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	October 2026
Date on which it will be reviewed	September 2027
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	£252,452
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£252,452

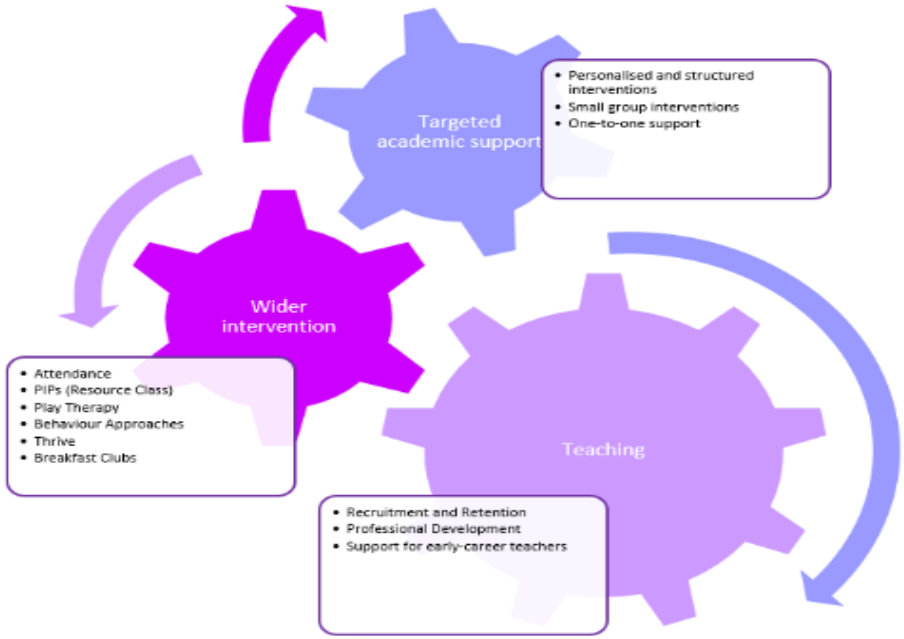
Part A: Pupil Premium Strategy Plan

Statement of Intent

In accordance with research published by the Education Endowment Foundation, which collaborates with the Sutton Trust as the government-recognised '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.



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
Challenge number: 1 To diminish the attainment gap between PP and Non-PP children in all Reading, Writing and Maths statutory outcomes.	**From September 2024:** The gap between Pupil Premium children and non-Pupil Premium children in the following statutory outcomes is generally consistent with the national average percentage: • GLD • Year 1 Phonics • KS 1 Phonics • MTC • KS2 Reading, Writing and Maths **By 2027:** Pupil Premium children are performing equally as well as Non-Pupil Premium children in all statutory outcomes.
Challenge number: 2 Children from disadvantaged backgrounds demonstrate consistent improvement, accumulating in meeting or exceeding national attendance standards each year.	**From 2024:** A larger rate of improvement, year on year, for our disadvantaged children vs national figure(s). **From 2025:** Attendance for disadvantaged children is in-line with the national average for non-disadvantaged children. **By 2027:** Attendance for disadvantaged children exceeds the national average for non-disadvantaged children.

Challenge number: 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.	**From September 2024:** Every child will complete the school's 11 before 11 experiences by the time they complete their full primary education at Copperfield Academy. Every child will attend the following academic experiences of: • 1 workshop • 1 trip in the local area • 1 trip outside of Gravesham. **From September 2025:** A minimum of six Inspirational Assemblies will provide all children an insight and inspiration into a broad range of careers.
Challenge number: 4 Complex social and emotional challenges impact children's mental health, cognitive function, and development, while also reducing family involvement in learning.	**From September 2024:** Every pupil premium child's request for subsidised 'Breakfast Club' by means of temporary support is approved. Every child and their parent/carer access appropriate support through a range of targeted and tiered therapeutic interventions. All families access a fully stocked Food Bank and Clothes/Uniform Swap Shop. **From September 2025:** 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. Copperfield's Baby Club is fully booked. **By 2027:** 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.

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: £172,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arrange cover for staff members to access tailored CPD to meet the academic, social, and emotional needs of our children.	EEF Adaptive Teaching Toolkit EEF Professional Development Recommendations EEF Putting evidence to Work Rosinshine's Principles in Action	1, 3
Improve reading outcomes through: Daily phonics coaching Team Teaching / CPD to secure effective Reading Lessons Target, track and engage children in reading using Accelerated Reader	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. 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 www.oxfordprimary.co.uk 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.' http://www.renlearn.co.uk/accelerated-reader/	1, 3

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

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

Budgeted cost: £ 65,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving reading outcomes through: Daily reading interventions. Close monitoring and tracking of impact. Release of specialist Reading Teacher to support practitioners across the school.	1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 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. 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. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. (EEF, 2021)	1, 3
Improving phonics outcomes through: Daily phonics interventions. Close monitoring and tracking of impact. Specialised targeted interventions. Release of specialist Phonics Teacher to support practitioners across the school.	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. 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). 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. 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. (EEF 2021)	1, 3

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

Budgeted cost: £29,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting disadvantaged parents with affording enrichment opportunities. For example: • 11 before 11 is free for all, • School trips are spaced apart in year and are shared with parents in T6 for the forthcoming academic year, • New systems in place to enable spreadable payments, • School subsidies for disadvantaged children. • Inspirational assemblies covering career professionals, military / emergency services personnel, creatives etc	Teaching and Learning Toolkit (EEF): *'Physical Activity'* 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.	3, 4
Educating and supporting the community around healthy eating. For example: • A nutritiously balanced lunch available to all children. • A curriculum tailored to inform the benefits of healthy eating.	Every Child Matters	1, 4, 3

• A rolling programme to inform and support (food bank) parents/cares.		
Providing targeted support to our disadvantaged children overcoming social and emotional barriers to thrive. For example: • Play Therapy • Play Factor and Social Groups • Lego Therapy • Thrive • Behaviour Mentoring • Cradle to Career	Teaching and Learning Toolkit (EEF): *'Social and Emotional Learning'* *'Individualised Instruction'* 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.	2, 4
Promoting and supporting consistent school attendance among children facing socioeconomic challenges. For example: • 1st Day Calling/home visit. • Regular face to face meetings. • Walk the dogs to school. • School pick-up. • Weekly/termly incentives. • Effective tracking of attendance data and communications.	Attendance interventions rapid evidence assessment (EEF) Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	2
Implementing strategies and initiatives to consistently enhance parent engagement. For example:	Teaching and Learning Toolkit (EEF): *'Social and Emotional Learning'* *'Individualised Instruction'*	4, 2

• Flexible Meet the Teacher times/activities, • Run a Parent Council, • Provide tailored/targeted workshops around SEND, Emotional, Social needs, • Copperfield's Baby Club is running to support the wider community, • Provide regular opportunities for parent voice and school feedback.	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.	

Total budgeted cost: £ 267,160

Part B: Review of outcomes in the previous academic year: 2025-26

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 - 2026 academic year.

<table>
<tr><th>Intended outcome</th><th>Impact</th></tr>
<tr><td>Challenge number: 1
To diminish the attainment gap between PP and Non-PP children in all Reading, Writing and Maths statutory outcomes.</td><td>
<table>
<tr><th></th><th colspan="3">GLD</th></tr>
<tr><th></th><th>Copperfield
Disadvantaged</th><th>National
Non-Disadvan-taged</th><th>Gap
(National Gap)</th></tr>
<tr><td>2023-24</td><td>58%</td><td>72%</td><td>-14% (-21)</td></tr>
<tr><td>2024-25</td><td>57%</td><td>73%</td><td>-16% (-20)</td></tr>
<tr><td>2025-26</td><td>74%</td><td>73.5%</td><td>+0.5% (16.6)</td></tr>
<tr><td>2026-27</td><td></td><td></td><td></td></tr>
</table>
GLD (Good Level of Development)

In 2025-26, 74% of Pupil Premium children at Copperfield Academy achieved a Good Level of Development, exceeding both the national disadvantaged average (56.9%) and the national non-disadvantaged average (73.5%). This represents a significant improvement from previous years and transformed an attainment gap of -14% and -16% into a positive gap of +0.5% when compared to non-disadvantaged pupils nationally.

This exceptional outcome reflects the strength of our early years provision and the impact of carefully targeted support from the very start of children's school journeys. Through high-quality teaching, early identification of need, focused interventions in communication and language, and a strong emphasis on personal, social and emotional development, disadvantaged children have been enabled to thrive. As a result, they leave Reception exceptionally well prepared for Key Stage 1, with outcomes that demonstrate that disadvantage is not a barrier to success at Copperfield Academy.
</td></tr>
</table>

	Phonics Year 1		
	Copperfield Disadvantaged	National Non-Disadvan-taged	Gap (National Gap)
2023-24	80%	84%	-4% (-15%)
2024-25	84%	84%	0% (-17%)
2025-26	73%	85%	-12% (-17%)
2026-27			

Year 1 Phonics

Pupil Premium children at Copperfield Academy achieved 73% in the Year 1 Phonics Screening Check, significantly above the national disadvantaged average of 68%. Of the children who did not meet the expected standard, five have severe additional needs, including three children within our Special Resource Provision. A further two children joined the school late and had been predicted to meet the standard by the end of Year 2. Together, these seven children represent approximately 7.5 percentage points of the cohort, which would bring outcomes broadly in line with those achieved last year.

The absence of a gap between Pupil Premium and non-Pupil Premium children reflects the effectiveness of our early reading provision. Through the consistent delivery of a systematic synthetic phonics programme, targeted intervention, and established early reading routines, children have been supported to develop secure foundational reading skills regardless of background or disadvantage. This demonstrates the positive impact of our strategy to ensure that all children have every opportunity to become confident and successful readers.

	KS2 Combined		
	Copperfield Disadvantaged	National Non-Disadvantaged	Gap (National Gap)
2023-24	52%	67%	-15% (-22%)
2024-25	59%	74%	-15% (-22%)
2025-26	54%	75%	-21% (-22%)
2026-27			

KS2 Combined (Reading, Writing, Maths)

In 2025-26, 54% of Pupil Premium pupils at Copperfield Academy achieved the expected standard in Reading, Writing and Mathematics combined, matching the national disadvantaged average. While outcomes remained below the national non-disadvantaged figure of 75%, the attainment gap of 21 percentage points was narrower than the national gap of 22 percentage points.

These outcomes reflect the positive impact of our long-term commitment to supporting disadvantaged children throughout their primary education. Through high-quality teaching, targeted academic intervention, rigorous use of assessment, and carefully planned support in reading, writing and mathematics, children have been enabled to secure strong foundations and make sustained progress over time. Importantly, disadvantaged children at Copperfield Academy achieved outcomes that were in line with their disadvantaged peers nationally, demonstrating the effectiveness of our strategy in mitigating barriers to learning and ensuring that pupils are well prepared for the next stage of their education.

While we celebrate this achievement, improving combined outcomes at Key Stage 2 remains a key priority. The strong outcomes seen in our Early Years provision provide confidence that the investments made in early intervention and curriculum support will continue to strengthen attainment as pupils progress through the school.

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/phonics-screening-check-attainment/2023-24

https://explore-education-statistics.service.gov.uk/find-statistics/multiplication-tables-check-attainment/2023-24

https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25#dataBlock-4247c03b-77b2-4b7f-a307-d61b8cc919f0-tables

Challenge number: 2

Children from disadvantaged backgrounds demonstrate consistent improvement in attendance, accumulating in meeting or exceeding national attendance standards each year.

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%	-5.5%
2023–24	92.6%	95.9%	92.0%	95.4%	-2.8%
2024–25	92.7%	95.9%	92.1%	95.7%	-3%
2025-26	95.1%	97.3%	89.1%	94.7%	+0.4%

Over the past five years, attendance outcomes for disadvantaged pupils at Copperfield Academy have remained consistently strong and have improved steadily over time. Attendance for Pupil Premium pupils increased from 89.5% in 2021–22 to 95.1% in 2025–26, representing a significant improvement of 5.6 percentage points.

Throughout this period, attendance for disadvantaged pupils at Copperfield Academy has remained close to, and often above, national averages. While outcomes were slightly below the national Pupil Premium figure between 2021–22 and 2024–25, the gap narrowed considerably over time. In 2025–26, Copperfield Academy's Pupil Premium attendance reached 95.1%, exceeding the national Pupil Premium average of 89.1% by 6 percentage points.

The internal attendance gap between Pupil Premium and non-Pupil Premium pupils has also reduced significantly. In 2021–22, the gap stood at 5.0 percentage points (89.5% vs 94.5%). By 2025–26, this had narrowed to just 2.2 percentage points (95.1% vs 97.3%), demonstrating the impact of the school's targeted attendance strategies and support for vulnerable families.

	Particularly noteworthy is the 2025–26 position, where both disadvantaged and non-disadvantaged pupils achieved attendance rates above their respective national comparators. This reflects a strong culture of attendance across the school and indicates that disadvantaged pupils are attending at levels broadly comparable with their peers, significantly outperforming disadvantaged pupils nationally. Key strengths: • Pupil Premium attendance has improved year-on-year, rising from 89.5% to 95.1%. • Attendance for disadvantaged pupils is now 6 percentage points above the national Pupil Premium average. • The attendance gap between disadvantaged and non-disadvantaged pupils has more than halved, from 5.0% to 2.2%. • Both pupil groups achieved attendance rates above national figures in 2025–26. • The data demonstrates sustained success in reducing disadvantage-related attendance barriers and promoting excellent attendance for all pupils. One pupil reflected in a recent survey: *'I need to be in school every day as I don't want to miss the next attendance reward.*' This highlights the positive influence of our reward strategy on pupil attitudes towards attendance. https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-29
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.	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 60% 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: • **Disadvantaged pupils continue to access the school's wider enrichment offer at rates comparable to their peers. Participation remains strong across all clubs, with disadvantaged pupils representing between 33% and 53% of attendees.** • **Positive behaviour incidents among PP pupils have reduced from 11% to 7%, highlighting the success of inclusive enrichment in promoting wellbeing, engagement and positive choices.** Attendance at enrichment clubs by disadvantaged pupils has remained consistently strong throughout the year. Across the club offer, participation rates closely reflect the proportion of disadvantaged pupils within the school, demonstrating equitable access to wider opportunities. Particularly strong representation can be seen in Well-being and Mindfulness, Performing Poetry and Arts and Crafts, where disadvantaged pupils account for 53% of participants. Disadvantaged pupils also represent 47% of attendees in Dance Club, alongside strong participation across Master Chef, Copperfield Cares, Football Club, Reading Club, Four-Square Club and Lego Club. Children shape their experience through termly referendums, voting on interhouse activities and enrichment opportunities, 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 towards breaking down barriers and building futures. This evidence 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 activities, we are helping to build confidence, teamwork, resilience, aspiration and a strong sense of belonging, all key components of cultural capital.

	Copperfield Academy's targeted strategies, including subsidised access, personalised invitations, pastoral support and staff-led encouragement, are having a positive impact. The consistently high levels of participation among disadvantaged pupils demonstrate the effectiveness of our inclusive ethos and the value placed on enriching experiences for all. The Trust's **11 Before 11** initiative 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. **Reflecting this impact, Ofsted recognised that 'Pupils flourish at this school' and noted that disadvantaged pupils benefit from highly effective support, enabling them to thrive within the school's positive culture and access the same opportunities as their peers.** 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. More information on clubs for PP children. Attendance at enrichment clubs by disadvantaged pupils has remained consistently strong throughout the year. Across the club offer, participation rates for disadvantaged pupils closely reflect their representation within the school, demonstrating equitable access to wider opportunities. Disadvantaged pupils make up between 33% and 53% of attendees in all clubs, including Master Chef, Reading Club, Well-being and Mindfulness, Performing Poetry, Dance Club, Copperfield Cares, Football Club, Arts and Crafts, Four-Square Club and Lego Club. Particularly strong representation can be seen in Well-being and Mindfulness, Performing Poetry and Arts and Crafts, where disadvantaged pupils account for 53% of participants. Similarly, disadvantaged pupils represent 47% of attendees in Dance Club, 40% in Copperfield Cares and Football Club, and 38% in Master Chef. This sustained level of participation indicates that barriers to accessing enrichment opportunities are being effectively reduced. As a result, disadvantaged pupils continue to benefit from a broad range of experiences that support their personal development, well-being, confidence and sense of belonging within the school community.
Challenge number: 4	Copperfield Academy has developed a wide range of meaningful partnerships within the local community, creating valuable opportunities that enrich the experiences of all children, particularly those in receipt of Pupil Premium fund-

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.	ing. These partnerships help to broaden aspirations, strengthen social responsibility and provide children with experiences that they may not otherwise access. The school works closely with local charities, adult learning providers, community groups and residential care homes, enabling pupils to participate in intergenerational projects, community events, fundraising activities and volunteering opportunities. Through these experiences, children develop confidence, communication skills, empathy and an appreciation of the diverse communities in which they live. A significant element of this work is our involvement in the Cradle to Career (C2C) Project. Through this initiative, pupils benefit from a carefully planned programme of opportunities designed to support long-term aspirations, personal development and successful transition into adulthood. The project provides opportunities for children to engage with experiences beyond the classroom, helping them to develop the skills, knowledge and confidence needed to thrive in education and later life. Through C2C, Copperfield Academy has strengthened links with local secondary schools, ensuring that pupils, particularly those from disadvantaged backgrounds, are well prepared for the next stage of their education. Transition activities, visits and collaborative projects help to build familiarity, reduce anxiety and raise aspirations, enabling children to move into secondary education with confidence. The project also supports pupils in developing a deeper understanding of life beyond school. Through community-focused projects, leadership opportunities, volunteering, careers-related learning and experiences that broaden cultural awareness, children gain valuable insights into the wider world and their potential place within it. These experiences are particularly important for disadvantaged pupils, helping to remove barriers, challenge perceptions and expand horizons. Alongside the Trust's 11 Before 11 initiative, these partnerships ensure that every child has access to enriching experiences that build cultural capital, promote ambition and foster a strong sense of belonging. As a result, pupils are better equipped to become active citizens, confident learners and successful members of their community. By investing in community partnerships and programmes such as C2C, Copperfield Academy is ensuring that disadvantage does not limit opportunity. Instead, pupils are provided with a broad range of experiences that inspire aspiration, support personal growth and prepare them for success both within and beyond the school gates. 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.

	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.

Externally provided programmes

Programme	Provider
THRIVE	Thrive Practitioners
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

Copperfield Academy has developed a wide range of meaningful partnerships within the local community (C2C), creating valuable opportunities that enrich the experiences of all children, particularly those in receipt of Pupil Premium funding. These partnerships help to broaden aspirations, strengthen social responsibility and provide children with experiences that they may not otherwise access.

Copperfield works closely with local adult learning and disability charities, community organisations and residential care homes, enabling pupils to participate in intergenerational projects, community events and volunteering opportunities. Through initiatives such as visits to care homes, fundraising activities, community celebrations and collaborative projects, children develop empathy, communication skills, confidence and an understanding of the diverse communities around them.

These experiences play an important role in developing cultural capital and support pupils in becoming active, responsible citizens. For disadvantaged pupils in particular, such opportunities help to broaden horizons, raise aspirations and foster a strong sense of belonging within both the school and wider community.

By building and sustaining these local partnerships, Copperfield Academy ensures that learning extends beyond the classroom and that all pupils can access real-life experiences that enrich their personal development, support future success and contribute positively to their understanding of the world around them.

Further information

‘Pupils flourish at this school. Leaders are particularly focused on those who are disadvantaged and relentlessly pursue the best educational offer for all pupils. Attendance remains consistently high because leaders provide highly effective support for pupils facing barriers, while tailored interventions help pupils learn and overcome challenges. As a result, pupils with disadvantage achieve well, thrive within the school's highly positive culture of mutual respect, and develop highly aspirational and resilient attitudes to learning.’