

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	Ben Clark
Pupil Premium Lead	Ben Clark
Governor / Trustee lead	Olly Northern

## Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£182,820
Recovery Premium funding allocation this academic year	£18,850
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	£201,670

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

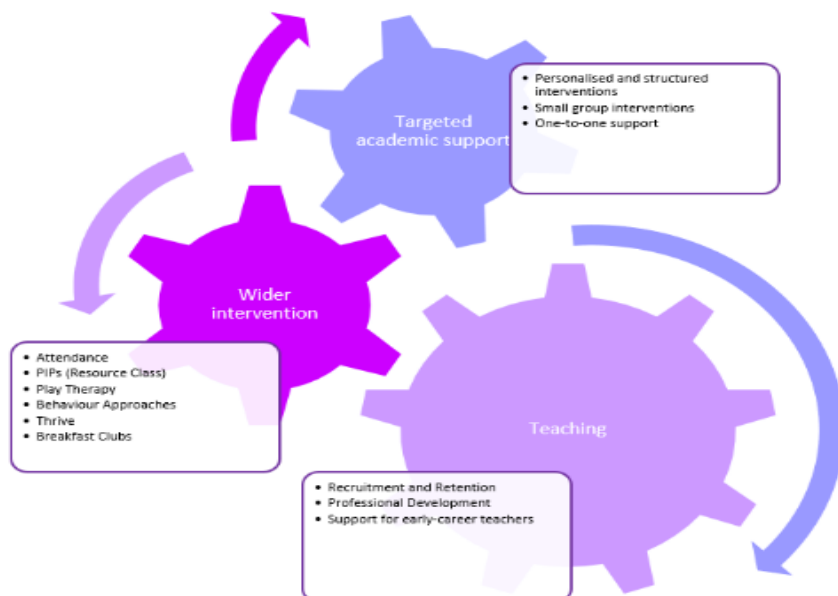
The Pupil Premium grant is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of pupils on roll known to be currently eligible for free school meals or who have claimed within 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>
<p>To continue to raise achievement at Key Stage 1 for disadvantaged pupils</p>	<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>
<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>	<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: £ 30,161

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: £ 78,940

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: £92,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 and enrichment opportunities</p>	<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>	<p>1, 2, 3, 4, 5</p>
<p>Free breakfast for PP children (bagels)</p>	<p>Every Child Matters</p>	<p>1, 2, 3</p>

**Total budgeted cost: £ 201,769**

## 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 2021 to 2022 academic year.

#### Attainment outcomes:

	Reading	Writing	Maths
PP	44% (60/136)	34% (46/136)	43% (58/136)
Non-PP	67% (142/216)	54% (116/216)	65% (139/215)

#### Next Steps:

- Pupil Premium report to be reviewed by the lead Governor at least three times a year. HT to present updates to the board each time.
- Develop CPD package for staff to ensure QFT for every child.

### 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.

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.”