

Pupil Premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Academy
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	32% (79/245)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mel Green
Pupil premium lead	Mel Lynch
Governor / Trustee lead	Jo Bromige

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,490
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£124,800

Part A: Pupil Premium Strategy Plan

Statement of intent

The plan has been created to support pupils at Coppice who are entitled to pupil premium funding. In line with our data analysis, the following common barriers to learning have been identified. These barriers include: weak language skills and communication skills, poor attendance, punctuality and limited parental support.

Principles

- We ensure that all pupils including those who are classed as pupil premium receive high quality teaching.
- We believe that accurate assessment of the barriers to learning is essential to ensure good progress.
- Allocation of funds and strategies will vary following needs based analysis; identifying priority groups, classes and individuals.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to reach Age Related Expectations at the end of Year 6.
- To enhance the life experiences of disadvantaged pupils.

Achieving the objectives

A wide range of strategies will be implemented to achieve these objectives. These will include, but are not be limited to:

- 1:1 tuition
- TA support in the classroom
- Additional support around transition both from KS1 and to KS3
- CSAWS to support attendance and punctuality
- 'Catch up' interventions
- Support with attending educational visits and residential trips
- Ensure pupils experience high quality teaching
- Strong links with parents
- Physical and practical resources for the classroom
- Enrichment activities to improve the wider experiences of the children

This list is not exhaustive and will change depending on the needs of the pupil premium children in school.

End of KS2 Data 2023

Eligible pupils 23/89 (25.8%)	School pupils eligible for pupil premium	National disadvantaged	School pupils not eligible for pupil premium	National non- disadvantaged
% achieving expected standard or above in reading, writing & maths	43%	44%	45%	59%
% at expected standard in reading	78%	60%	75%	60%
% at expected standard in writing	43%	58%	48%	58%
% at expected standard in maths	70%	59%	74%	73%

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality Regular absence or lateness causes lost learning and gaps in understanding over time. Poor attendance also impacts on social groups and SEMH of pupils.
2	Gaps in previous learning Gaps in prior learning impact all pupils but the effect is more profound in the Pupil Premium pupils.
3	Limited life experiences Some Pupil Premium pupils at Coppice have very limited life experiences and the opportunities they have to learn outside of school are reduced.
4	SEMH issues Life experiences for some of Pupil Premium pupils have impacted on their mental health.
5	Inconsistent parental engagement with school Some Pupil Premium parents lack the confidence or ability to access the communication from school and to communicate with school.

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
Attendance and punctuality has improved.	Attendance of PP children is in line with all pupils.
Progress is strong in all areas of the curriculum.	Pupils are making good progress and enjoying their learning.
Identified gaps have been a focus and addressed.	Pupils are meeting the expected standard.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £6,075.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school training and release time so that we are able to	Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forestschools-	3 4

<p>deliver outdoor learning by a fully trained expert. £900</p> <p>Cover for specialist teacher £1100</p> <p>First Aid Course £350</p>	<p>impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • 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 • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
<p>Memory and Cognition joint CPD opportunity with Dorridge Primary. £1925.74</p>	<p>With Ofsted's focus on 'learn more and remember more', this training explores what memory is, and how we can develop teaching approaches that support memory and thinking. The course provides ideas to support cognitive and memory load as part of the day-to-day curriculum and pedagogical approaches.</p> <p>EEF Metacognition and Self Regulated Learning evidences pupils can make +7 months progress is particularly high for disadvantaged pupils.</p>	2
<p>Little Wandle Training £300</p>	<p>Six online training modules designed to build expertise and ensure consistency in the Little Wandle phonics approach and Rapid Catch Up 7+ readers. Live online webinar series covers all the practical aspects of getting started, including running Daily Keep-up and reading practice sessions for new staff starters.</p>	2
<p>Learning Village £1500</p>	<p>Curriculum language for pre-teaching and supporting the development of academic language for EAL learners who are pupil premium pupils). Accessing associated professional development training sessions.</p>	2 3 5

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

Budgeted cost: £34,508.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times Tables Rock Stars £142	Supports engagement at home. Enables all year groups to practise times tables effectively.	2
SHINE intervention programmes supporting pupils English and Maths. £880	Targeted precision teaching in English and Maths from MARK reading, gaps and maths assessments. 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	2
Little Wandle books Rapid catch up programme £1974	Ensure every child in Year 2 or above who cannot read at age-related expectations gets urgent, targeted support so that they can access the curriculum and enjoy reading as soon as possible.	2
Purple Mash £215.36	Purple Mash is an award-winning cross curricular website for primary school children, enabling them to explore and enhance their knowledge in a fun and creative way. Cloud-based, it delivers an exciting mash-up of curriculum focused activities, creative tools, programs and games.	2 3 5
CGP Revision Books Y6 £252	Practice revision books targeted support for Year 6 preparation for SATS.	2
Century £672	Intelligent learning platform which uses learning science, artificial intelligence and neuroscience to create adaptive learning pathways for pupils in science, English and maths. EEF Using Digital Technology to Improve Learning	2 3 5
HLTA to work specifically with Pupil Premium groups £16,006	Targeted support in English and Mathematics skills using SHINE intervention programme. 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	1 2 3 4 5
National Tutoring Programme 50% funding	Targeted support in English and Mathematics skills Year 6 booster groups	1 2

£2,767.50		3 4 5
Teaching one to one support 11,600	Targeted support in English and Mathematics skills.	1 2 3 4 5

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

Budgeted cost: £83,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker Lunchtime Clubs £35,153	Lunchtime clubs to be run, pupils develop greater confidence and independence skills.	1 3 4 5
CSAWS attendance support Ensure there is a robust strategy implemented to target persistent lateness and persistent absentee children; working with children, families and external agencies where appropriate. PP lead, SENCO and Office Manager to meet monthly to discuss individual pupils and target intervention, meetings, letters etc. to ensure high levels of punctuality and attendance. £1503.25	Pupils who have good levels of attendance do better in school. Deliver intervention in a targeted way, in response to data or intelligence. EEF Rapid Attendance Interventions Review	1 5
Malachi Counselling support to families and children	Counselling support to pupils and families.	4 5

£7,000		
DHT Behaviour Strategy and behaviour support. £16,557	Pupils with good behaviour and attitudes to learning do well in school.	4
Pupil Premium/SENCO £2,180	Tracking assessment data for pupil premium pupils and review of interventions. Pupil Premium Tudor Grange Teaching Hub.	2
Pupil Premium Lead £4,990	Strategy and monitoring of pupil premium provision.	2
Administration lead for pupil premium £8,569	Tracking of pupil premium trips and clubs.	3
External Leadership Behaviour support H. Dunnico £1600	Developing behaviour policy and systems in school for whole school and vulnerable learners.	4
Swimming £504	Evidence that swimmers live longer, and regular swimming helps people stay mentally and physically fit. Importantly, it also showed that taking part in swimming lessons can help children to develop physical, cognitive and social skills quicker than those who do not have lessons. Sport England.	3 4
All pupils to attend day visits. To increase the take up of residential trips. This will be achieved by reducing the cost of residential trips. £5040 (Breakdown of trips planned 23-24) £327.06 £1748.27 £566.03 £371.07 £246.56 £478.40 £244.48 £2960 £213.44	Educational school trips benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils' social and personal development. School trips provide the opportunity for pupils to immerse themselves in new, different and exciting environments where learning is less formal and a recreational element threads through their day. Educational visits also benefit pupils who have a more kinaesthetic, sensory or visual way of learning, as well as SEND pupils who might struggle in a traditional classroom environment. Derby Museum Cinderella The Lion, Witch and The Wardrobe Coventry Cathedral Botanical Gardens Space Centre Butterfly Farm Ingestre Hall Young Voices Blackwell Yr6 Residential	3 4
My Concern subscription £601.75	All vulnerable pupils and families are supported and swift action is taken by DSL's to provide the best opportunities for pupils and families.	1 4 5

Total budgeted cost: £124,282.60

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 2022 to 2023 academic year.

Whole School Pupil Premium Data 2022/2023

Disadvantaged KS2 2023	School 100+	National 100+	School GDS	National GDS	School Progress	National Progress
Reading	78%	60%	17%	17%	1.9	0.4
Maths	70%	59%	9%	13%	-1.8	-1.0
GaPS	74%	59%	17%	18%		
Writing	43%	58%	4%	7%	- 4.2	- 0.7
RWM	43%	44%				

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Online times table support	TT Rock Stars
Attendance officers support for school	CSAWS attendance
AI targeted English and maths remote learning support.	CENTURY