

# Pupil Premium Strategy Statement 2025-2028

This statement details our school's use of pupil premium over the next three years, detailing funding for the 2025 to 2026 academic year 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	165
Proportion (%) of pupil premium eligible pupils	33% (54/165)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mel Green
Pupil premium lead	Mel Green
Governor / Trustee lead	Jo Bromige

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,576
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£86,576</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

The plan has been created to support pupils at Coppice Academy 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 some 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
- 'Keep up' interventions
- Support with attending educational visits and residential trips
- Ensure pupils experience high quality teaching
- Strong links with parents/carers
- 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 2025

Eligible pupils %	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	33%	47%	70%	69%
% at expected standard in reading	50%	63%	83%	81%
% at expected standard in writing	42%	59%	78%	78%
% at expected standard in maths	38%	61%	85%	80%
% at expected standard in SPAG	58%	60%	87%	79%

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and Punctuality</b> 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	<b>Gaps in previous learning</b> Gaps in prior learning impact all pupils but the effect is more profound in the Pupil Premium pupils.
3	<b>Limited life experiences</b> Some Pupil Premium pupils at Coppice have very limited life experiences and the opportunities they have to learn outside of school are reduced.
4	<b>SEMH issues</b> Life experiences for some of Pupil Premium pupils have impacted on their mental health.
5	<b>Inconsistent parental engagement with school</b> 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 broadly 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 **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link	50% of children referred to mental health services have underlying language difficulties. Junior Link identifies and supports pupils, aged 7-11 years, with language and communication needs. It is also suitable for learners new to English.	2 4
Learning Village	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.	2 3 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times Tables Rock Stars	Supports engagement at home. Enables all year groups to practise times tables effectively.	2

SHINE intervention programmes supporting pupils English and Maths.	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
Purple Mash	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	Practice revision books targeted support for Year 6 preparation for SATS.	2
Century	Intelligent learning platform which uses learning science, artificial intelligence and neuroscience to create adaptive learning pathways for pupils in science, English and maths. <a href="#">EEF Using Digital Technology to Improve Learning</a>	2 3 5
Little Wandle Letters and Sounds	Complete phonics programme, draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.	2
Spelling Shed	Spelling Shed supports pupils through personalised learning, accessible games, and a focus on closing the gap in their spelling skills. Its differentiated difficulty levels allow for targeted practice, while the Mastery Zone uses AI to automatically focus on words a child finds difficult.	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker	Lunchtime clubs to be run, pupils develop greater confidence and independence skills. Intervention groups, Early Help and safeguarding support to families.	1 3 4 5

<p>CSAWS attendance support</p> <p>Ensure there is a robust strategy implemented to target persistent lateness and persistent absentee children; working with children, families and external agencies where appropriate.</p> <p>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.</p>	<p>Pupils who have good levels of attendance do better in school.</p> <p>Deliver intervention in a targeted way, in response to data or intelligence.</p> <p><a href="#">EEF Rapid Attendance Interventions Review</a></p> 	<p>1 5</p>
<p>DHT Behaviour Strategy and attendance support.</p>	<p>Pupils with good behaviour and attitudes to learning do well in school.</p>	<p>4</p>
<p>Pupil Premium Lead</p>	<p>Strategy and monitoring of pupil premium provision.</p>	<p>2</p>
<p>Administration lead for pupil premium</p>	<p>Tracking of pupil premium trips and clubs.</p>	<p>3</p>
<p>Swimming Funded swimming for x9 PP pupils.</p>	<p>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.</p>	<p>3 4</p>
<p>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.</p>	<p>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.</p> <p>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.</p> <p>Educational visits also benefit pupils who have a more</p>	<p>3 4</p>

	<p>kinaesthetic, sensory or visual way of learning, as well as SEND pupils who might struggle in a traditional classroom environment.</p> <p>Stone Age workshop (Yr3 x9)  Ancient Greece workshop (Yr5 x19)  Coventry Cathedral (Yr6 x12 pupils)  Botanical Gardens  Space Centre (Yr5 x19)  Blackwell Yr6 Residential (Yr6 x12 pupils)</p>	
Junior Duke Award programme	The Junior Duke is a ten-level Award aimed at increasing children's independence, confidence and resilience by giving them a non-academic platform on which to feel success and achievement.	
My Concern subscription	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



## 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 2023 to 2024 academic year.

#### Whole School Pupil Premium Data 2023/2024

Disadvantaged KS2 2023	School 100+	National 100+	School GDS	National GDS	School Progress	National Progress
Reading	61%	62%	28%	18%	No progress measures 2023/2024 KS1 - KS2 data	No progress measures 2023/2024 KS1 - KS2 data
Maths	33%	59%	6%	13%	No progress measures 2023/2024 KS1 - KS2 data	No progress measures 2023/2024 KS1 - KS2 data
GaPS	56%	59%	11%	20%		
Writing	50%	58%	6%	6%	No progress measures 2023/2024 KS1 - KS2 data	No progress measures 2023/2024 KS1 - KS2 data
RWM	33%	45%				

### 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
EAL language support	Learning Village