

Copplestone Pupil Premium Strategy Statement

Review September 2026

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.

School overview

Detail	Data
School name	Copplestone Primary School
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2026 to July 2029
Date this statement was published	1 st September 2026
Date on which it will be reviewed	1 st September each year
Statement authorised by	Alison Mackey - Executive Head
Pupil premium lead	Tara Penny
Governor lead	Hayley Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,675.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£49,675.00

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, regardless of background or circumstance, achieve well academically, develop confidence and resilience, and are fully prepared for the next stage of their education.

At Copplestone Primary School, we recognise that disadvantage can present itself in many forms and that, within rural community, barriers can include social isolation, reduced access to services and enrichment opportunities, lower levels of parental engagement with learning, and challenges linked to attendance and wellbeing. These barriers can impact both academic progress and wider outcomes for disadvantaged pupils. The focus of our pupil premium strategy is to ensure that disadvantaged pupils receive high-quality teaching, targeted academic support and wider pastoral provision that enables them to thrive both academically and personally.

As part of the Devon Moors Federation, our approach is informed by evidence-based practice and is aligned with the federation commitment to diminish differences in attainment, progress, attendance and wider outcomes between disadvantaged pupils and their peers.

High-quality teaching remains at the heart of our strategy. Evidence shows that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils whilst benefiting all learners. Alongside this, we will provide carefully targeted support to address identified barriers in reading, language development, attendance, wellbeing and engagement with learning.

Our strategy is built upon the following key principles:

- High aspirations for every pupil, regardless of circumstances.
- Early identification of need and timely intervention.
- A strong focus on reading, vocabulary development and communication skills.
- Promotion of positive attendance, wellbeing and readiness to learn.
- Removing barriers created by rural isolation through enrichment and wider opportunities.
- Strengthening relationships with families to improve engagement with learning.
- Careful monitoring and evaluation to ensure funding has measurable impact.

Through this approach, we aim to ensure that disadvantaged pupils make strong progress, attend school regularly, participate fully in school life and leave our school as confident, successful learners who are ready for their next stage of education.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are as follows

Challenge number	Detail of challenge
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1	Assessments, observations and classroom monitoring indicate that some disadvantaged pupils have gaps in vocabulary, language development and reading comprehension.. 1/3 of children with PP also have a specific educational need, and more than half have experienced an identified adverse childhood experience which can further cause barriers to learning. These factors can impact pupils' ability to access the wider curriculum and communicate their understanding confidently
2	Internal assessment shows that some disadvantaged pupils require additional support to achieve age-related expectations in reading, writing and mathematics. Gaps in phonics, handwriting, number fluency and curriculum knowledge can affect progress and attainment over time if not addressed through timely intervention and high-quality teaching.
3	Attendance data indicates that attendance and engagement with learning can present a barrier for a small number of disadvantaged pupils. Reduced attendance impacts access to learning, curriculum continuity and opportunities to fully participate in school life.
4	Discussions with pupils and families, alongside staff observations, indicate that some disadvantaged pupils have limited access to wider opportunities and experiences outside school. This can affect confidence, aspiration and social development.
5	School evidence suggests that parental engagement with learning is variable for some disadvantaged pupils. Limited confidence in supporting learning at home, particularly reading and wider curriculum development, can affect pupil progress and outcomes.

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
Use robust assessment and analytical tools to ensure forensic approach to identifying gaps in all pupils learning and attainment, specifically those who are identified as disadvantaged.	Bromcom is utilised by head of school and teachers to inform provision mapping and monitoring progress. Specific focus on identifying gaps for children who have previously been identified as achieving greater depth, so gaps do not appear
Fine tune teaching strategies and interventions to target gaps and meet all children's needs effectively	% of Early Years PP children achieving Good Level of Development is in line with similar schools. % Y1 PP children passing Phonics Screening test is in line with similar schools.

	% PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with similar schools.
Attendance of children who are eligible for PP is 95% + in July	Close monitoring of attendance of this group. Regular meetings with parents of children who develop pattern of non-attendance or fall below 95%.
Pupils are not disadvantaged from developing cultural capital and are able to access learning successfully and participate positively in school life.	All children have access to a wide range of learning enhancing opportunities, particularly cultural, sport, music and arts experiences. Pupils are supported in attending educational visits and residential trips to enhance their school provision and experience. Pupil voice, wellbeing surveys, staff observations and pastoral records demonstrate improved confidence, resilience and engagement with learning.
Strengthening communication and trust between school and home so pupils are not disadvantaged by	Ethos of high expectation communicated clearly to parents and children. Engagement with parents improves through conversational engagement, formal and informal family support meetings. High attendance at progress meetings, events and home learning activities. Parents report increased confidence in supporting learning at home.

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: £15,384.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children Bromcom assessment tool training Ed Psychologist advises on individual children and whole school School focus on outstanding teaching using Little Wandal, Grammarsaurus and Maths Mastery approaches and resources	EFF toolkit identifies the following strategies are being particularly effective: • Collaborative learning (moderate impact) • Feedback (high impact) • Mastery learning (moderate impact) • Meta-cognition and self-evaluation (high impact) • Peer tutoring (moderate impact) • Phonics teaching (moderate impact) • Reading comprehension strategies (moderate impact) • PP books marked first • Feedback given first	1 and 2

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

Budgeted cost: £17,485.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target gaps in understanding Quality First Teaching	EFF toolkit identifies the following strategies are being particularly effective:	1, 2 and 3

Specific vocabulary teaching Whole school focus on developing Oracy	• Oral language interventions (moderate impact) • Early Years interventions (moderate impact) • Phonics (moderate impact) • Meta-cognition and self-evaluation (high impact)	
Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs SCARF training Regular programme of outdoor learning and use of forest area	EFF toolkit identifies the following strategies are being particularly effective: • Social and emotional learning (moderate impact) • Outdoor learning (moderate impact)	3 and 4

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

Budgeted cost: £16,806.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of attendance incentives, rewards and deterrents. Parent workshops for phonics and reading Extended parent evening sessions for parents of children eligible for PP Monitor attendance of PP parents at parent's evenings. Implementation of SCARF activities across all year groups	DFE data shows a significant impact of poor attendance on achievement. Positive relationships with parents improve attendance. Social and emotional learning (moderate impact) Art participation (low impact) Outdoor and adventurous learning (moderate impact) Supporting parents when completing referral forms ensures pupils receive support where needed.	4 and 5

Embedded relational approach, school values and rewards. Subsidise residentials, sport and after school clubs. Use of extensive outdoor area and forest. Offer of breakfast club to improve punctuality and attendance where required.	Social and emotional learning (moderate impact) Outdoor adventure learning (moderate impact) Art participation (low impact) EH4MH approach raises pupils self-esteem and well-being. (moderate impact)	
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Total budgeted cost: £49,675.00

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 2025 to 2026 academic year.

PP pupils are known to all staff. Their progress is carefully monitored, and gaps identified and addressed.

With small numbers in each class, statistics are wide however:

100% pupil premium children achieved ELG in reading and maths

50% of our P children passed the phonics screening and 100% passed the Y2 retake.

Our end of key stage 1 data 100% achieved expected in Reading, Writing and Maths

Our end of key stage 2 data 50% of PP children achieved expected standard in Reading, Writing and Maths

Pupils have the opportunity to access school led tuition. Some pupils have music lessons provided from PP funding, where this is considered to be an area they had an interest.

Year 6 PP pupils receive revision materials to use at home with families. Y6 SATs club was attended by 75% of PP children.

Some PP children have received an enhanced transition to secondary school where identified as supportive.

All pupils are provided a special breakfast during SATs week to help support them in their concentration, all PP children attended.

Some PP pupils have received additional phonics resources which we have purchased for them to use at home. All EYFS and KS1 PP children read in school to an adult at least 3 times a week.

Pupil Premium children are financially supported to attend after school club, educational visits and residential trips, ensuring they have equal access to all opportunities. Additional meetings and reassuring calls home have ensured 100% take up of residential.

PP children entered and performed in our talent show, school council, prefects and playground play leaders. All KS2 PP children were selected for Kick Start Art workshops this year.

PP pupils receive additional support in class where required and TA time is dedicated to this.

Talk time with a trained TA and our local church youth worker where identified as supportive.

Reception teacher had drop ins throughout the year to give phonics workshops in a less formal setting and targeted support to PP families

PP families have access to free items from the pre-loved school uniform shop.

PP attendance was 92.2%, these pupils have been offered breakfast club to help their attendance. They have been invited for meetings with Head of School.

New head of school has identified PP families where communication with school a barrier and made additional time for 1:1 meetings throughout the year.

100% attendance at individual parent meetings.

Attendance at events such as summer fun day, evening events and assemblies and performance are well attended by PP families with at least one event attended by 88%

With many PP families (48%) running stalls, school uniform shop and having key support roles on PTA.

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 learning and home learning	Maths and Spelling Shed
Numeracy support in class and online	Maths Mastery, White Rose Maths & Maths Shed
English = guided reading and writing	The Literacy Shed
Online curriculum support and parent communication	Class Dojo
Phonics and early reading	Little Wandle