Coppice Primary School

Premium Strategy Statement 2025/2026

Date	Review Date	Endorsed by	Link Governor
October 2025	October 2026	Finance Committee	Ike Sannie Lamptey

Aspire, Believe, Achieve, Thrive

Article 3: All decisions and actions that concern children are in the best interest of the child.
Article 29: Education must develop every child's personality, talents and abilities to the full
Article 26: Governments must provide extra money for the children of families in need.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

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School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026 2026-2027 2027-2028
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Governors Finance Committee
Pupil premium lead	Clare Pike and Michael Fernandez
Governor / Trustee lead	Ike Sannie Lamptey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,124
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£101,124

Part A: Pupil premium strategy plan

Statement of intent

All children at Coppice Primary School, regardless of their background or challenges are provided with the tools necessary to shape the future, change society, improve the world. We aim for EVERY child to progress and attain as well as they possibly can.

2019-2021 brought significant challenges for all children with facing a national pandemic, and the impact of this continues to be felt today (e.g. this year's Reception intake are those children born during the lockdown). National statistics suggest that the children most impacted by the lockdowns, as a result of Covid-19, are those that are vulnerable and/or disadvantaged. Our pupil premium strategy has been written with this in mind as we aim to provide support and guidance in giving these children the best possible opportunity to succeed.

We know from the research by the Education Endowment Fund (EEF) that the most important and effective strategy to close the gap between disadvantaged and nondisadvantaged pupils is a focus on high quality teaching. We have and continue to work hard with our staff to ensure that CPD is prioritised, with a focus on developing both pedagogy and subject knowledge. Our Ofsted inspection in May 2022 highlights that Leaders are ambitious for all pupils to achieve well.

Having established clear and well understood assessment processes and procedures (which continue to develop over time) our focus moving forwards is on more individualised tracking of pupil's school journeys, looking not just at academic achievement and outcomes, but also their wider development (e.g. participation in wider activities such as clubs, trips and special events), recognising that 'disadvantage' is wider than simple academic attainment, but also potentially impacts upon cultural capital and experience. Moving forwards, we have 4 very clear priorities in relation to developing our provision for disadvantaged pupils.

Priority 1 - Positively 'Narrow the Gap' for all pupils
Whilst maintain (or improving) overall outcomes for pupils, work to ensure that disadvantaged pupils do as well as their non disadvantaged peers, both at the 'expected' and 'greater depth' levels.

Priority 2 - Track and improve access to the wider curriculum offer for all pupil groups

Specifically track the engagement of PP pupils with our wider curriculum offer (clubs, music lessons, pupil roles etc) and look to see how wider engagement can be promoted and enabled.

Priority 3 – Work to 'poverty proof' CPS so that all pupils access education in the same way

Seek ways to remove financial barriers to curriculum access/engagement (trips, costumes, special events etc) so that all pupils have similar experiences. - Seek ways to provide everyday essentials (e.g. uniform) for every pupil who may need them - Seek ways to minimise how visible any 'disadvantage' is to peers (e.g. by limiting number of non-uniform days, PTA gift shops etc, or by allowing them to participate without recourse to parental funds)

Priority 4 – Seek to better understand the lived experience of our disadvantaged pupils and how this impacts upon their education.

Find ways to explore what 'disadvantage' actually looks like for CPS families so that both support and whole school strategies can be better targeted. - This may include looking at factors including EAL, Family Finance, Parental Time, Immigration Status, Housing etc…

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Emotional Wellbeing** - A number of our children and families require additional support for their social and emotional development.
2	**Aspiration** - Some of our children have limited life experiences and lack cultural capital and the accompanying aspiration.
3	**Communication, Language and Literacy** – With high numbers of children with EAL and an increasing range of languages being heard in the school we are keen to ensure our school has high quality spoken English, a focus on oracy skills, an understanding of how children learn English as an additional language, what fluency looks like and that our children are exposed to ambitious vocabulary.
4	**Attendance** - Attendance prior to and post pandemic has shown that some of our children from disadvantaged backgrounds have poor or erratic attendance patterns.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Positively 'Narrow the Gap' for all pupils	• Class teachers are well aware of their PP pupils (both in terms of needs and current attainment) and this is reflected in their planning and provision for these pupils. • PP pupils attain and progress as well as their NPP peers at the end of their time at CPS. • The number of PP pupils achieving the 'Greater Depth' standard at the end of each year increases year on year.
Track and improve access to the wider curriculum offer for all pupil groups	• Every pupil in receipt of PP Funding will attend a school club each term. • The school will keep detailed record of pupils' attendance of /involvement in clubs, trips, pupil roles & music provision) and use these to prioritise access where/when needed. • We will meet with every PP pupil to discuss their interests and wants so that these are well understood in terms of planning provision for them.
Priority 3 – Work to 'poverty proof' CPS so that all pupils access education in the same way	• Review the school curriculum (including the 'hidden curriculum') to establish where finance may be a barrier to full/any involvement. • Develop a resource bank in school that removes cost/parental contribution from as many activities as possible. • Explore creating a 'personal pot' of PP funding for each PP pupil to meet specific financial needs.
Priority 4 – Seek to better understand the lived experience of our disadvantaged pupils and how this impacts upon their education	• We will meet with every PP pupil to discuss their interests and wants so that these are well understood in terms of planning provision for them. • We will have explored our PP data in greater detail to correlate against factors such as EAL, Attendance, Immigration Status etc. • We will invite the parents of all PP families into the school to discuss and explore how they feel they could be best supported.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *£55,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teachers	Education Endowment Foundation: "Good teaching is the most important lever school have to improve outcomes for disadvantaged pupils." Children will be taught by experts in their field.	2 & 4
Enable all children to access Forest School	The New Economics Foundation found that Forest School makes a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills	1,2 & 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *35,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions to improve listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions support those children who come into school with low level language skills and vocabulary. The approaches we use focus on speaking and listening skills.	1, 2 & 3
Reduced class sizes in KS2 mathematics and English to enable more focused feedback and individualised learning.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1, 2 & 3
Intervention Teaching	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not comprehension), particularly for disadvantaged pupils. We are able to teach two of our ks2 year groups in small groups for English using an instructor.	1,2 & 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer in school every day	The school utilises the DFE's "working together to improve school attendance", together with the Local Authority's EWO service. We aim to develop supportive relationships with families and focus on persistent absentees as well as spotting early	1&4

	signs of poor attendance and putting early intervention in place.	
School Counsellor	Having access to a highly trained expert in mental health enables staff and children to be signposted to support, agencies and opportunities that will positively impact wellbeing. For some of our most vulnerable children we are able to offer therapeutic support for two terms. Research shows that early intervention for children experiencing trauma has the highest possible chance of positively impacting on adult life.	1&4
Inclusion Officer in school every day	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. Wellbeing groups for self esteem, emotional regulation, friendships all positively impact on children's happiness and desire to be in school.	1&4

Total budgeted cost: £ *127,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1 - Positively 'Narrow the Gap' for all pupils

Key Stage 2 Outcomes – Expected or above

	Reading	Writing	Maths	RWM Comb
School PP	**83%**	**75%**	**67%**	**67%**
School NPP	**85%**	**75%**	**81%**	**68%**
National PP	**63%**	**59%**	**61%**	**47%**

The school continues to ensure visibility of PP pupils is high, with teachers regularly presented with data about their progress and attainment compared to peers and the nature of the PP gap in their specific year group. This focus has ensured that the progress of Pupil Premium pupils during their time at CPS is very positive, with published Key Stage 2 outcomes at the end of the 24-25 academic year showing PP pupils with significantly higher outcomes than National Averages, and with very small gaps to their Non-PP peers in English. Their remains an attainment gap in Maths however, and this will be a focus moving forwards, as will increasing the proportion of PP pupils achieve the greater depth standard at the end of KS2.

In conclusion, whilst the school cannot yet say it is on track to meet all of the ambitious targets it has set itself the impact of the work carried out so far appears to be impacting outcomes positively.

Judgement – On Track

Next steps:

- Focus on Maths as an area with a persistent PP/NPP Gap
- Create guide to specific teaching strategies proven to impact PP pupils
- Explore/Track intervention provision for higher attaining PP pupils

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Priority 2 - Track and improve access to the wider curriculum offer for all pupil groups

The below shows participation in wider school activities/curriculum over the past year for both PP and NPP pupils

	School Club	Pupil Responsibility	Music Tuition	Sports competition	Special Event
PP Pupils	56 (61%)	Not yet tracked	9 (10%)	15 (16%)	Not yet tracked
All Pupils	275 (61%)		30 (7%)	52 (11%)	

The figures above show the in many areas of school life the engagement and involvement of PP pupils is as good as their non-PP peers, though there are several areas where data has not yet been collected (or are still in development) such as School Responsibilities (Class Advocates, Pupil Champions etc) and so we cannot yet speak into those areas. Additionally, whilst meeting the level of engagement of their peers in school is positive, a more ambitious goal will be to ensure ALL PP pupils are engaged in wider school life, as the assumption is that they are less likely to have access to such opportunities outside of school, unlike their NPP peers.

Judgement – On Track

Next steps:

- Continue to prioritise PP pupils for after school club provision
- Widen tracking of PP engagement to include fuller spectrum of school life.

Priority 3 - Work to 'poverty proof' CPS so that all pupils access education in the same way

Over the course of this year CPS has taken a number of steps to better 'poverty proof' the school experience for pupils. These have included:

- Changing the nature and number of 'non-uniform' days so they don't serve to highlight the 'haves' and 'have nots' within the school community.
- Collecting various resources (costumes etc) in school to allow all pupils to join in with curriculum days where families might lack to capacity (either financially or timewise) to do so.

- Making access to wider school events and clubs easier by offering PP pupils one free club space every year and discounts on the cost of trips and our residential, and payment plans to help families manage costs.
- Providing PP families with access to heavily discounted ICT resources to make it easier for pupils to engage with online learning.
- Setting up a uniform donation scheme, providing families with easy access to pre-loved uniform items
- Worked with our PTFG (PTA) to set up a 'zero waste' project where local supermarkets make regular donations of food which are made available to school families

Whilst there is still more to be explored and undertaken in this area, progress so far has been positive

Judgement – On Track

Next steps:

- Begin 1:1 meetings with PP pupils to explore their personal reflections on their experiences of accessing the wider curriculum/experience.

Priority 4 - Seek to better understand the lived experience of our disadvantaged pupils and how these impact upon their education

Our partner school has trialled offering PP pupil families additional meetings at Parents Evenings as a way of providing a forum for families to share their experiences and areas of potential support. We have been discussing this with them to see what lessons can be learned around putting a similar process in place for the coming academic year.

Judgement – Not on Track

Next steps:

- Begin 1:1 meetings with PP pupil parents to explore their personal reflections on their experiences of accessing school life and areas of potential individualised support.

Further information

In-school identification

At Coppice school we will always attempt to identify any pupil who qualifies for Pupil Premium status upon their entry to the school.

Where we are aware of changes in family circumstances we also check if pupil entitlement has changed on Integris, alerting families to this fact and adding any effected pupil to the PP register.

Once identified a pupil's Pupil Premium status is then be logged on a number of school systems, allowing in-school data and records to be explored to better highlight, understand and compare the experience and progress/outcomes of PP pupils.

Promoting wider awareness of Pupil Premium

At Coppice we work hard to promote awareness and focus around our Pupil Premium children to ensure that staff understand who these pupils are and the specific barriers they may face. This includes ensuring every class teacher knows exactly which of their pupils are Pupil Premium, and having a regular focus on these pupils in year group progress meetings progress, where they will be individually highlighted and discussed. We also produce specific progress and attainment data for these pupils alongside other focus groups, and share these with both staff and the governing board throughout the year.

Specific Classroom Strategies

Whilst our Teaching & Learning Policy sets out a range of strategies and expectations that will be of benefit to all pupils, the following lists a number of approaches that research suggests are particularly impactful for those who have experienced/are experiencing disadvantage. As such teachers will more consistently/intentionally deploy these in supporting/working with Pupil Premium Pupils. These include:

Strategy & Rationale	Example Applications
Reducing Cognitive Load Reducing cognitive load helps disadvantaged pupils by removing unnecessary distractions so they can focus on the key learning without becoming overwhelmed. This is especially important	• Clear explanations & worked examples • Modelling + "I do → We do → You do" • Small, deliberate steps

when pupils may have less background knowledge or academic support at home, making it easier for them to process and retain new information**.**	• Frequent low-stakes retrieval • Checking understanding before moving on
Prior-Knowledge Checks Checking prior knowledge ensures that misconceptions or missing foundations are identified early, preventing disadvantaged pupils from falling further behind. It allows teaching to be adapted so all pupils can access the new learning from a secure starting point.	• Quick hinge questions • Mini-whiteboard checks • Exit tickets • Short pre-teaching clips or vocabulary lists
Explicit Vocabulary Instruction Disadvantaged pupils often have fewer opportunities to encounter academic vocabulary outside school, so explicit teaching closes this language gap. By equipping them with the words they need to understand and express complex ideas, we significantly increase their access to the curriculum.	• Tier 2 word teaching (e.g., analyse, contrast, justify) • Frayer models • Word walls • Dual coding (image + word) • Revisit key vocabulary frequently •
Specifically Targeted Feedback Targeted feedback gives disadvantaged pupils precise guidance on how to improve, helping them make rapid progress without relying on guesswork or external support. It builds clarity, confidence, and a sense of direction in their learning.	• whole-class feedback sheets • in-lesson verbal feedback • live marking • short “improvement tasks” (DIRT) • Keep feedback specific, actionable, and time-bound.
Intentionally Strong Relationships Strong relationships provide disadvantaged pupils with a secure, supportive connection that increases motivation, trust, and willingness to take risks in learning. When pupils feel	• meet-and-greet at the door • praise effort, habits, and resilience • predictable routines

valued and understood, they are more likely to engage positively with school and persevere through challenges.	• restorative conversations when needed
Promoting In-Class Confidence Promoting confidence helps disadvantaged pupils feel capable and included, counteracting any external factors that may undermine their self-belief. When pupils believe they can succeed, they participate more, learn more deeply, and close attainment gaps more effectively.	• structured talk partners • explicit turn-taking protocols • build schema using examples, real-world connections and stories •

Wider Enrichment

As a school we attempt to ensure that PP pupils have access to as varied as range of wider opportunities as possible, this includes:

- Prioritising some spaces at after school clubs for PP pupils
- Offering free/discounted places at after school clubs
- Offering a discount on 'non-curriculum' trips (e.g. Residentials)

Understanding Unique Individuals

Every parents' evening we invite the parents/carers of qualifying pupils to an additional meeting with a member of the school's leadership team to discuss and explore if there are individual needs that the school could help meet. Whilst the funding here available is not significant it has been used to pay for things such as the following:

- Magazine subscriptions for topic of specific interest/talent
- Basic equipment to allow participation in a sport or activity (e.g. swimming costume)
- Resources to help with extra-curricular learning (e.g. music practise books)