

Pupil Premium Strategy Statement

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

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

School Overview

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

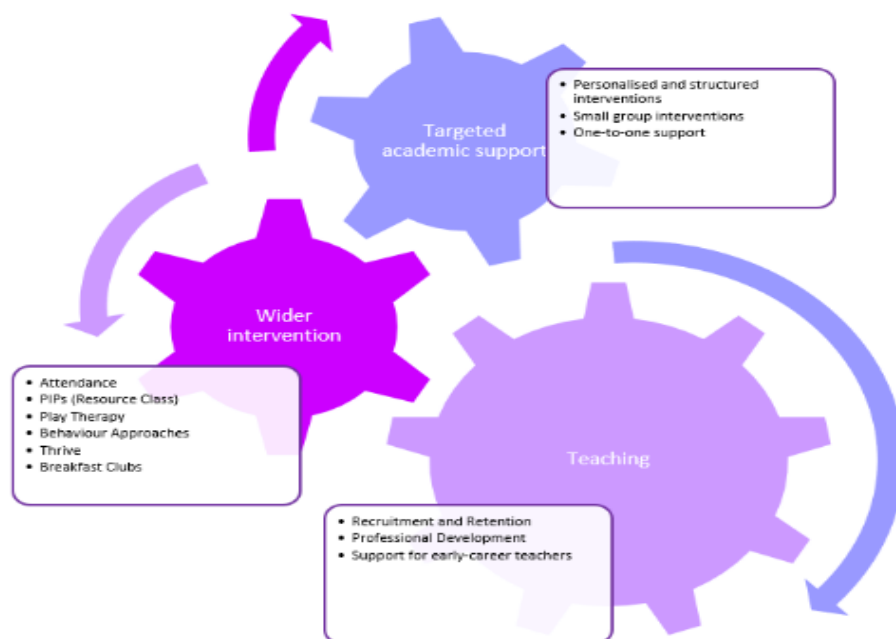
Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£248,460
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£248,460

Part A: Pupil Premium Strategy Plan

Statement of Intent

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



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

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

Challenges

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

Challenge number	Detail of challenge
1	Children begin school below the expected levels for reading, writing, and mathematics due to barriers that limit support at home, which subsequently impact their development and engagement.
2	Historically, attendance has consistently fallen below the national target of 96%. This is primarily due to varying perceptions of the value of education within some segments of the community. While there has been positive progress, community attitudes toward attendance remain a perceptible area for ongoing development.
3	Children have limited cultural capital; consequently, their vocabulary and capacity to utilise broader contextual understanding of the world to develop and strengthen schemas are often limited.
4	A significant portion of the parent community, which resides in an area characterised by high levels of deprivation (Northfleet ranks within the bottom 20% of most income-deprived areas in England*), demonstrates limited involvement in their children's learning.
5	Complex and multifaceted social and emotional challenges can affect children's mental health and cognitive functioning, thereby potentially hindering their academic, social, and emotional development.

- <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 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.	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 A significant majority of parents/carers engage in school activities related to their child(s) development.	From September 2024: All parents/carers attend at least one of the two Meet the Teacher events within an academic year. The majority of parents/carers attend their child's sports day. The majority of parents/carers attend in class workshops. The majority of parents/carers respond to the two Parent Voices sent each year. The majority of parents/carers report they are more than satisfied with the school in key areas. All targeted and tailored parent/carer workshops are fully booked.
Challenge number: 5 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.	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 children access free bagels every morning.

	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.
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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: £156,126

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: £ 64,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving reading outcomes through: Daily reading interventions Close monitoring and tracking of impact.	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 reading outcomes through: Daily phonics interventions Close monitoring and tracking of impact. Specialised targeted interventions.	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: £27,616

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 this 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): <i>'Physical Activity'</i> 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, 5, 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, , The Reach Foundation (Fulcrum)	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
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): <i>'Social and Emotional Learning'</i> <i>'Individualised Instruction'</i>	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.	
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Total budgeted cost: £ 248,462

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year.

Intended outcome	Impact																																
Challenge number: 1 To diminish the attainment gap between PP and Non-PP children in all Reading, Writing and Maths statutory outcomes.	2024 - 25: <table><tr><th>Statutory area</th><th>CA PP v Non-PP</th><th>National PP v Non-PP</th><th>Difference: CA PP v National Non-PP</th></tr><tr><td>GLD</td><td>58% v 64%</td><td>51.5% v 72% *2024</td><td>14% (National is 20.5%)</td></tr><tr><td>Year 1 Phonics</td><td>84% v 84%</td><td>68% v 84% *2024</td><td>0% (National is 16%)</td></tr><tr><td>KS1 Phonics</td><td>95% v 89%</td><td></td><td></td></tr><tr><td>KS2 Reading</td><td>67% v 85%</td><td>63% v 81%</td><td>14% (National is 18%)</td></tr><tr><td>KS2 Writing</td><td>70% v 88%</td><td>59% v 78%</td><td>8% (National is 19%)</td></tr><tr><td>KS2 Maths</td><td>70% v 85%</td><td>61% v 80%</td><td>10% (National is 19%)</td></tr><tr><td>KS2 Combined</td><td>59% v 82%</td><td>47% v 69%</td><td>10% (national is 22%)</td></tr></table> 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	Statutory area	CA PP v Non-PP	National PP v Non-PP	Difference: CA PP v National Non-PP	GLD	58% v 64%	51.5% v 72% *2024	14% (National is 20.5%)	Year 1 Phonics	84% v 84%	68% v 84% *2024	0% (National is 16%)	KS1 Phonics	95% v 89%			KS2 Reading	67% v 85%	63% v 81%	14% (National is 18%)	KS2 Writing	70% v 88%	59% v 78%	8% (National is 19%)	KS2 Maths	70% v 85%	61% v 80%	10% (National is 19%)	KS2 Combined	59% v 82%	47% v 69%	10% (national is 22%)
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Challenge number: 2

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

From 2024:

A rate of improvement, year on year, in attendance for our disadvantaged children vs national figure(s).

	Copperfield		National	
	Statutory Attendance	Persistent Absence	Statutory Attendance	Persistent Absence
2021-22	93.1%	23.5%	92.4%	22.5%
2022-23	93.2%	20.1%	92.6%	21.2%
2023-24	95.4%	15.6%	92.9%	20%
2024-25	95%	14.6%		

Copperfield Academy 2024-25 Pupil Premium Attendance: 92.7%

National 2023-24* Pupil Premium Attendance: 92%

Latest data available at time of publish.

Attendance	CA PP	CA Non-PP	National PP	National Non-PP
2021-22	89.5%	94.5%	91.6%	94.5%
2022-23	89.6%	94.3%	91.2%	95.1%
2023-24	92.6%	95.9%	92.0%	95.4%
2024-25	92.7%	95.9%	92.1%	95.7%

<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.	2024 - 25: All the Pupil Premium children completed the allocated 11 before 11 experiences during the academic year of 2024-25. During 2024-25, every pupil premium child attended the following expected academic experiences, thus impacting academic impact: • 1 workshop • 1 trip in the local area • 1 trip outside of Gravesham
Challenge number: 4 A significant majority of parents/carers engage in school activities related to their child(s) development.	From 2024: All parents/carers attend at least one of the two Meet the Teacher events within an academic year. The majority of parents/carers attend their child's sports day. The majority of parents/carers attend in class workshops. Each class held an average of two workshops last academic year. Of which, the average attendance eligible pupil premium parents/carers was 73%. The majority of parents/carers respond to the two Parent Voices sent each year. There are an estimated 142 families at Copperfield Academy. 69% (99 parents) responded in October 2024 and 51% (72 parents) responding in June 2025. The majority of parents/carers report they are more than satisfied with the school in key areas. In all of the following areas, over 90% of parents responded favourably: Child is happy at school, Child feels safe at school, School is well led, Children are well behaved, Bullying is dealt with quickly, Importance of attendance, Communicating children's progress, Concerns are dealt with,
Challenge number: 5 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.	2024 - 25: Every pupil premium child request for subsidised 'Breakfast Club' by means of temporary support is approved. 100% of all requests were approved. Every child and their parent/carer can access appropriate support through a range of targeted and tiered therapeutic interventions. 27 number of parents accessed a range of targeted interventions/workshops. Of this number, 82% were eligible for pupil premium.

	100% of all Pupil Premium children are accessing free bagels every morning. All families access a fully stocked Food Bank and Clothes/Uniform Swap Shop.
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Externally provided programmes

Programme	Provider
Pictorial Communications Systems	PECS
National Association of Therapeutic Parents	NATP and in-school Play Therapist
National College	National Education Group

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.”