

Pupil premium strategy statement

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	136
Proportion (%) of pupil premium eligible pupils	21.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 to July 2026
Date this statement was published	1 st September 2023
Date on which it will be reviewed	1 st September each year
Statement authorised by	Executive Head
Pupil premium lead	Tara Penny
Governor lead	Hayley Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,550.00 inc. CiC and services
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	£48,550.00

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that disadvantaged pupils, who are identified early as high achievers continue to keep in line with all high achieving pupils.
2	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
3	Interventions target gaps and the children's needs effectively
4	Attendance of identified PPG children
5	Aspirations of home learning environment
6.	Challenges in the home environment compared to the school environment with regards of boundary setting.

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
To enable all children eligible for PP to achieve at least expected standards and to make at least expect progress. Where PPG children leave KS1 tracked to ensure accelerated progress	% of PP children achieving "Good Level of Development" is in line with national. % PP children passing Phonics Screening test is in line with national. % PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national. Ensure PP pupils have access to phonics catch up sessions 1:1.
To improve attendance of children who are eligible for PP	Close monitoring of attendance of this group. Regular meetings with parents of children who fall below 95%. Intervention from EWO for persistent absence.

To improve the behaviour and social/ emotional well-being of our most vulnerable PP children	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school.
To ensure those PP children who are identified early as high achieving continue to meet targets set through giving additional enrichment opportunities and immersing them in a culture of high expectation.	Children have opportunities to attend extra-curricular clubs, e.g. sports, and to provide them with a rich curriculum. Pupils are supported in attending educational visits and residential trips to enhance their school provision and experience. Ethos of high expectations in all classes for all children .

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 Ed Psychologist advises on individual children and whole school School focus on outstanding teaching	EFF toolkit identifies the following strategies are being particularly effective: <ul style="list-style-type: none"> • 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

through role of Head of School		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,572.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target gaps in understanding Quality First Teaching Specific vocabulary teaching of tier two words	EFF toolkit identifies the following strategies are being particularly effective: <ul style="list-style-type: none"> • Oral language interventions (moderate impact) • Early Years interventions (moderate impact) • Phonics (moderate impact) • Meta-cognition and self-evaluation (high impact) 	2 and 3
Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs Forest Schools	EFF toolkit identifies the following strategies are being particularly effective: <ul style="list-style-type: none"> • Social and emotional learning (moderate impact) • Outdoor learning (moderate impact) 	3 and 5

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

Budgeted cost: £15,985.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of attendance incentives, rewards and deterrents.	DFE data shows a significant impact of poor attendance on achievement. Positive relationships with parents improve attendance.	4, 5 and 6

<p>Parent Workshops for phonics and reading</p> <p>Extended parent evening sessions for parents of children eligible for PP</p> <p>Monitor attendance of PP parents at parent's evenings.</p> <p>Continued implementation of PHSE and BOXALL activities across all year groups</p> <p>School Values</p> <p>Subsidise residential, sport and after school clubs.</p> <p>Forest Schools</p> <p>Offer of breakfast club to improve punctuality and attendance where required.</p>	<p>Social and emotional learning (moderate impact)</p> <p>Art participation (low impact)</p> <p>Outdoor and adventurous learning (moderate impact)</p> <p>Supporting parents when completing referral forms ensures pupils receive support where needed.</p> <p>Social and emotional learning (moderate impact)</p> <p>Outdoor adventure learning (moderate impact)</p> <p>Art participation (low impact)</p> <p>EH4MH approach raises pupils self-esteem and well-being. (moderate impact)</p>	

Total budgeted cost: £49,941.00

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 2024 to 2025 academic year.

All PP pupils are supported to attend educational visits and residential trips, ensuring they have equal access to all opportunities. 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.

The outcomes of our pupil premium strategy have been assessed at the end of the academic year: Reading ARE PP 80% Writing ARE PP 80% Maths ARE PP 20%

Year 6 PP pupils receive revision materials to use at home with families. Some PP receive an enhanced transition to secondary school. Pupils are offered a special breakfast during SATs week to help support them in their concentration. Some PP pupils have received additional phonics resources which we have purchased for them to use at home.

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

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

PP attendance was 93.3%, these pupils have been offered breakfast club to help their attendance. They have been invited for meetings with Head of School and EWO to support attendance. We have supported families by helping them access the school transport .

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	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