Academy Offer to support transition to Year 5

- Forest School provision
- 2 hours of high quality physical education per week
- Additional adults to reduce group size for writing

<ul style="list-style-type: none"> - Targeted Writing Group focusing on developing basic skills using ELKLAN principles - Targeted Writing Booster (Afternoon) - Targeted Maths Booster (Lunchtime x2) - Targeted Maths Booster Group - 1:1 Maths Teaching model focusing on developing basic mathematical skills and concepts through concrete approaches - Targeted Mentor Support - Parents Meeting to support behaviour for learning - Targeted EALIP programme - Assessments to be carried out by the Educational Psychologist and QEST service - Referrals to Speech & Language Team - Targeted SALT targets (3 x 20 minutes per week) - Targeted assessment screenings for children with specific learning needs. 	<ul style="list-style-type: none"> - and mathematics - Richard Knight - children's author to facilitate writing sessions - Extra-curricular provision - Lunchtime clubs
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Year 3	On track EYE (All / 70)	Boys (35)	Girls (35)	Pure PP (14 children)	Non Dis (Non PP / SEN)	SEN (9 children)
Reading	70% (6% above)	60% (3% above)	80% (9% above)	71%	81% (9% above)	11%
Writing	61% (1% above)	54%	60% (3% above)	64%	70% (2% above)	11%
Mathematics	64% (7% above)	58% (9% above)	72% (6% above)	64%	75% (11% above)	11%

Overall Pupil Premium Attainment Statement v End of Spring Term

Reading: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 50%

Writing: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 57%

Mathematics: No change in the percentage of pure pupil premium, who are on track to meet EYE - previously 64%

Overall Pupil Premium Attainment Statement v End of Previous Academic Year - Year 2 (12 in receipt of Pure PP at the end of Year 2)

Reading: Increase in the percentage of pure pupil premium, who have met EYE - previously 58%

Writing: Increase in the percentage of pure pupil premium, who have met EYE - previously 58%

Mathematics: Increase in the percentage of pure pupil premium, who have met EYE - previously 67%
(change in number in receipt of pure pupil premium children)

Pure Pupil Premium Progress from the end of previous Key Stage

Reading - 100% at least sufficient progress with 42% better than sufficient progress

Writing: 100% at least sufficient progress with 42% better than sufficient progress

Mathematics: 100% at least sufficient progress with 33% better than sufficient progress

Response to data to support the transition into Year 4

- Targeted Better Reading Partners (Bespoke)
- Targeted Fisher Family Trust (Reading & Writing)
- Targeted Early Morning / 1:1 Reading
- Targeted Writing Greater Depth
- Targeted EALIP
- Targeted Greater Depth Maths Group
- Pre-Teaching Maths vocab / skills
- Targeted Number Group - Numicon / Egg Box
- SALT Targets (3 x 20 minutes per week)
- Targeted Attendance / Punctuality monitoring
- Mentor Support (Wellbeing & Behaviour for learning)
- Targeted assessment screenings for children with specific learning needs.
- Daily SPAG session for all children

Academy Offer to support the transition into Year 4

- Forest School provision
- 2 hours of high quality physical education per week
- Swimming provision with Starfish School of Swimming
- Additional adults to reduce group size for writing and mathematics
- Designated SPAG session (3x per week)
- Extra-curricular provision
- Lunchtime clubs

Year 2	On track EYE (All)	Boys (40)	Girls (29)	Pure PP (13 children)	Non Dis (Non PP / SEN)	SEN (11 children)
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Reading	68% (10% above)	63% (10% above)	76% (10% above)	69%	80% (16% above)	18%
Writing	66% (4% above)	63% (8% above)	72%	69%	78% (7% above)	18%
Mathematics	68% (4% above)	68% (8% above)	69%	69%	80% (7% above)	18%

Overall Pupil Premium Attainment Statement v End of Spring Term

***Reduction in the number of children identified as pure pupil premium due to identified additional needs - 4 children**

Reading: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 59%

Writing: Increase in the percentage of pure pupil premium who are on track to meet EYE - previously 53%

Mathematics: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 41%

Overall Pupil Premium Attainment Statement v End of Previous Academic Year - Year 1

Reading: Increase in the percentage of pure pupil premium who have met EYE - previously 42%

Writing: Increase in the percentage of pure pupil premium who have met EYE - previously 42%

Mathematics: Increase in the percentage of pure pupil premium who have met EYE - previously 50%

Pure Pupil Premium Progress from the end of previous Key Stage

Reading - 90% at least sufficient progress with 40% better than sufficient progress

Writing: 100% at least sufficient progress with 50% better than sufficient progress

Mathematics: 100% at least sufficient progress with 50% better than sufficient progress

Response to data to support the transition into Year 3

- Targeted Fisher Family Trust (Reading & Writing)
- Targeted Better Reading Partners (Bespoke)
- Targeted 1:1 Reading (Reading Buddy Y3 / Y6)
- Targeted Early Reading Intervention
- Targeted EALIP
- Targeted Maths Booster (Vulnerable to On Track)
- Targeted Number Group - Egg Box
- Daily SPAG session for all children with targeted provision for identified children)
- Targeted Mentoring Support
- Parents Meeting to support learning behaviour
- Partnership with health professionals (School Health, Occupational Therapy & Physiotherapy)
- Targeted Play Therapy provision to support wellbeing
- Assessments to be carried out by the Educational Psychologist and QEST service
- Referrals to Speech & Language Team
- Targeted SALT targets (3 x 20 minutes per week)
- Targeted assessment screenings for children with specific learning needs.

Academy Year to support the transition into Year 3

- Forest School
- Daily phonics / SPAG sessions
- Additional members of staff to reduce class sizes
- 2 hours of high quality Physical Activity
- Wider Opportunities Ukulele provision
- Extra-curricular provision
- Lunchtime clubs

Year 1	On track EYE (All)	Boys (33)	Girls (34)	Pure PP (9 children)	Non Dis (Non PP / SEN)	SEN (14 children)
Reading	67% (12% above)	57% (6% above)	77% (18% above)	78%	73% (17% above)	33%
Writing	67% (6% above)	57%	77% (12% above)	78%	75% (8% above)	25%
Maths	75% (4% above)	66% (3% above)	85% (6% above)	78%	81% (6% above)	50%

Overall Pupil Premium Attainment Statement v End of Spring Term

Reading: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 56%

Writing: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 56%

Mathematics: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 56%

Overall Pupil Premium Attainment Statement v End of Previous Academic Year - Reception

Reading: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 50%

Writing: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 50%

Mathematics: Increase in the percentage of pure pupil premium, who are on track to meet EYE - previously 63%

Pure Pupil Premium Progress from the end of previous Key Stage Reading - 100% at least sufficient progress with 44% better than sufficient progress Writing: 100% at least sufficient progress with 44% better than sufficient progress Mathematics: 89% at least sufficient progress with 33% better than sufficient progress	
Pure Pupil Premium Progress during Reception (Sept 2016 - 2017) Reading - 83% (6 jumps or better) Writing: 33% (6 jumps or better) Mathematics: 100% (6 jumps or better) SSM: 33% (6 jumps or better)	
Response to data to support the transition into Year 2 <ul style="list-style-type: none"> - Targeted Writing booster group (Vulnerable to On Track focus) Maths Booster V to O (in school) - Targeted EALIP - Targeted Early Reading Intervention - Targeted Fisher Family Trust (Reading & Writing) - Targeted 1:1 Reading / Reading Buddies - Targeted Daily Continuous Provision - Targeted Occupational Therapy / Gross Motor Skills Group - Referrals to Speech & Language Team - Targeted SALT targets (3 x 20 minutes per week) - Targeted support for identified children - Educational Psychologist & QEST - Targeted Mentoring Support - Targeted Attendance / Punctuality monitoring - Targeted Play Therapy provision to support wellbeing 	Academy Year 1 to support the transition into Year 2 <ul style="list-style-type: none"> - Access to weekly forest school - 3 sessions of Physical Activity (2xPE + 1X Dance) - Daily phonics teaching - Additional members of staff to decrease class size

Reception (40-60S)	On track EYE (GLD) 71 children	Boys (38)	Girls (33)	Pure PP (12 children)	Non Dis (Non PP / SEN)	SEN (19 children)
Reading	64% (14% above)	58% (16% above)	72% (13% above)	86% (14% above)	71% (18% above)	39% (6% above)
Writing	60% (4% above)	55% (6% above)	66% (3% above)	64% (7% above)	66% (5% above)	39%
Mathematics	76% (13% above)	74% (16% above)	78% (9% above)	100% (14% above)	74% (16% above)	61% (6% above)

- **Overall 59% of all children achieved a Good Level of Development**
- **Overall 69% of Pure Pupil Premium achieved a Good Level of Development**
- **Overall 33% of SEN children achieved a Good Level of Development**

Overall Pupil Premium Attainment Statement v End of Spring Term

Reading - Increase in the percentage of pure pupil premium, who have met EYE - previously 59%

Writing - Increase in the percentage of pure pupil premium who have met EYE - previously 50%

Mathematics - Increase in the percentage of pure pupil premium who have met EYE - previously 42%

Pure Pupil Premium Progress during the academic year (6 jumps+)

Making Relationships - 100% better than sufficient progress
Self-Care / Awareness - 100% better than sufficient progress
Managing Feelings - 100% better than sufficient progress
Moving & Handling - 93% better than sufficient progress
Health & Self-Care - 100% better than sufficient progress
Listening & Attention - 100% better than sufficient progress
Understanding - 93% better than sufficient progress
Speaking - 100% better than sufficient progress
Reading - 93% better than sufficient progress
Writing - 86% better than sufficient progress
Number - 100% better than sufficient progress
Shape, Space & Measure - 100% better than sufficient progress

Pure Pupil Premium Progress following entry into Nursery Sept 2016 - Progress Over time (9 jumps+)

- 67% of children in receipt of pupil premium funding have made outstanding progress in all areas of the curriculum since starting in Nursery in September 2016
- 100% of them have made good or better progress since starting in Nursery in September 2016

Response to data to support the transition into Year 1 <ul style="list-style-type: none"> - Targeted WELLCOMM Intervention 	Academy Offer to support transition into Year 1 <ul style="list-style-type: none"> - Forest School
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<ul style="list-style-type: none"> - WELLCOMM Assessment - Targeted BLAST 1 intervention - Targeted BLAST 2 intervention - Targeted Fisher Family Trust (Reading & Writing) - Targeted Early Reading Intervention - Targeted handwriting focus / letter formation - Targeted higher starter focus group - Targeted 1:1 Reading - Play Therapy - Additional Number focus within Continuous Provision - Targeted Continuous Provision Focus - Targeted Lego Therapy - Targeted Attendance / Punctuality monitoring - Targeted Social Intervention Group - SALT Targets (3 x 20 minutes per week) - Outside agency referrals - Educational Psychologist / QEST / SALT / Occupational Therapy and Child Development Service. - Partnership with health professionals (School Health, Occupational Therapy & Physiotherapy) - Targeted Play Therapy provision to support wellbeing 	<ul style="list-style-type: none"> - Home Learning provision (differentiated) - All children to access Continuous Provision - 3 sessions of Physical Activity (2xPE + 1X Dance) - Daily phonics teaching - Additional members of staff to decrease class size - Access to outside provision
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Nursery	On track EYE (ARE) 66 children	Boys	Girls	Pure PP	Non Dis (Non PP / SEN)	SEN
Reading	32%	13%	47%	33%	39%	0%
Writing	30%	10%	47%	33%	37%	0%
Mathematics	39%	27%	50%	0%	49%	8%

Early Years Pure Pupil Premium Progress during the academic year

Making Relationships - 100% better than sufficient progress (Non Disadvantage 96%)
 Self-Care / Awareness - 67% better than sufficient progress (Non Disadvantage 54%)
 Managing Feelings - 100% better than sufficient progress (Non Disadvantage 98%)
 Moving & Handling - 100% better than sufficient progress (Non Disadvantage 98%)
 Health & Self-Care - 33% better than sufficient progress (Non Disadvantage 25%)
 Listening & Attention - 100% better than sufficient progress (Non Disadvantage 75%)
 Understanding - 100% better than sufficient progress (Non Disadvantage 96%)
 Speaking - 100% better than sufficient progress (Non Disadvantage 96%)
 Reading - 100% better than sufficient progress (Non Disadvantage 98%)
 Writing - 100% better than sufficient progress (Non Disadvantage 85%)
 Number - 100% better than sufficient progress (Non Disadvantage 100%)
 Shape, Space & Measure - 100% better than sufficient progress (Non Disadvantage 100%)

<p>Response to data to support the transition into Reception</p> <ul style="list-style-type: none"> - Continuation of WELLCOMM - Targeted WELLCOMM Assessments - Targeted Forest School - Continuation of Big REAL - Targeted Squiggle Intervention - Partnership with health professionals (School Health, Occupational Therapy & Physiotherapy) - Targeted Attendance / Punctuality monitoring - Outside agency referrals - Educational Psychologist / QEST / SALT / Occupational Therapy and Child Development Service. - Targeted EALIP provision 	<p>Academy Offer to support transition into Reception</p> <ul style="list-style-type: none"> - All children have at least three half day transition visits - All parents invited to attend new to Reception parents meetings and visit the reception classroom - Use of photographs for key members of staff - Early morning activities at 8:30 - 8:55am - Forest School - Hands & Voices - Access to high quality PE provision - Access to continuous inside and outdoor provision
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<p>To support the transition into Nursery during the Autumn Term</p> <ul style="list-style-type: none"> - Targeted WELLCOMM Assessments - Little REAL - Talking Toddlers (SALT) 	<p>Academy Offer to support transition into Nursery</p> <ul style="list-style-type: none"> - All children seen through home visit - All children visit Coppice for Play & Stay session - Readiness for school for most vulnerable children - Phased intakes for the most vulnerable children
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<ul style="list-style-type: none"> - Partnership with professionals including Early Years Speech & Language Team, Early Years Special Educational Needs Service, Health Visitors, Child Development Service and Community Paediatrician - Home visits undertaken by Early Years Leader - Additional visits for the most vulnerable children - Visits to PVI settings - Multi-agency meetings for the most vulnerable children 	<ul style="list-style-type: none"> - All children assigned keyworker - Outdoor learning provision - All children WELLCOMMED to baseline early communication - Child Development Books are seen during home visits - Working effectively with outside agencies and professionals - Observing the most vulnerable within the pre-school setting.
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Special Educational Needs and / or Disabilities

- In line with the new Code of Practice September 2015, we now have 14.7% of children with Special Educational Needs and / or Disability at School Support (83 children) or has an Education Health & Care Plan (8 children) (National Comparative of 12.2 RAISE 2017).
- 1.4% of the school population have an Education, Health & Care Plan (8 children) totalling 207 ½ hours support (National comparative of 1.3% RAISE 2017) with an additional 3 children awaiting an EHC submission as well as two additional children coming into Coppice with an EHC and two further EHC submissions have been completed by pre-school settings.

Breakdown of children with SEND based on PLASC Codes		
Main PLASC	Number	Percentage
Communication & Interaction	44 children	53%
Cognition & Learning	21 children	25%
Social, Mental, emotional health	5 children	6%
Sensory &/or physical	8 children	10%
Other (Medical)	5 children	6%

Academy Attendance 2017 - 2018

Academy Attendance	Academy Attendance: SEND	Academy Attendance: Non SEND
96.2%	92.68%	94.71%

Attendance (SEN v Non SEN)

	Year Group Attendance	Non SEN	School Support	EHC
Reception	93.17%	93.04%	93.32%	NA
Year 1	92.69%	93.27%	92.90%	74.72%
Year 2	94.85%	94.94%	93.66%	88.64%
Year 3	96.01%	95.96%	96.80%	96.26%
Year 4	95.45%	95.94%	92.71%	95.69%
Year 5	95.55%	95.61%	95.40%	95.98%
Year 6	96.03%	96.73%	95.26%	94.14%

- + Early identification through the REAL Project and Readiness for School facilitated by Mrs Winterbottom and Mrs Ahmed.
- + All members of staff have accessed ELKLAN Training and the ELKLAN strategies / practices have been implemented to support communication & interaction prior to SALT assessments either through drop ins or clinic appointments.
- + Coppice has been awarded Communication Friendly Status (December 2017)
- + Designated Learning Support Assistant delivers SALT Targets and ensures effective contextualisation of the skills and strategies between the classroom and designated SALT sessions. This has included attending SALT clinic assessments at the 'Integrated Care centre' alongside the most complex children and SALT training provided by the SALT service with parents / guardians.
- + Highly skilled staff including NQT's, ITT students and all Learning Support Assistants have attended specific training to meet the needs of individual children.
- + Accessed LEA Early Years funding to support early communication intervention through the WELLCOMM programme (22 children identified), worked with parents to support speech, language and

communication development at home through accessing school based training as well as purchased additional resources to develop speech, language and communication skills.

- + Coppice has facilitated Speech and Language Drop Ins for the Speech and Language Team and the local area.
- + Coppice continues to work effectively with a wide range of external agencies to ensure that all children are able to access an inclusive curriculum and make at least sufficient progress from their individual learning points. This includes Speech & Language, Educational Psychologist, QEST, Child Development Service, School Health Advisors, Health Visitors, Community Paediatricians, Occupational Therapy, Safeguarding agencies including Positive Steps, Early Help and Intensive Support Team
- + Improved links with Early Years Providers including Private Early Years Settings has ensured that children with or who may have a special educational needs are identified early through a graduated response. This is still not the case where a child has not attended a PVI setting or was identified through early identification.
- + 170 children accessed a communication intervention during the Spring Term.
- + Improved streamlined graduated response in place - 'A Cause for Concern', 'Mini Individual Assessment Plan' (Phase Leaders, Class Teachers & Parents); Full Individual Assessment Plan (SENCO facilitated - Phase Leaders, Class Teachers, Child, Parents and external agencies)
- + Strategic Inclusion Lead /Phase Leaders have attended additional training facilitated by the Focus Trust and multi-agency professionals.
- + Positive feedback from parents following the Individual Assessment Plan process.
- + Children vulnerable regarding transition have attended additional visits to the next secondary school prior to Oldham Transition Day

Special Educational Needs and / or Disabilities Progress Summer 2018 from the end of previous Key Stage based on Ages & Stages, PIVOTS, National Curriculum and Autism Trust Framework

Nursery Attainment - No children achieved end of year expectations

Area	% of children who made at least sufficient progress	% of children who made better than sufficient progress
Making Relationships	100%	92%
Self-Care / Awareness	92%	85%
Managing Feelings	92%	67%
Moving & Handling	92%	92%
Health & Self-Care	83%	83%
Listening & Attention	100%	83%
Understanding	83%	66%
Speaking	92%	92%
Reading	92%	83%
Writing	100%	42%
Number	75%	75%
Shape, Space & Measure	92%	92%

Reception Attainment - Overall 33% of SEN children achieved a Good Level of Development

Area	% of children who made at least sufficient progress (3 or better jumps)	% of children who made better than sufficient progress (more than 3 jumps)
Making Relationships	100%	100%
Self-Care / Awareness	94%	94%
Managing Feelings	94%	94%
Moving & Handling	100%	100%
Health & Self-Care	100%	100%
Listening & Attention	100%	94%
Understanding	100%	89%
Speaking	100%	100%
Reading	100%	100%
Writing	94%	94%
Number	94%	89%
Shape, Space & Measure	100%	94%

Year Group	Reading	Writing	Mathematics
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Year 1	90% sufficient progress 70% better than sufficient progress	100% sufficient progress 80% better than sufficient progress	100% sufficient progress 70% better than sufficient progress
Year 2	100% sufficient progress 27% better than sufficient progress	100% sufficient progress 27% better than sufficient progress	100% sufficient progress 27% better than sufficient progress
Year 3	89% sufficient progress	100% sufficient progress 22% better than sufficient progress	100% sufficient progress 22% better than sufficient progress
Year 4	100% sufficient progress 11% better than sufficient progress	100% sufficient progress 11% better than sufficient progress	100% sufficient progress 11% better than sufficient progress
Year 5	100% sufficient progress	80% sufficient progress	80% sufficient progress
Year 6	71% sufficient progress	71% sufficient progress	57% sufficient progress

Interventions to support the needs of individual and groups of children with SEND

Area	EYFS	KS1	Year 3 & 4	Year 5 & 6
Speaking & Listening	Forest School WELLCOMM BLAST BLAST 2 REAL Targeted continuous provision Targeted early morning activities	WELLCOMM EALIP Forest School Targeted Continual Provision Targeted Lunchtime Provision	EALIP Forest School School Additional Learning Support Assistant Targeted Lunchtime Provision	EALIP Forest School Lunchtime Provision
Maths	Small grouped maths Pre Tutoring Post Tutoring Continuous provision Early morning activities	Pre Tutoring Small grouped maths Additional target support Continual provision Maths Booster	Pre-Tutoring Post Tutoring Maths Booster Additional Learning Support Assistant	Power of 2 Pre-Tutoring Post Tutoring Maths Booster Additional Learning Support Assistant
Reading	Targeted phonics 1:1 Reading REAL Readiness for School Targeted Phonics Groups Early morning activities	Targeted Additional Guided Reading Targeted phonics Additional booster Targeted 1:1 Reading Fisher Family Trust	Targeted Additional Guided Reading Targeted phonics / EALIP 1:1 Reading FFT Better Reading Partners Better Reading Partners+ Targeted early morning reading	Targeted Additional Guided Reading 1:1 Reading FFT Better Reading Partners Better Reading Partners+ Reading Booster Targeted early morning reading
Writing	Dough Disco Squiggle Fine / Gross motor skills program Forest School Early morning activities Pen Pals small group Writing linked to phonics Targeted small group writing	Additional Learning Support Assistant Fine / Gross motor skills program Forest School Continuous provision SPAG focus group	Additional Learning Support Assistant Targeted basic skills Pre-Tutoring Fine / Gross motor skills program Forest School SPAG focus group	1:1 feedback Pre-Tutoring Post Tutoring Smaller writing groups Targeted additional adult support Forest School
Personal Development	Dance club Social interaction groups	Lunchtime learning activities Extra-Curricular	Mentoring Meet & greet Lunchtime learning	Playground Pals School Council Lunchtime activities

	Mentor support	learning Play Therapy	activities Extra-curricular learning ECO Warriors School council	ECO Warriors Mentoring
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