

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. This statement was first published in 2024 and has been reviewed and updated in October 2025.

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                                                             | Copperfield Academy |
| Number of pupils in school                                              | 467                 |
| Proportion (%) of pupil premium eligible pupils                         | 40% (191 pupils)    |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027           |
| Date this statement was published                                       | September 2024      |
| Date this statement was reviewed and updated                            | September 2025      |
| Date on which it will be reviewed                                       | September 2026      |
| Statement authorised by                                                 | Ben Clark           |
| Pupil Premium Lead                                                      | Ben Clark           |
| Governor / Trustee lead                                                 | Ian Fidge           |

## Funding Overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil Premium funding allocation this academic year                                                                                                                         | £248,460 |
| Recovery Premium funding allocation this academic year                                                                                                                      | £0       |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £248,460 |

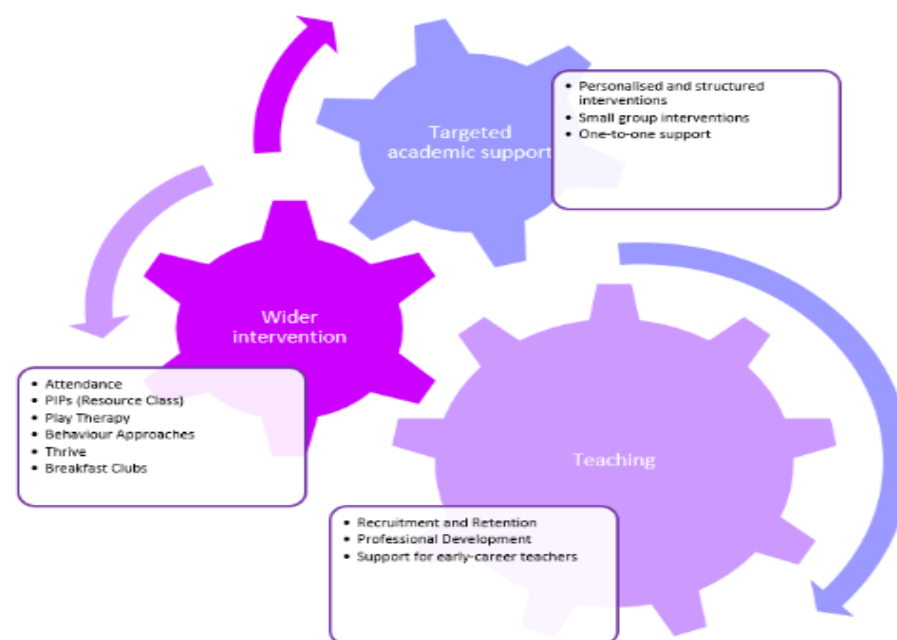
## Part A: Pupil Premium Strategy Plan

### Statement of Intent

In accordance with research published by the Education Endowment Foundation, which collaborates with the Sutton Trust as the government-recognized 'What Works' centre for enhancing educational outcomes for school-aged children, we design teaching and learning at Copperfield Academy to effectively meet the needs of all students. We ensure that the findings from the Education Endowment Foundation inform the strategies we implement to support our disadvantaged pupils.

We allocate the majority of our Pupil Premium Grant to ensure that high-quality first teaching addresses the needs of all children. Our commitment extends to providing appropriate support for vulnerable groups and ensuring that the needs of socially disadvantaged students are accurately assessed and met. Copperfield Academy employs a range of additional strategies beyond those outlined in this expenditure report to support these groups. This approach is aligned with Copperfield's '4 pillars of curriculum design', to ensure our strategies are deeply embedded and succinct.

We acknowledge that not all students benefiting from the Pupil Premium Grant (PPG) are necessarily socially disadvantaged, and conversely, not all disadvantaged students qualify for PPG. Therefore, we will carefully monitor the progress and achievement of PPG-funded students as a group, comparing their outcomes to those of their peers at Copperfield and at the national level. Our strategy for 2024 - 2027 can be summed up as:



## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                               |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Children begin school below the expected levels for reading, writing, and mathematics due to barriers that limit support at home, which subsequently impact their development and engagement.                                                                                                                                     |
| 2                | Historically, attendance has consistently fallen below the national target of 96%. This is primarily due to varying perceptions of the value of education within some segments of the community. While there has been positive progress, community attitudes toward attendance remain a perceptible area for ongoing development. |
| 3                | Many children at Copperfield Academy, situated in Northfleet, an area in the bottom 20% for income deprivation in England*, have limited cultural capital, restricting their vocabulary and their ability to develop and reinforce schemas through broader contextual understanding.                                              |
| 4                | Complex social and emotional challenges impact children's mental health, cognitive function, and development, while also reducing family involvement in learning.                                                                                                                                                                 |

- <https://www.ons.gov.uk/visualisations/dvc1371/#/E07000109>

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Challenge number: 1</b></p> <p>To diminish the attainment gap between PP and Non-PP children in all Reading, Writing and Maths statutory outcomes.</p>                                       | <p><b>From September 2024:</b></p> <p>The gap between Pupil Premium children and non-Pupil Premium children in the following statutory outcomes is generally consistent with the national average percentage:</p> <ul style="list-style-type: none"> <li>• GLD</li> <li>• Year 1 Phonics</li> <li>• KS 1 Phonics</li> <li>• MTC</li> <li>• KS2 Reading, Writing and Maths</li> </ul> <p><b>By 2027:</b> Pupil Premium children are performing equally as well as Non-Pupil Premium children in all statutory outcomes.</p> |
| <p><b>Challenge number: 2</b></p> <p>Children from disadvantaged backgrounds demonstrate consistent improvement, accumulating in meeting or exceeding national attendance standards each year.</p> | <p><b>From 2024:</b></p> <p>A larger rate of improvement, year on year, for our disadvantaged children vs national figure(s).</p> <p><b>From 2025:</b></p> <p>Attendance for disadvantaged children is in-line with the national average for non-disadvantaged children.</p> <p><b>By 2027:</b></p> <p>Attendance for disadvantaged children exceeds the national average for non-disadvantaged children.</p>                                                                                                              |

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| <p><b>Challenge number: 3</b></p> <p>Many children at Copperfield Academy, situated in Northfleet, an area in the bottom 20% for income deprivation in England*, have limited cultural capital, restricting their vocabulary and their ability to develop and reinforce schemas through broader contextual understanding.</p> | <p><b>From September 2024:</b><br/>Every child will complete the school's 11 before 11 experiences by the time they complete their full primary education at Copperfield Academy.</p> <p>Every child will attend the following academic experiences of:</p> <ul style="list-style-type: none"> <li>• 1 workshop</li> <li>• 1 trip in the local area</li> <li>• 1 trip outside of Gravesham.</li> </ul> <p><b>From September 2025:</b><br/>A minimum of six Inspirational Assemblies will provide all children an insight and inspiration into a broad range of careers.</p>                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Challenge number: 4</b></p> <p>Complex social and emotional challenges impact children's mental health, cognitive function, and development, while also reducing family involvement in learning.</p>                                                                                                                    | <p><b>From September 2024:</b><br/>Every pupil premium child's request for subsidised 'Breakfast Club' by means of temporary support is approved.</p> <p>Every child and their parent/carer access appropriate support through a range of targeted and tiered therapeutic interventions.</p> <p>All families access a fully stocked Food Bank and Clothes/Uniform Swap Shop.</p> <p><b>From September 2025:</b><br/>Every child has access to a nutritious, balanced school lunch, complemented by a curriculum that educates children on the benefits of healthy eating and a continuous programme dedicated to informing and supporting parents and carers.</p> <p>Copperfield's Baby Club is fully booked.</p> <p><b>By 2027:</b><br/>The school can provide an extensive suite of services to upskill, support, and motivate parents and carers to enable them to support their child(ren). The school becomes the hub for community support and development.</p> |

## 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: £156,126

| Activity                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
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| Arrange cover for staff members to access tailored CPD to meet the academic, social, and emotional needs of our children.                                                                                          | EEF Adaptive Teaching Toolkit<br>EEF Professional Development Recommendations<br>EEF Putting evidence to Work<br>Rosinshine's Principles in Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1, 3                          |
| <p>Improve reading outcomes through:</p> <p>Daily phonics coaching</p> <p>Team Teaching / CPD to secure effective Reading Lessons</p> <p>Target, track and engage children in reading using Accelerated Reader</p> | <p>Developing a love of reading can be more important for a child's educational success than their family's socio-economic background. Organisation for Economic Co-operation and Development (OECD) 2002 Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all. Children's and Young People's Reading in 2015, National Literacy Trust, 2016 Research also shows that reading for pleasure has a positive impact on children's attainment in reading assessments.</p> <p>Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. Research has found children who read often at the age of ten perform better than their peers in tests of spelling, vocabulary and even mathematics when tested at the age of sixteen. They also have more positive attitudes towards reading than their peers. Building an Outstanding Reading School <a href="http://www.oxfordprimary.co.uk">www.oxfordprimary.co.uk</a> Significant improvement Findings of the Education Endowment Foundation Research Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University. "The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."</p> <p><a href="http://www.renlearn.co.uk/accelerated-reader/">http://www.renlearn.co.uk/accelerated-reader/</a></p> | 1, 3                          |

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| <p>Improve writing outcomes through:</p> <p>English Lead delivers CPD and team teaching to implement our tailored English curriculum. Inter-trust and external moderation.</p> | <p>Closing the writing gap KS1 and 2 (EEF):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Closing the writing gap, Alex Quigley</p> | 1, 3 |
| <p>Cover arrangements support curriculum leaders in monitoring their tailored curriculum, ensuring it stays meaningful and boosts Pupil Premium attainment.</p>                | <p>Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p> <p>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>EEF</p>                                          | 1, 3 |
| <p>Targeted small-group teaching tailored to disadvantaged pupils' needs to improve their attainment.</p>                                                                      | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>The average impact for small group teaching is around 2 months additional progress over the course of an academic year.</p>                                                                                                                                                | 1, 3 |

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

Budgeted cost: £ 64,720

| Activity                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
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| <p>Improving reading outcomes through:</p> <p>Daily reading interventions</p> <p>Close monitoring and tracking of impact.</p>                                            | <p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>(EEF, 2021)</p>                                                                                                                                                                                                                                              | <p>1, 3</p>                   |
| <p>Improving reading outcomes through:</p> <p>Daily phonics interventions</p> <p>Close monitoring and tracking of impact.</p> <p>Specialised targeted interventions.</p> | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>(EEF 2021)</p> | <p>1, 3</p>                   |

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

Budgeted cost: £27,616

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
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| <p>Supporting disadvantaged parents with affording enrichment opportunities.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 11 before 11 is free for all,</li> <li>• School trips are spaced apart in year and are shared with parents in T6 for this academic year,</li> <li>• New systems in place to enable spreadable payments,</li> <li>• School subsidies for disadvantaged children.</li> <li>• Inspirational assemblies covering career professionals, military / emergency services personnel, creatives etc</li> </ul> | <p>Teaching and Learning Toolkit (EEF):<br/><i>'Physical Activity'</i></p> <p>Cultural capital is regarded by Ofsted as a fundamental factor in preparing children for their future lives. Socioeconomic deprivation and other social factors may hinder the development of cultural capital, often due to limited opportunities to engage in enriching experiences outside of the standard school day.</p> | 3, 4                          |
| <p>Educating and supporting the community around healthy eating.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• A nutritiously balanced lunch available to all children.</li> <li>• A curriculum tailored to inform the benefits of healthy eating.</li> </ul>                                                                                                                                                                                                                                                                   | Every Child Matters                                                                                                                                                                                                                                                                                                                                                                                         | 1, 4, 3                       |

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| <ul style="list-style-type: none"> <li>• A rolling programme to inform and support (food bank) parents/cares.</li> </ul>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |
| <p>Providing targeted support to our disadvantaged children overcoming social and emotional barriers to thrive.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Play Therapy</li> <li>• Play Factor and Social Groups</li> <li>• Lego Therapy</li> <li>• Thrive</li> <li>• Behaviour Mentoring</li> <li>• Cradle to Career, , The Reach Foundation (Fulcrum)</li> </ul>                                                       | <p>Teaching and Learning Toolkit (EEF):<br/><i>'Social and Emotional Learning'</i><br/><i>'Individualised Instruction'</i></p> <p>Emotional wellbeing is an essential precursor to effective mind-sets for optimal learning. Previously, wellbeing intervention and support has taken place in the school as a reactive support rather than a proactive one. Analysis of the children supported by the pastoral team has highlighted that PP children are more likely to require emotional support. This approach will enable a more proactive approach for all children with a highlighted focus on those eligible for PP.</p> | 2, 4 |
| <p>Promoting and supporting consistent school attendance among children facing socioeconomic challenges.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Day Calling/home visit.</li> <li>• Regular face to face meetings.</li> <li>• Walk the dogs to school.</li> <li>• School pick-up.</li> <li>• Weekly/termly incentives.</li> <li>• Effective tracking of attendance data and communications.</li> </ul> | <p>Attendance interventions rapid evidence assessment (EEF)</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p>                                                                                                                                                                                                                                                    | 2    |
| <p>Implementing strategies and initiatives to consistently enhance parent engagement.</p> <p>For example:</p>                                                                                                                                                                                                                                                                                                                                  | <p>Teaching and Learning Toolkit (EEF):<br/><i>'Social and Emotional Learning'</i><br/><i>'Individualised Instruction'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4, 2 |

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| <ul style="list-style-type: none"> <li>• Flexible Meet the Teacher times/activities,</li> <li>• Run a Parent Council,</li> <li>• Provide tailored/targeted workshops around SEND, Emotional, Social needs,</li> <li>• Copperfield's Baby Club is running to support the wider community,</li> <li>• Provide regular opportunities for parent voice and school feedback.</li> </ul> | <p>Emotional wellbeing is an essential precursor to effective mind-sets for optimal learning. Previously, wellbeing intervention and support has taken place in the school as a reactive support rather than a proactive one. Analysis of the children supported by the pastoral team has highlighted that PP children are more likely to require emotional support. This approach will enable a more proactive approach for all children with a highlighted focus on those eligible for PP.</p> |  |
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**Total budgeted cost: £ 248,462**

## 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 - 2025 academic year.

| Intended outcome                                                                                                                                             | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                         |                                        |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |
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| <p><b>Challenge number: 1</b></p> <p>To diminish the attainment gap between PP and Non-PP children in all Reading, Writing and Maths statutory outcomes.</p> | <p><b>2024 - 25:</b></p> <table><tr><th>Statutory area</th><th>CA<br/>PP v Non-PP</th><th>National<br/>PP v Non-PP</th><th>Difference:<br/>CA PP v National Non-PP</th></tr><tr><td>GLD</td><td>58% v 64%</td><td>51.5% v 72% *2024</td><td>14% (National is 20.5%)</td></tr><tr><td>Year 1 Phonics</td><td>84% v 84%</td><td>68% v 84% *2024</td><td>0% (National is 16%)</td></tr><tr><td>KS1 Phonics</td><td>95% v 89%</td><td></td><td></td></tr><tr><td>KS2 Reading</td><td>67% v 85%</td><td>63% v 81%</td><td>14% (National is 18%)</td></tr><tr><td>KS2 Writing</td><td>70% v 88%</td><td>59% v 78%</td><td>8% (National is 19%)</td></tr><tr><td>KS2 Maths</td><td>70% v 85%</td><td>61% v 80%</td><td>10% (National is 19%)</td></tr><tr><td>KS2 Combined</td><td>59% v 82%</td><td>47% v 69%</td><td>10% (national is 22%)</td></tr></table> <p><b>GLD (Good Level of Development)</b></p> <p>58% of Pupil Premium (PP) pupils achieved GLD at Copperfield Academy, outperforming the national PP average of 51.5%. This 14% positive difference highlights the impact of early years interventions. Targeted support in communication, language, and personal development has contributed to this strong start, ensuring children are well-prepared for the transition into Key Stage 1.</p> <p><b>Year 1 Phonics</b></p> <p>Both PP and non-PP pupils at Copperfield Academy achieved 84%, significantly above the national PP average of 68%. The absence of a gap between PP and non-PP pupils reflects the success of early phonics interventions, such as systematic synthetic phonics programmes and consistent early reading routines.</p> | Statutory area          | CA<br>PP v Non-PP                      | National<br>PP v Non-PP | Difference:<br>CA PP v National Non-PP | GLD | 58% v 64% | 51.5% v 72% *2024 | 14% (National is 20.5%) | Year 1 Phonics | 84% v 84% | 68% v 84% *2024 | 0% (National is 16%) | KS1 Phonics | 95% v 89% |  |  | KS2 Reading | 67% v 85% | 63% v 81% | 14% (National is 18%) | KS2 Writing | 70% v 88% | 59% v 78% | 8% (National is 19%) | KS2 Maths | 70% v 85% | 61% v 80% | 10% (National is 19%) | KS2 Combined | 59% v 82% | 47% v 69% | 10% (national is 22%) |
| Statutory area                                                                                                                                               | CA<br>PP v Non-PP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | National<br>PP v Non-PP | Difference:<br>CA PP v National Non-PP |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |
| GLD                                                                                                                                                          | 58% v 64%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 51.5% v 72% *2024       | 14% (National is 20.5%)                |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |
| Year 1 Phonics                                                                                                                                               | 84% v 84%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 68% v 84% *2024         | 0% (National is 16%)                   |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |
| KS1 Phonics                                                                                                                                                  | 95% v 89%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |                                        |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |
| KS2 Reading                                                                                                                                                  | 67% v 85%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 63% v 81%               | 14% (National is 18%)                  |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |
| KS2 Writing                                                                                                                                                  | 70% v 88%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 59% v 78%               | 8% (National is 19%)                   |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |
| KS2 Maths                                                                                                                                                    | 70% v 85%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 61% v 80%               | 10% (National is 19%)                  |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |
| KS2 Combined                                                                                                                                                 | 59% v 82%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 47% v 69%               | 10% (national is 22%)                  |                         |                                        |     |           |                   |                         |                |           |                 |                      |             |           |  |  |             |           |           |                       |             |           |           |                      |           |           |           |                       |              |           |           |                       |

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|  | <p>These strategies have ensured that all pupils, regardless of background, are developing strong foundational reading skills.</p> <p><b>KS1 Phonics</b></p> <p>95% for PP pupils and 89% for non-PP passed their phonics screening by the end of KS1, indicating sustained progress in phonics beyond Year 1. The high outcomes reflect Copperfield Academy's strong culture of reading, well-embedded phonics teaching, tracking and interventions across the early years and KS1.</p> <p><b>KS2 Reading</b></p> <p>67% of PP pupils met the expected standard in reading, exceeding the national PP average of 63% and closely aligning with national non-PP outcomes. This demonstrates the long-term impact of Copperfield Academy's early reading interventions, vocabulary development, and comprehension strategies. The use of guided reading and targeted support has helped close the attainment gap.</p> <p><b>KS2 Writing</b></p> <p>70% of PP pupils achieved the expected standard in writing, compared to 59% nationally. This strong performance reflects Copperfield Academy's emphasis on early language development, structured writing instruction, and opportunities for extended writing. Early oracy and vocabulary work have laid the foundation for sustained progress in writing.</p> <p><b>KS2 Maths</b></p> <p>70% of PP pupils met the expected standard in maths, outperforming the national PP average of 61%. This success is underpinned by early number sense development, use of manipulatives, and consistent teaching of key mathematical concepts. Early interventions and targeted support have helped children build confidence and fluency in maths.</p> |
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|                                                                                                                                                                                                                  | <p><b>KS2 Combined (Reading, Writing, Maths)</b></p> <p>59% of PP pupils achieved the expected standard in all three subjects, compared to 47% nationally. This reflects the cumulative impact of early, targeted interventions across the curriculum. A strong foundation in literacy and numeracy, combined with high expectations and consistent support, has enabled disadvantaged children to achieve well across all areas.</p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results/2023-24#dataBlock-61b0a0ac-bec9-4419-b22b-773f035e6948-tables">https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results/2023-24#dataBlock-61b0a0ac-bec9-4419-b22b-773f035e6948-tables</a></p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2023-24">https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2023-24</a></p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/multiplication-tables-check-attainment/2023-24">https://explore-education-statistics.service.gov.uk/find-statistics/multiplication-tables-check-attainment/2023-24</a></p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25#dataBlock-4247c03b-77b2-4b7f-a307-d61b8cc919f0-tables">https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25#dataBlock-4247c03b-77b2-4b7f-a307-d61b8cc919f0-tables</a></p> |               |             |                 |                      |                 |                      |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|-----------------|----------------------|-----------------|----------------------|---------|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|
| <p><b>Challenge number: 2</b></p> <p>Children from disadvantaged backgrounds demonstrate consistent improvement in attendance, accumulating in meeting or exceeding national attendance standards each year.</p> | <p><b>From 2024:</b></p> <p>A rate of improvement, year on year, in attendance for Copperfield Academy’s disadvantaged children vs national figure(s).</p> <p>Over the last four academic years, Copperfield Academy has made notable progress in improving attendance for pupils eligible for Pupil Premium, narrowing the gap with their non-PP peers and outperforming national averages for PP pupils.</p> <table><tr><th>Academic Year</th><th>CA PP</th><th>CA Non-PP</th><th>National PP</th><th>National Non-PP</th><th>CA PP vs National PP</th></tr><tr><td>2021–22</td><td>89.5%</td><td>94.5%</td><td>91.6%</td><td>94.5%</td><td>-2.1%</td></tr><tr><td>2022–23</td><td>89.6%</td><td>94.3%</td><td>91.2%</td><td>95.1%</td><td>-1.6%</td></tr><tr><td>2023–24</td><td>92.6%</td><td>95.9%</td><td>92.0%</td><td>95.4%</td><td>+0.6%</td></tr><tr><td>2024–25</td><td>92.7%</td><td>95.9%</td><td>92.1%</td><td>95.7%</td><td>+0.6%</td></tr></table> <ul style="list-style-type: none"><li>• <b>Gap Reduction:</b> The attendance gap between CA PP and CA non-PP pupils has reduced from 5.0% in 2021–22 to 3.2% in 2024–25, showing a consistent trend of improvement.</li><li>• <b>Above National Average:</b> Since 2023–24, Copperfield Academy’s PP attendance has exceeded the national PP average, indicating the effectiveness of school-based attendance strategies.</li></ul>                                                                                                                                                                                                                                                                        | Academic Year | CA PP       | CA Non-PP       | National PP          | National Non-PP | CA PP vs National PP | 2021–22 | 89.5% | 94.5% | 91.6% | 94.5% | -2.1% | 2022–23 | 89.6% | 94.3% | 91.2% | 95.1% | -1.6% | 2023–24 | 92.6% | 95.9% | 92.0% | 95.4% | +0.6% | 2024–25 | 92.7% | 95.9% | 92.1% | 95.7% | +0.6% |
| Academic Year                                                                                                                                                                                                    | CA PP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | CA Non-PP     | National PP | National Non-PP | CA PP vs National PP |                 |                      |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |
| 2021–22                                                                                                                                                                                                          | 89.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 94.5%         | 91.6%       | 94.5%           | -2.1%                |                 |                      |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |
| 2022–23                                                                                                                                                                                                          | 89.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 94.3%         | 91.2%       | 95.1%           | -1.6%                |                 |                      |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |
| 2023–24                                                                                                                                                                                                          | 92.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 95.9%         | 92.0%       | 95.4%           | +0.6%                |                 |                      |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |
| 2024–25                                                                                                                                                                                                          | 92.7%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 95.9%         | 92.1%       | 95.7%           | +0.6%                |                 |                      |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |         |       |       |       |       |       |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|  | <ul style="list-style-type: none"> <li>• <b>Sustained Progress:</b> The upward trend reflects the impact of targeted interventions, including early identification of attendance concerns, family engagement, and pastoral support.</li> </ul> <p>This improvement demonstrates Copperfield Academy's commitment to removing barriers to attendance for disadvantaged pupils and ensuring they have consistent access to learning.</p> <p>Copperfield Academy's termly attendance rewards for pupils achieving 98% or above have had a demonstrable impact in sustaining high attendance levels. These incentives, including cinema days, pantomime visits, and other enrichment events, have helped motivate children to maintain attendance at or above national expectations.</p> <p>One pupil reflected in a recent survey: <i>'I need to be in school every day as I don't want to miss the next attendance reward.'</i> This highlights the positive influence of our reward strategy on pupil attitudes towards attendance.</p> <p><b>Case Study:</b></p> <p><b>Case Study 1: DZ</b></p> <ul style="list-style-type: none"> <li>• 23-24 attendance: 65.73%</li> <li>• 24-25 attendance: 93.6%</li> <li>• Positive engagement: Daily Pastoral check in with mum around her anxiety. Close ties with other agencies to ensure mum received appropriate support. Child worked with teacher to catch up missed learning every day. Personalised Attendance Rewards provided for the child and mother. School would often collect.</li> </ul> <p><b>Case Study 2: HQ</b></p> <ul style="list-style-type: none"> <li>• 23-24 attendance: 83%</li> <li>• 24-25 attendance: 92.3%</li> <li>• Positive engagement: Close pastoral support with poverty and parent reading. School collected the family every day via car. Personalised Attendance Rewards provided for the child.</li> </ul> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-29">https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-29</a></p> |
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**Challenge number: 3**

To enhance their cultural capital within and beyond the school environment to ensure that disadvantaged children have equitable opportunities, thereby reducing barriers to accessing new learning.

**2024 - 25:**

Throughout the academic year, Copperfield Academy's school has delivered a broad and inclusive programme of sporting clubs, fixtures, and tournaments, with a strong emphasis on ensuring equitable access for all pupils. On average, 58% of participants in these activities were Pupil Premium (PP) children, reflecting Copperfield Academy's commitment to removing barriers and promoting engagement. Copperfield Academy's Pupil Parliament is also reflective of this with 62% of members being children identified as PP.

At Copperfield Academy, 100% of Year 6 pupils take on prefect roles, providing direct opportunities for leadership, responsibility, and volunteering. Of this 61% are identified as PP. This initiative is intentionally inclusive, Pupil Premium (PP) and Disadvantaged pupils are actively represented, ensuring that enrichment is not limited by background.

By embedding leadership into the school culture, Copperfield Academy breaks down barriers and empower all children to contribute, lead, and thrive. These roles build confidence, promote positive behaviour, and reinforce our commitment to equity and opportunity for every child.

At Copperfield Academy, every child, regardless of background, need, or circumstance is entitled to the same rich and inclusive curriculum experience. The Personal Development and wider curriculum offer, including lunchtime enrichment and termly interhouse competitions, is deliberately designed to remove barriers and ensure full access for Pupil Premium (PP) and Disadvantaged pupils.

From Drama, Art, Music, Basketball, Table Tennis and more, our provision nurtures physical, emotional, and social development. These opportunities are not reserved for a few, they are for every child, and our data reflects the impact:

- **PP attendance is 95.4%**, showing strong engagement and a sense of belonging.
- **Positive behaviour incidents among PP pupils have dropped from 21% to 13%**, highlighting the success of inclusive enrichment in promoting wellbeing and positive choices.

Children shape their experience through termly referendums, voting on interhouse activities, ensuring that pupil voice drives engagement and reflects their interests.

Copperfield Academy's commitment to equity, empowerment, and enrichment ensures that PP and Disadvantaged pupils are not just included, they are prioritised. Every opportunity is a step toward breaking down barriers and building futures.

This data supports Copperfield Academy's strategic priority: to ensure that no child has limited access to opportunities and experiences that enable the development of cultural capital. By actively encouraging PP pupils to participate in extracurricular sport, we are helping to build confidence, teamwork, resilience, and a sense of belonging, which are key components of cultural capital.

Copperfield Academy's targeted strategies, including subsidised access, personalised invitations, and staff-led encouragement, are having a positive impact. The consistently high levels of PP engagement across most terms demonstrate the effectiveness of our inclusive ethos and the value placed on enriching experiences for all.

The Trust's initiative, 11 Before 11, is well established within the school and plays a key role in ensuring that no child, particularly those from disadvantaged backgrounds, misses out on enriching experiences. Each year, children take part in a range of carefully planned activities and opportunities that build cultural capital, broaden horizons, and inspire aspiration. These experiences have had a noticeable impact on children's confidence, curiosity, and engagement with learning, helping to close gaps and promote equity across the school.

Pupil Premium children had priority for the clubs on offer in school including dancing, craft, sport, art, reading, writing, and gardening. PP pupils were financially supported to go on school visits.

Data on clubs for PP children.

| Club                       | Total Participants | PP/DIS Count | PP/DIS % |
|----------------------------|--------------------|--------------|----------|
| Master Chef                | 8                  | 3            | 38%      |
| Reading Club               | 3                  | 1            | 33%      |
| Well-being and Mindfulness | 2                  | 1            | 50%      |
| Performing Poetry          | 4                  | 2            | 50%      |
| Dance Club                 | 7                  | 3            | 43%      |

|                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |     |   |     |               |   |   |     |                 |   |   |     |                  |   |   |     |           |   |   |     |
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|                                                                                                                                                                                                                                                     | <table><tr><td>Copperfield Cares</td><td>10</td><td>4</td><td>40%</td></tr><tr><td>Football Club</td><td>5</td><td>2</td><td>40%</td></tr><tr><td>Arts and Crafts</td><td>4</td><td>2</td><td>50%</td></tr><tr><td>Four-Square Club</td><td>3</td><td>1</td><td>33%</td></tr><tr><td>Lego Club</td><td>6</td><td>2</td><td>33%</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Copperfield Cares | 10  | 4 | 40% | Football Club | 5 | 2 | 40% | Arts and Crafts | 4 | 2 | 50% | Four-Square Club | 3 | 1 | 33% | Lego Club | 6 | 2 | 33% |
| Copperfield Cares                                                                                                                                                                                                                                   | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4                 | 40% |   |     |               |   |   |     |                 |   |   |     |                  |   |   |     |           |   |   |     |
| Football Club                                                                                                                                                                                                                                       | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2                 | 40% |   |     |               |   |   |     |                 |   |   |     |                  |   |   |     |           |   |   |     |
| Arts and Crafts                                                                                                                                                                                                                                     | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2                 | 50% |   |     |               |   |   |     |                 |   |   |     |                  |   |   |     |           |   |   |     |
| Four-Square Club                                                                                                                                                                                                                                    | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1                 | 33% |   |     |               |   |   |     |                 |   |   |     |                  |   |   |     |           |   |   |     |
| Lego Club                                                                                                                                                                                                                                           | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2                 | 33% |   |     |               |   |   |     |                 |   |   |     |                  |   |   |     |           |   |   |     |
| <p><b>Challenge number: 4</b></p> <p>To provide a range of services to all, but especially available to disadvantaged pupils and their families to further support their living circumstances, health, including mental-health, and well-being.</p> | <p><b>2024 - 25:</b></p> <p>Copperfield Academy is committed to supporting the mental health and wellbeing of our Pupil Premium families through a wide range of inclusive, proactive, and community-focused initiatives.</p> <p><b>Key initiatives include:</b></p> <ul style="list-style-type: none"><li>• <b>Collaborative Family Support:</b> We work closely with the local Children’s Centre to deliver adult education courses, empowering parents with practical tools and knowledge.</li><li>• <b>Targeted Wellbeing Programmes:</b> Our programmes are specifically designed for Pupil Premium families, focusing on emotional wellbeing and resilience.</li><li>• <b>Community Engagement Activities:</b> In partnership with the Youth Hub and Children’s Centre, we host events such as <i>Stay &amp; Play</i> sessions, fostering connection and joy within our school community.</li><li>• <b>Weekly Wellbeing Sessions:</b> Delivered by trained practitioners, these sessions are currently tailored for Pupil Premium children, allowing them a safe space to build confidence, resilience, and open dialogue around mental health and any concerns.</li><li>• <b>Domestic Abuse and Exploitation Support:</b> Families are signposted to specialist services and the Prevent Team, ensuring they receive the right help at the right time.</li><li>• <b>Mental Health Signposting:</b> We regularly refer families to Children’s Social Prescribers and other community-based services, ensuring early intervention and holistic care.</li><li>• <b>Practical Support:</b> We assist families with foodbank vouchers, uniform supplies, white goods, and Christmas hampers, ensuring no child is left behind due to financial hardship.</li><li>• <b>Safety and Awareness:</b> We collaborate with Kent Police, Kent Fire &amp; Rescue, and KCC Road Safety to deliver talks and workshops that promote safety and wellbeing.</li></ul> |                   |     |   |     |               |   |   |     |                 |   |   |     |                  |   |   |     |           |   |   |     |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|  | <ul style="list-style-type: none"> <li>• <b>Ongoing Development:</b> We continue to explore new opportunities to support our families, including meetings with local police and community leaders to develop further engagement programmes.</li> </ul> <p>Through these initiatives, Copperfield Academy demonstrates a strong, sustained commitment to the wellbeing of our Pupil Premium community, ensuring every child and family feels supported, valued, and empowered.</p> <p>By embedding relational approaches and providing consistent, individualised support, Copperfield Academy has created a more inclusive and emotionally secure environment that enables the children to engage more positively with school life.</p> <p>97% of children in the 2024-25 pupil survey feel that at school they know they can talk to adults when they are emotional or need support for their wellbeing.</p> <p>Suspension data for 2024–25 shows a clear downward trend, with no suspensions recorded over the whole of the year. This positive shift correlates with the full embedding of the Zones of Regulation across the school. The program has significantly improved pupils’ emotional wellbeing, behaviour, and confidence, particularly among disadvantaged learners, contributing to a calmer and more inclusive learning environment.</p> <p>Thrive assessments conducted throughout the academic year demonstrate positive developmental progress across all year groups. The data reflects improvements in pupils' emotional and social development, as measured by their movement through the Thrive stages.</p> <ul style="list-style-type: none"> <li>• Year 1 pupils progressed from a baseline of 58% to 70%, indicating a steady increase in emotional resilience and regulation.</li> <li>• Year 2 showed one of the most significant improvements, rising from 50% to 78%, suggesting strong developmental gains.</li> <li>• Year 3 pupils made modest progress, increasing from 62% to 68%, with a mid-year checkpoint at 65%, indicating consistent but slower growth.</li> <li>• Year 4 improved from 55% to 73%, reflecting a positive trend in emotional development.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Year 5 pupils advanced from 60% to 74%, showing clear progress in their Thrive stage development.</li> <li>• Year 6 maintained high levels of development, moving from 70% to 80%, suggesting sustained emotional maturity.</li> </ul> <p>Overall, the data highlights that pupils eligible for Pupil Premium funding are benefiting from Thrive interventions, with all year groups showing measurable progress toward age-appropriate emotional and social development.</p> |
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## Externally provided programmes

| Programme                                   | Provider                          |
|---------------------------------------------|-----------------------------------|
| Pictorial Communications Systems            | PECS                              |
| National Association of Therapeutic Parents | NATP and in-school Play Therapist |
| National College                            | National Education Group          |
| Little Link                                 | Speech and Language Link          |
| Language Link                               | Language Link UK                  |
| Read Write Inc.                             | Ruth Miskin                       |
| White Rose Maths Jigsaw                     | White Rose Education              |

## Further information

Ofsted reported that “Copperfield Academy is a vibrant school. Classrooms are calm and purposeful places, where pupils learn in a safe atmosphere. Leaders are determined that every pupil’s experience, regardless of their individual needs, is a positive and successful one. As a result, pupils flourish and thrive.

Leaders hold high aspirations for all staff and pupils. They want pupils to leave school as responsible citizens who understand how to play their part in the world.

Leaders provide a broad and interesting curriculum, including a range of opportunities and activities to bring this vision to life.”