Coppice Primary School' Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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.

School overview

Detail	Data
School name	Coppice Primary School
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	
Pupil premium lead	Clare Pike & Michael Fernandez
Governor / Trustee lead	Ike Sannie-Lamptey

Funding overview

Detail	Amount 2024-2025	Amount 2025-2026	Amount 2026-2027
Pupil premium funding allocation this academic year	£136,160		
Recovery premium funding allocation this academic year	£5,714		
Tutoring Grant	£2,306		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0		
Total budget for this academic year	£144,180		

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 child 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 non-disadvantaged 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 5 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' Coppice Primary 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 Coppice 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 believe exist among our disadvantaged pupils *(These will be updated over time through work towards our 4th Priority)*

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 Coppice Primary. • 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' Coppice 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	• 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, and 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.

upon their education.	

Activity in this academic year

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

Teaching

Budgeted cost: £69,000

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, 3, 4
Enable all children to access Forest Schools	The New Economics Foundation found that: • The evaluation suggests Forest Schools make 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, 3, 4

	• **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment	
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 using RWI's Fresh Start programme to support our children in KS2 who are still not reading at ARE.	2,3

Targeted academic support

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips and visitors	Ofsted Framework 2024 says Pupils consistently achieve highly, particularly the most disadvantaged. Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life.	1,2,4
Intervention Groups in key year groups – Particularly 2,4 and 6	Deploying our additional staff to deliver targeted intervention that enables children to reach the ARE in their year group.	2, 3
Booster groups for children in Y6	Exploring data for where children's attainment and progress is below their peers, identified children will receive targeted support for 2 terms.	2, 3

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Child protection and safeguarding officer with responsibility for PSA – focused work with families	The Education Endowment Fund says: Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	1,2,4,6
SLT	Create safe spaces for homework and reading within the school environment that targeted families can access and use	1,2, 4
Learning and Behaviour Mentor	To enable positive play, pastoral provision and happy playtimes to continue. Children identified through provision map.	1, 4
School Counsellor	Providing therapeutic support for some of our most vulnerable children	1, 4
Emergency funding for family support	Where situations arrive eg housing crises, heating, food, uniform	1
Enable every child in receipt of PP to attend one school based after school club	School clubs are back up and running. We want to build cultural capital by enabling more of our children to access our school's enriched offer.	1,4

Total budgeted cost: £158,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Please see our evaluation of our spend for 2023-24