

# 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 2023-24.

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 2023
Date on which it will be reviewed	September 2024
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	£202,245
Recovery Premium funding allocation this academic year	£20,155
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	£222,400

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

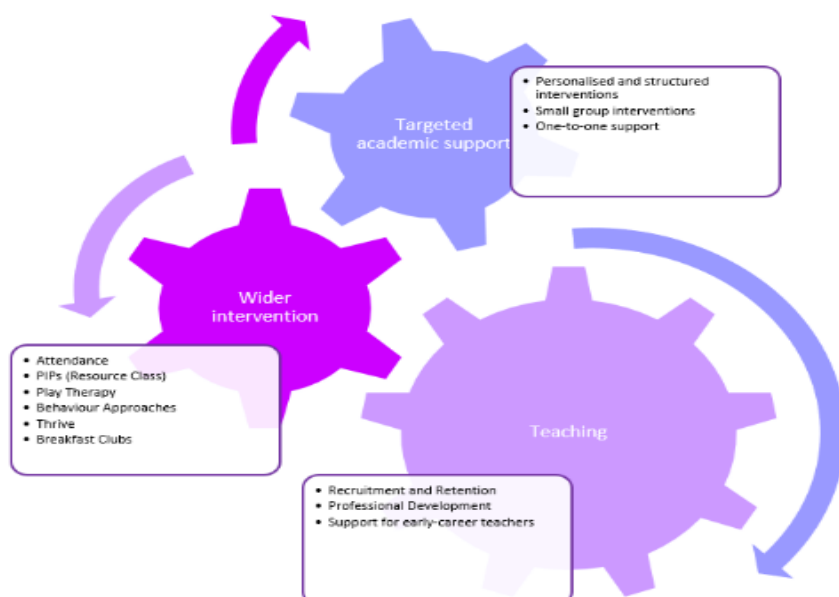
The Pupil Premium grant is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of pupils on roll known to be currently eligible for free school meals or who have claimed within 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 2023t - 2024 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 start school below ARE for reading and writing. Parents lack the skills and/or have the time to support with their child's reading development at home.
2	Complex and multi-faceted social and emotional challenges impact on children's mental health and cognitive capacity, therefore limiting opportunities progress academically.
3	Children have limited culture capital, therefore their vocabulary and ability to use wider contexts of the world to strengthen / build schema is at a disadvantage.
4	Segments of the parent community has very limited engagement around their children's learning and in developing themselves academically and in parental capacity.
5	Attendance has consistently been below the national target of 96%. This is largely due to education not being valued by some in the community. Some EAL children are often taken to another country for a holiday in term time. There is a legacy of sporadically coming into school is acceptable.

## 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 reading and writing attainment for disadvantaged children	<p>Year 1 Phonics outcomes are in-line with National outcomes.</p> <p>KS1 Phonics outcomes are in-line with National outcomes.</p> <p>Year 2 Reading and Writing outcomes for 2023-24 cohort are above 60% and in-line with National outcomes every year thereafter.</p> <p>Year 6 Reading and Writing outcome for 2023-24 cohort are above 65% and in-line with National outcomes every year thereafter.</p> <p>Children that are behind ARE are given effective reading support and interventions.</p> <p>High quality first teaching of reading and writing is consistently evident in every year group.</p>
Every child builds their vocabulary, extends their culture capital. Furthermore, every child will take part in the trust's 11 b4 11 programme.	<p>Trips subsidised to ensure 100% of children can attend trips.</p> <p>11 b4 11 mapped out and pre-planned adequately enough</p>

	to ensure all activities are completed by the end of the academic year.
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>'Breakfast Club' to continue offering support with breakfast sessions for those needing temporary support.</p> <p>Bagels remain free for all children, every morning.</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>Continual offer to families from 'Copperfield Cares' food bank.</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>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>
To further increase the attendance and punctuality of all pupils through increased monitoring and engagement with vulnerable disadvantaged families, and others.	<p>Attendance improves year-on-year and ending above 94%.</p> <p>Persistent absence to reduce year-on-year and ending lower than the National Average for 2023-24.</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: £147,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school and individual CPD and coaching to ensure consistent quality first teaching in all year groups.	EEF Adaptive Teaching Toolkit	1, 3
Whole school CPD and individual coaching around cognitive science and the 4-slide approach, which focuses on cognitive recall and vocabulary is.	EEF Professional Development Recommendations EEF Putting evidence to Work Rosinshine's Principles in Action	1, 3
<p>Improve reading outcomes through:</p> <p>Daily phonics coaching</p> <p>CPD / coaching for consistent Reading Lessons</p> <p>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

<p>Improve writing outcomes through:</p> <p>Reviewing and altering English curriculum.</p> <p>CPD / coaching for consistent writing lessons.</p> <p>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>Release curriculum leaders to closely monitor their tailored curriculum so it remains meaningful and impactful, resulting in attainment for Pupil Premium children increasing year on year.</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>Reduce class sizes in targeted year groups based on the level of disadvantaged and needs so attainment for PP children increase year on year in statutory outcomes.</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 reducing class size 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: £ 54,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	1, 3
<p>Improving reading outcomes through:</p> <p>Daily phonics interventions</p> <p>Close monitoring and tracking of impact.</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>(EEF 2021)</p>	1, 3
<p>Improving reading outcomes through:</p> <p>Speech and language and EAL interventions.</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</p>	1, 3

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

Budgeted cost: £20,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting disadvantaged parents with affording enrichment opportunities with school trips and 11 b4 11.	Teaching and Learning Toolkit (EEF): <i>'Physical Activity'</i>  Cultural Capital is defined by Ofsted as being a key element to ensuring that children are well equipped for their future lives. Deprivation, and other social factors, can mean that this is not always well developed due to less opportunity to develop experiences outside the normal school day.	3, 4
Ensuring every disadvantaged child has sufficient breakfast every day	Every Child Matters	1, 2, 3
Looking after 'whole child' through:  Play Therapy Play Factor and Social Groups Lego Therapy Thrive Behaviour Mentoring	Teaching and Learning Toolkit (EEF): <i>'Social and Emotional Learning'</i> <i>'Individualised Instruction'</i>  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
Improving attendance through:  Running a minibus  Termly rewards  Attendance Officer targeting using school and national data	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).	5
Improving parent engagement through:  Protected time with parents during termly meetings with teachers.	Teaching and Learning Toolkit (EEF): <i>'Social and Emotional Learning'</i> <i>'Individualised Instruction'</i>  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	4, 5



<p>Termly updates of academic progress through termly reports or open days.</p> <p>Working with local charities to run parental and academia workshops.</p> <p>Thrive workshops for parents to support with their wellbeing.</p>	<p>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: £ 222,400**

## 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 2022 to 2023 academic year.

Intended outcome	Actual outcome			Next steps for 2023-24
To raise achievement for disadvantaged at age-related expectations in R, M & M.	PP whole school	2021-22	2022-23	CPD to further develop QFT in Reading and Writing.  Review impact of current English Curriculum.  Create capacity in SLT to deliver on the ground coaching.
	Reading	43.9%	49.3%	
	Writing	31.9%	43.5%	
	Maths	41.3%	47.2%	
To continue to raise achievement at KS1 for disadvantaged pupils.	PP KS1	2021-22	2022-23	Close monitoring and development of phonics teaching.  Teachers to access CPD to drive standards of writing.
	Reading	46%	60%	
	Writing	34.8%	64%	
	Maths	43.8%	68%	
To raise achievement at KS2 and to ensure progress moves closer to being in-line with national.	PP KS2	2021-22	2022-23	Review impact of Reading and writing lessons.  Craft CPD package accordingly.  Review impact and revise maths CPD accordingly.
	Reading	46%	48.9%	
	Writing	34.8%	41.5%	
	Maths	43.8%	47.9%	
Access enrichment opportunities.  Provide services that support mental health and wellbeing.	11 b4 11: 8 activities were completed, including Year 6 trip to France.  Thrive sessions and play therapy available all year with 72% from disadvantaged background.  Community Foodbank and swap shop opened.			Create Enrichment Calendar for whole school and SLT oversee.  Make foodbank more accessible to wider community.

Provide parental support through workshops.	Two workshops ran for parents. Provided by CA staff.	Build relationships with LA and other providers to ensure a greater range of workshops are available.
To further increase the attendance of all pupils.	Attendance 2021-22: 93.1% Attendance 2022-23: 92.3%  PA 2021-22: 23.5%  PA 2022-23: 19.9%	Review impact and revise attendance policy accordingly.  Review impact/route of minibus.  Implement tighter structures / lines of communication between Attendance officer and HT.

## Externally provided programmes

Programme	Provider
PSHCE Curriculum	'Lifewise'
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.”