

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Copperfield Academy
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	31% (132 pupils)
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022/23/24
Statement authorised by	Simon Wood
Pupil Premium Lead	Alistair Kiff
Governor / Trustee lead	Olly Northern

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£185,610
Recovery Premium funding allocation this academic year	£61,770
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£247,380 (ind)

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

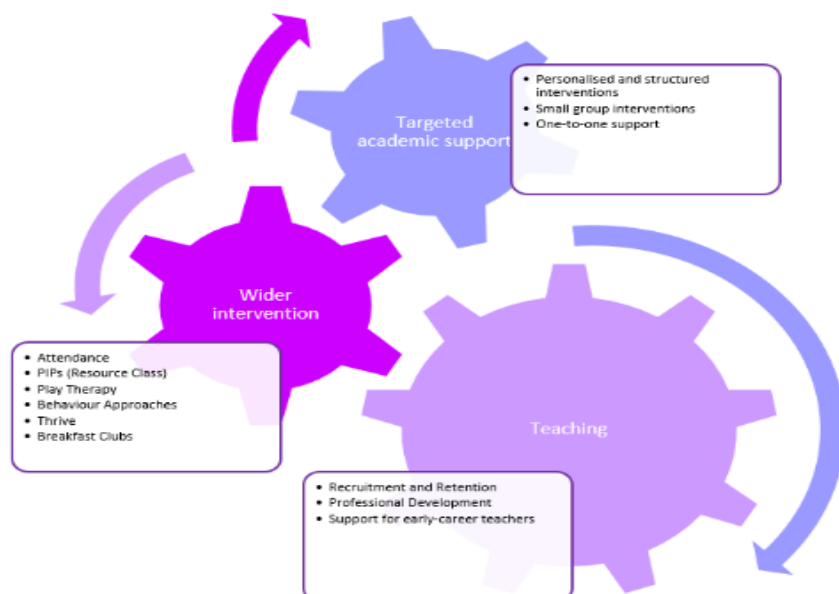
The Pupil Premium grant is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of pupils on roll known to be currently eligible for free school meals or who have claimed within the last 6 years, as well as pupils who have been looked after by the local authority or have left local authority care on a special guardianship order or child arrangements order. All schools are required to report on the amount of funding and how this is being used. The DFE defines pupils receiving the pupil premium funding as 'disadvantaged' and pupils not receiving the funding as 'other' pupils.

In line with published research by the Education Endowment Foundation (who work in partnership with the Sutton Trust as the government-designated 'What Works' centre for improving education outcomes for school-aged children) we organise teaching and learning at Copperfield Academy in order to meet the needs of all children in the best way. We also ensure that the Education Endowment Foundation research findings play a key role in what strategies are used to support our disadvantaged pupils.

We allocate the greatest proportion of our Pupil Premium Grant to make sure all children have their needs met through high-quality first teaching. We are committed to ensuring that appropriate provision is made for children who belong to vulnerable groups and that our socially disadvantaged children have their needs adequately assessed and met. Copperfield Academy further supports these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all children that are disadvantaged receive the Pupil Premium Grant. Given this, we will carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers at Copperfield and nationally.

Our strategy for 2021 - 2024 can be summed up as:



## Covid-19 Catch-Up

Copperfield is a 2-form entry school, offering provision for 2½-11 year olds, in an area of significant and sustained deprivation, with higher than average PPG / SEND / LAC / EHCP pupils. Currently there are 116 disadvantaged pupils; with 72 on the SEND register; 106 Vulnerable Pupils; and 7 pupils with an EHCP. Attendance is currently 91.4%. Most challenging is our extremely vulnerable caseload, which is exacerbated by a range of criminal activity, gang-related drugs' issues, domestic abuse and violence, extremism, and inherent racism. Our pupil stability over time has been challenging, as is the range of transitory placements. The school had been in decline since 2001 and was designated as Special Measures in March 2019. Over 2019-21, all HMI Monitoring Visits evidence sustained, and incremental 'good practice' and a strengthening improvement trajectory. In May 2021, the school was removed from 'special measures' and designated as 'good' in all aspects.

Our strategy has operated in two ways. The first was a return to our adapted recovery curriculum, based on high quality first teaching – with a whole-school focus to ensure commonality in language; the second focuses on 1:1, small group and whole-class targeted interventions or additional activities, including pupil conferencing, flexible groupings and, imminently, school-led tutoring ensure any gaps in knowledge are reduced and not increased.

Our Autumn, Spring and Summer terms last year each began with a two-week 'whole-school' focus on Aaron Becker's trilogy – 'Journey', 'Quest' and 'Return'. Each picture book was shared with children from Nursery to Year 6 and responses across our broad and balanced curriculum created. The cumulative impact was evidenced on a termly basis.

Parental/carer engagement in home, and then online learning has long been a barrier to a significant proportion of our children's learning and progress. An increase in engagement was seen during the lockdowns, when learning became more blended, which we wish to further capitalise on, but due to a variety of societal and contextual reasons parental/carer engagement overall remains an area of focus. We identified early on that the barrier has become more complex by the number of siblings needing to access just one device at the same time. Parents/carers, understandably, had to, and still do, prioritise. Our work, during the last 20 months, has shown that many families will need considerable further support, especially those with EAL, in order to understand our new approach to the mix of school, home, online and our blended learning offer. Through sourcing donations we were enabled to purchase a further set of devices for loaning to those families most in need, with the prerequisite of all safeguarding protocols being on place, and a large supermarket chain donated a further 70 devices. We also secured enough routers and 'free' wi-fi access for all who required this. Online workshops for parents and carers have already taken place for how to best engage in the use of Microsoft Teams.

## Challenges

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

Challenge number	Detail of challenge
1	Academically low starting points
2	Complex and multi-faceted social and emotional challenges
3	Parental engagement
4	Very limited aspiration
5	COVID-19 disruption to education

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise achievement for disadvantaged at age-related expectations in reading, writing and maths through	<p>HQFT and targeted intervention</p> <p>Focus on children's wellbeing and communication skills</p> <p>Support underachieving pupils in English and Maths by providing high-quality first teaching staff in every classroom, supported by well-trained classroom support staff</p> <p>Training/Implementation of LSAs for wider interventions across the school</p> <p>Verbal feedback and next steps to move children on in their learning</p> <p>Live marking and feedback given in every lesson, where appropriate</p>

	<p>Writing: Targeted intervention for identified pupils to reinforce concepts in small group settings</p> <p>Focus on letter formation, spelling and simple sentences</p> <p>Maths: Targeted intervention for identified pupils to reinforce concepts in small group settings</p> <p>CPA lessons incorporated to meet children at their starting points and secure subject understanding</p>
To continue to raise achievement at Key Stage 1 for disadvantaged pupils	<p>High-quality first teaching for the whole class; flexible groupings across year groups, as appropriate</p> <p>Daily targeted reading interventions based on children's current reading level</p> <p>Support underachieving pupils in English and Maths by providing high-quality first teaching staff in every classroom, supported by well-trained classroom support staff</p> <p>Designated HLTA/Cover Supervisor for leaders'/teachers' release and targeted small group teaching in Phase 1 (EYFS)</p> <p>Designated HLTA/Cover Supervisor for leaders'/teachers' release and targeted small group teaching in Phase 2 (Key Stage 1 – Years 1 and 2)</p> <p>Specialist PPA staff employed (Art, Computing and PE) to allow additional teacher-led targeted interventions (in core subjects)</p> <p>Targeted before/after-school clubs for disadvantaged pupils including reading, phonics, maths &amp; homework club</p>
To continue to continue to raise achievement at Key Stage 2, and to ensure progress moves closer to being in-line with national	<p>High-quality first teaching for the whole class; flexible groupings across year groups, as appropriate</p>

	<p>Target underachieving disadvantaged pupils (in year 6) through additional before-school sessions, and Saturday/after-school classes and holiday tuition (Spring 1 onwards)</p> <p>Support underachieving pupils in English and Maths by providing high-quality first teaching staff in every classroom, supported by well-trained classroom support staff</p> <p>Designated HLTA/Cover Supervisor for leaders'/teachers' release and targeted small group teaching in Phase 3 (Lower Key Stage 2 – Years 3 and 4)</p> <p>School-led Tuition for Year 6 disadvantaged pupils at risk of underachieving</p> <p>Daily targeted phonics (RWI) interventions based on children's current reading level</p> <p>1:1 phonics intervention to reinforce sounds/concepts taught in lessons</p> <p>Daily targeted reading interventions based on children's current reading level</p> <p>Focus on fluency and comprehension</p> <p>Designated HLTA/Cover Supervisor for leaders'/teachers' release and targeted small group teaching in Phase 4 (Upper Key Stage 2 – Years 5 and 6)</p> <p>Additional teacher in UKS2 for Deputy Head release, and for MFL teaching across the school</p> <p>Specialist PPA staff employed (Art, Computing and PE) to allow additional teacher-led targeted interventions (in core subjects)</p> <p>Target underachieving disadvantaged pupils (in Year 6) through additional before-school sessions, and Saturday/after-school classes and</p>
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	<p>holiday tuition (Spring 1 onwards)</p> <p>High quality feedback through developmental marking (live marking, mini-conferences and next steps)</p>
<p>To provide academic extended school opportunities so gaps in pupil knowledge are targeted in order for pupils to make good or better progress throughout the year</p>	<p>Dedicated time for the Educational Welfare Officer to work with the families of disadvantaged pupils to further increase attendance percentages and improve punctuality</p> <p>PIPs Class – a personalised learning space ensuring full curriculum access to those pupils, most vulnerable and/or at risk of exclusion</p> <p>Individual/phase coaching and training to support and prepare teachers for new curriculum ('Keep Up' curriculum)</p> <p>Children to work in small, key groups to develop communication and PSED skills</p> <p>Pupils to be flexibly grouped across year groups based on identified gaps (English and maths), as appropriate</p> <p>Lessons planned and sequenced based on pupils subject knowledge to introduce/review/secure missed concepts</p> <p>Independent work to be increasingly self-differentiated – pupils will select their own level of challenge based on their understanding of knowledge and previously taught concepts</p>
<p>To increase the number of experiences on offer to allow disadvantaged pupils, including the more-able, to have access to enriching and motivational experiences both in and out of school</p>	<p>Provide all pupils with a subsidy to be spent on trips, personalised resources, home resources</p> <p>Support for vulnerable disadvantaged families through the Pastoral Team</p> <p>Pupil &amp; parent/carer out-of-school educational trips &amp; enrichment opportunities</p> <p>Provide aspirational &amp; motivational workshops/experiences – aligned to our</p>

	<p>curriculum offer</p> <p>Library Visits</p> <p>Augmented support for children who have joined school significantly below age-related expectations</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>‘Breakfast Club’ to continue offering support with breakfast sessions</p> <p>Support disadvantaged pupils with identified barriers to learning through a range of targeted and tiered therapeutic interventions with counselling services, ‘Time to Talk’, THRIVE and Play Therapy, and the Pastoral Team</p> <p>Wellbeing and resilience - first two weeks to focus on wellbeing</p> <p>Continual offer to families from ‘Copperfield Cares’ food bank</p>
<p>To continue to build strong home-school relationships with disadvantaged families and build on their experiences, through workshops, enriching opportunities, social activities and home-school links, including parenting groups, the ‘Freedom Programme’ and support via the NATP (National Association of Therapeutic Parents’</p>	<p>Parent/Carer sessions to be introduced for cooking on a budget, behaviour support, phonics, maths etc</p> <p>Targeted parent/carers workshops on how to engage and support children in their learning</p> <p>Support disadvantaged pupils with identified barriers to learning through a range of targeted and tiered therapeutic interventions with counselling services, ‘Time to Talk’, THRIVE and Play Therapy, and the Pastoral Team</p> <p>For parents/carers (and their children) who have experienced Domestic Abuse, run the Freedom Programme</p> <p>For parents/carers finding ‘parenting’ “challenging” engage in 1:1 and small-group therapeutic parenting/caring sessions</p>
<p>To further increase the attendance and punctuality of all pupils through increased</p>	<p>Parent/Carer ‘Stay &amp; Play’ sessions in EYFS, KS1</p>



<p>monitoring and engagement with vulnerable disadvantaged families, and others</p>	<p>Dedicated time for families with EWO and Attendance Officer</p> <p>Parent/Carer Workshops</p> <p>Computers/devices for all pupils home learning</p> <p>Copperfield Academy Attendance Escalation Process to support and enforce engagement</p> <p>Play Factor intervention supports vulnerable pupils with social transitions when joining the school</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 15,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention, professional development/CPD, support for early-career teachers (ECTs)	<p>Education Endowment Foundation's toolkit</p> <p>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."</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 71,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
External counselling service to support pupils with barriers to learning and parents from vulnerable families. In-school Pastoral Team Lead, Early Interventions Manager, Attendance Officer and Learning Nurture Mentor, Play Factor, PIPs and Thrive	<p>Education Endowment Foundation's toolkit</p> <p>Every Child Matters, Warnock Report, SEND Codes of Practice</p> <p>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."</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 15,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised and structured interventions; small group interventions/therapies and one to one support; training of LSAs to deliver interventions; school-wide targeted support and interventions, including small group tuition, 1:1 tuition, Easter school	<p>Education Endowment Foundation's toolkit</p> <p>Every Child Matters</p> <p>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."</p>	1, 2, 3, 4, 5

**Total budgeted cost: £ 172,289**

*(This is £23,000+ above what is currently received)*

## 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 2020 to 2021 academic year.

#### Teaching

Identified adults in each phase to support vulnerable/disadvantaged pupils. These additional adults are trained to deliver interventions.

#### Wider Interventions

Pupils' well-being has drastically improved, behaviour incidents are considerably reduced (at all stages), and more pupils are accessing our nurture support. Pupils are fully safeguarded and can talk with complete confidence about this. After and in-school clubs are provided weekly; including breakfast club, gardening and a variety of sports clubs. Play Factor takes place daily at lunchtimes to support vulnerable pupils during unstructured times. PIPs also supports pupils who have been approved specialist provision but are awaiting spaces, who are at risk of permanent exclusion due to multi-faceted and competing complex needs.

#### Targeted Academic Support

#### **All children evidenced accelerated progress through high-quality first teaching**

- Nursery – 56% of children already working at age-related expectations in relation to GLD (for 2022), and an additional 20% have made significant progress against early milestones, from a baseline of 12.5%
- Reception – 70.2% achieved GLD, from a baseline of 36.6%. Reading, as a key priority, has been especially accelerated to 80.9% at age-related expectations
- Y1 – 58% of children are at expected or greater depth in Reading; 42% of children are at expected/greater depth in Writing; 60% of children are at expected/greater depth in Maths
- Y2 Phonics Screening = 72%
- Y2 – 57% of children are at expected or greater depth in Reading; 35% of children are at expected/greater depth in Writing; 47% of children are at expected/greater depth in Maths
- Y3 – 57% of children are at expected or greater depth in Reading; 54% of children are at expected/greater depth in Writing; 55% of children are at expected/greater depth in Maths
- Y4 – 56% of children are at expected or greater depth in Reading; 38% of children are at expected/greater depth in Writing; 51% of children are at expected/greater depth in Maths
- Y5 – 47% of children are at expected or greater depth in Reading; 39% of children are at expected/greater depth in Writing; 46% of children are at expected/greater depth in Maths
- Y6 – incl. Context

The children worked in flexible groupings upon their return to school in March 2021, after the Spring lockdown. This was decided as the most impactful way to support pupils where there were significant gaps in their learning, as well as extend those pupils who would have taken the SATs papers in May 2021. Although SATs were cancelled by the Government, many of the pupils in Year 6 wanted to see what progress they had made this year by taking the 2018 SATs papers in June 2021. This demonstrated a significant shift in their attitude to learning; it also should be

noted that some of these pupils had missed over 7 months of learning in the classroom (March – July 2020 and January – March 2021).

**Whole Cohort – 59 Pupils**

	Reading	Writing	Maths	Combined
Greater Depth	34%	15%	15%	15%
Expected	29%	48%	46%	44%
Working Towards	37%	37%	39%	41%
Expected+	63%	63%	61%	59%

**Whole cohort less disapplied – 54 Pupils**

	Reading	Writing	Maths	Combined
Greater Depth	37%	17%	17%	17%
Expected	32%	50%	48%	48%
Working Towards	22%	24%	26%	26%
Disapplied	9%	9%	9%	9%
Expected+	69%	67%	65%	65%

The following Standardised Scores relate to the 37 pupils who took the papers.

**Standardised Scores – 37 pupils**

	Reading	SPaG	Maths
110+	46%	43%	24%
100 – 109	54%	51%	73%
94 – 99	0%	6%	3%
85 – 93	0%	0%	0%
Below 85	0%	0%	0%

**Reading**

- The children took the 2019 SATS paper in November 2020 as a practice for the national tests in May 2021. 19 of the 54 pupils (35%) achieved a standardised score of 100 or above (this is the expected standard for Year 6, with 110 being Greater Depth), versus 63% from the 2018 paper

in June 2021. This shows an increase of 28%, despite a national lockdown from January – March 2021.

- The increase can be attributed to flexible groupings, robust teaching of core Reading skills within Destination Reader lessons and targeted support for individuals.
- It has been a positive strategic move to source a Destination Reader text linked to the curriculum theme e.g. Friend or Foe and WWII. This will be a whole school approach from September 2021. This has provided pupils with opportunities to consolidate key vocabulary and language from the Reading lessons in Writing lessons.
- 20 out of the 35 pupils who achieved 100+ were not in school during the Spring lockdown. These pupils were targeted for additional support upon their return to school.
- 30 out the 30 pupils (100%) in the Aspiring/Expected+ flexible group achieved 100+.

## Maths

- The children took the 2019 SATS paper in November 2020. 14 of the 54 pupils (26%) achieved a standardised score of 100 or above, versus 61% from the 2018 paper in June 2021. This shows an increase of 35%.
- We decided to focus on Arithmetic skills throughout the Spring, as these questions were more accessible for pupils accessing learning at home, as well as in school.
- The Arithmetic score average from the paper in November was 22 versus 31 in June 2021, an increase of 41%. The maximum score for this paper is 40 marks. This improved confidence in Arithmetic skills enabled pupils to perform better in both Reasoning papers.
- The introduction of a consistent approach to the teaching of Maths via White Rose also enabled pupils to access more reasoning and problem-solving questions.
- As for Reading, 20 out of the 35 pupils who achieved 100+ were not in school during the Spring lockdown. There was a real sense of lack of confidence for many of these pupils, particularly those who weren't on track at the start of the year to meet the national expectations in Maths.
- 29 out the 30 pupils (97%) in the Aspiring/Expected+ flexible group achieved 100+.

## Writing

- Teacher Assessment for Writing at the end of the Autumn term 2020 was 47%+ for Age Related (ARE) versus 63%+ in June 2021.
- The average Scaled Score for the pupils who took the 2018 Spelling, Punctuation and Grammar paper in June was 106 versus 98 in November 2020.
- There has been a significant focus on stamina for writing, as well as technical content such as variety of sentence types; use of parenthesis; fronted adverbials, expanded noun phrases; ambitious vocabulary etc. These have been embedded in pupils' work with 9 of the 54 pupils (17%) working at Greater Depth.
- Pupils have high expectations of themselves across the curriculum – they are now more aware of the need to accurately apply their writing skills in Science, RE, History etc. This was also evidenced during OSFTED in May 2021.
- Many of the children who returned to school post Spring 2021 lockdown had issues with spelling, handwriting and their inability to write at length. Work submitted online was of a poor quality; the flexible grouping which started just before Easter supported these pupils with a targeted 'catch-up' to revisit and embed core skills in their work.

- Reading generally remains strong, following the teaching of RWI phonics, Early Reading strategies and interventions and Destination Reader (Shared Reading) – children are competent and fluent with good comprehension
- Standardised scores from PIRA and PUMA broadly in-line with pre-pandemic averages
- Ofsted reported that “Leaders’ mantra, ‘children are our priority’, is front and centre at this diverse and multicultural school. Leaders’ actions to improve the school over time have been successful. Pupils, parents and carers, and staff appreciate the many positive changes that leaders have introduced. Pupils are proud of their school and their work. They listen intently to their teachers. They are well behaved and relish all that the school has to offer. Pupils enjoy their lessons and benefit from a well-rounded education. For example, they visit France, take part in yoga lessons, and learn how to use different mediums in their art lessons.”

#### To ensure curriculum coverage meets the needs of all children and bridges identified gaps

- 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.”

#### Support children’s well-being and communication skills

- Specific curricular work was planned, and delivered around ‘Build Back Better’, using a trilogy of books to enable all children to engage in high quality talk, and writing, with a commonality in language from Nursery to Year 6
- Nursery was planned as a full-time offer for all – this ensured all children maximised early learning opportunities
- Flexible Groupings across Years 2 - 6 ensured that the return-to-school baseline in identifying gaps ensured these were planned for, taught and enabled children to catch-up/keep-up
- Picture News was used as a way to ensure all children were aware of how social media and news interpretations could be more balanced, and less scaremongering
- WRM Premium Maths resources purchased to ensure consistency in maths teaching
- THRIVE/Play Therapy for additional identified pupils – offer further increased for 2021/22
- Ofsted reported that “Pupils say that bullying and incidents of poor behaviour are rare. They learn and play harmoniously together. Leaders have ensured that pupils have a good understanding of equalities. Pupils say that, ‘difference is welcomed at our school and we stand up for each other.’”

#### Next Steps:

- Additional opportunities through 2/3 weekly 'Big Write' for children to develop greater stamina in writing, across the school
- Further 'keep-up' strategies to be in place to ensure those children who missed >7+ months of school over the 'lockdowns' receive additional 1:1 and small group tuition
- Flexible Grouping strategy to be deployed across all classes/year groups as best meets the identified needs of children
- Identify individuals whose standardised score decreased to ensure interventions planned address these needs

### Externally provided programmes

Programme	Provider
PSHCE Curriculum	'Lifewise' & 'The Christopher Winter Project'
Pictorial Communications Systems	PECS
National Association of Therapeutic Parents	NATP and in-school Play Therapist



## 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.

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