

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Coppice School
Number of pupils in school	1039
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	14 th October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	G Holloway
Pupil premium lead	M Dodd
Governor / Trustee lead	M Taylor (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,310
Recovery premium funding allocation this academic year	£41,325
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	£310,635

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is additional funding given to schools and academies to raise the attainment of disadvantaged students and diminish the difference between them and their peers. Schools and academies receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years (Ever6) or have parents in the armed forces.

Here at Coppice we want to ensure that our disadvantaged pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to effectiveness of 'quality first teaching' for all vulnerable groups, including those pupils eligible for the Pupil Premium. Through wise use of the additional funding we are fully committed to ensuring that the individual needs of each child are met. The challenges that children face are varied and there is no 'one size fits all'.

Through the additional funding our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and well being to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	A number of disadvantaged pupils across KS3 and KS4 have lower reading ages which impacts how they access the curriculum.
2	Reduce the aspirations gap.
3	Attendance for pupils eligible for pupil premium is 92% (below the target for all pupils of 96%) ; this reduces their school hours and impacts on learning and progress.
4	Consistent quality of first teaching

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
Improved levels of progress in literacy, by increasing reading ages for pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> ● Close the reading age gap between PP and Non-PP students. Students reading age to be in line with their chronological age. ● Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments. Evident across multiple subjects. ● Work scrutiny and learning walks show evidence of extended writing in line with age related expectations.
Increased opportunities for Pupil Premium students around school, to reduce the aspirations gap and raise self-esteem.	<ul style="list-style-type: none"> ● Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) ● Increased participation in extra-curricular activities ● Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training – reduce NEAT PP students.
Increased attendance rates for pupils eligible for pupil premium	<ul style="list-style-type: none"> ● Attendance is above 95% for disadvantaged pupils ● Persistent absence is in line with non-disadvantaged peers.
Increased consistency of quality first teaching across the school.	<ul style="list-style-type: none"> ● Lessons are accessible so that pupils are supported and challenged, including remote learning for students who are self-isolating. Reduce the ICT gap, ensuring PP students have access to ICT equipment out of school hours. ● Staff use the seating plans effectively so that they focus on PP pupils in each lesson adding reading ages to seating plans,

	<p>alongside other useful information including targets and SEN status which can be used to inform teaching strategies. Consistent use of these strategies to support Quality first teaching will close the attainment gap. Evidence seen through learning walks, book scrutinies, data collections and Voice of the learner.</p> <ul style="list-style-type: none">● In relation to marking and feedback, PP students done as a priority, so that students consistently make progress as a result of a dialogue with the teacher.
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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: £155,317.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase access to small group/1:1 opportunities for disadvantaged pupils by:</p> <ul style="list-style-type: none"> • Use of external tutoring programmes to enable students to close the gap. (for example My Tutor and the National Tutoring Programme) • Use of extra-curricular time e.g. before and after school, and holiday time, so there is little impact on the delivered curriculum. 	<p>We want to provide extra support to ensure high attainment and progress. Small group interventions with highly qualified staff are known to be effective.</p> <p>Allowing PP students to work in smaller groups, and break down peer pressure, increases self-confidence and self-esteem. It also allows for much greater targeting of specific challenges and weaknesses.</p>	1 2 4
<p>Continue to improve the consistency of quality first teaching, by offering quality CPD to all teaching staff and investing in coaching and mentoring programmes for staff.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Research from the NFER shows that the quality of teaching can make a whole year's difference.</p> <p>Recent evidence published in the EEF research shows that it is important to develop the subject knowledge of the teachers but also focussing on teachers' pedagogical content - knowledge of how to teach the particular subject.</p>	2 4
<p>Targeted additional support for pupils with low levels of progress in literacy by:</p> <ul style="list-style-type: none"> • Use of accelerated reader and other resources to promote and improve literacy e.g. book boxes. 	<p>The Accelerated Reader programme has been shown to have impact - national data supports this.</p> <p>Research from the EEF supports a teaching approach which focuses on teaching writing as an explicit skill.</p>	1 2

<ul style="list-style-type: none"> ● CPD for staff on helping pupils to think about how they construct their written responses more explicitly particularly focussing on the reformed GCSE's and the use of vocabulary including subject specific (improving literacy sessions in conjunction with the local authority) ● CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts. ● Encouraging greater and more frequent discussion/CPD lead by language experts - within the SEN department, for example - to understand more fully how children learn language. 	<p>Students who are able to write extended responses - with greater accuracy and structure - will be able to access higher grades at GCSE.</p> <p>Research suggests that, across all GCSE subjects, the average reading age for texts/questions used in exam papers is 15 years and 6 months: currently, many of our more disadvantaged students have reading ages which are way below this, denying them the same level of access as their peers. We need all teaching staff to be more confident in the application of teaching strategies which are designed to raise students' reading ages.</p> <p>We want to encourage all pupils to become 'word rich' through reading and acquiring a broad vocabulary. Research shows that those pupils with a wider vocabulary out-perform their peers</p>	
<p>Departments to continue to evaluate their own curriculum models and everyday teaching practices by:</p> <ul style="list-style-type: none"> ● reviewing current models and comparing these to those curriculum models adapted by the most successful departments within the school, and across the Trust ● After each data trawl departments to analyse the progress of PP students against non-PP students. This to then be broken down into individual classes allowing staff opportunities to readdress their 'purple folder' in order to evaluate and modify the strategies they use with disadvantaged students - by, for example, examining seating plans, feedback practices, etc. 	<p>We understand that quality first teaching is key in 'closing the gap' between disadvantaged students and their peers. By providing regular, dedicated time (and support) for staff to evaluate and modify their practice, school leaders will help to raise awareness and create more knowledge and confidence amongst teachers. We acknowledge that, across the Trust, there exists a realm of experience and excellence in addressing the needs of disadvantaged students and we want to ensure that this is utilised for the benefit of all.</p> <p>Teachers should have an awareness of the barriers to achieving potential for each pupil in their class, and know specific and individualised</p>	1, 4

	ways in which they support these pupils in their classroom. Research suggests that seating plans which are thoughtfully constructed, which contain reference to current data (including reading ages) and which are regularly updated as part of the assessment and monitoring cycle contribute positively to improved pupil performance.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,595.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase access to online support mechanisms to support pupils in school (for homework and in case of Covid closures), ensuring disadvantaged pupil have equal access.</i>	Studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. The use of online platforms to deliver part of teaching content also allows for greater monitoring by teachers, and provide an opportunity for quick, targeted intervention - often without the need to draw attention to the fact that help is required (which can be off-putting for some disadvantaged pupils). The use of digital platforms can also be advantageous for those pupils whose parents are unable to provide academic support and guidance.	2 4
<i>Ensure disadvantaged pupils continue to have access to high quality CEIAG in school.</i>	Studies have found that, whilst disadvantaged pupils do not necessarily have lower aspirations than their peers, they are often less able to understand (or gain guidance at home) how to achieve these goals. Prioritising high quality CEIAG for these students can ensure that they are provided with clear, structured programmes (monitored	2, 4

	by CIEAG staff/pastoral staff) to enable them to have the same opportunities as their peers.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £108,722.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Address low level behaviour issues and attitudes that impact on learning, and give disadvantaged pupils the strategies they need to become more motivated, independent learners.</i>	It is clear from relevant research that, apart from providing high quality education, school should develop pupils' resilience so that they can achieve success, and aim to transform pupils' commitment, motivation and productivity. School behaviour policies deal with the day-to-day sanctions (and rewards) of all students, but some students need to be taught how to behave, not merely punished for infractions. Attitudes towards school and learning are heavily influenced by self-esteem and confidence and when a pupil is lacking in either, poor behaviour is often the result. Investing in high quality pastoral care, which includes excellent pastoral leaders and behaviour managers, will enable the school to provide programmes/support which aims not only to intervene quickly and effectively when behaviour is poor but also to prevent frequent occurrences of poor behaviour - "prevention is better than cure". <i>A high proportion of PP students receive daily negative points at Coppice, highlighting low level behaviour patterns which in turn affects their progress.</i>	2 4
<i>Support the mental health and well being of pupils returning from lock down; building resilience and personal safety strategies.</i>	Experiences of lockdown will vary greatly from pupil to pupil. For some, it may have been a safe and enjoyable time, with the opportunity to develop independence and technological skills. For others, it will have been challenging or even traumatic - it is well-known that, for some students, school provides a	2

	<p>'safe haven'. These students not only need to be provided with the opportunity to access a 'catch-up curriculum' which aims to address their academic needs, they also need access to high quality counselling and mentoring from qualified staff in order to redress some of the issues which will have been exacerbated during lockdown - research suggests that this is particularly important to LAC.</p>	
<p>Improve the % attendance of disadvantaged students so that it is in-line with their peers by:</p> <ul style="list-style-type: none"> • dedicated support staff and year leader focus on monitoring pupils and following up quickly on absence. • LA attendance officer, family liaison officer to work with hard-to- reach pupils; • Where it is deemed necessary the school nurse to support in managing extended periods of absence due to illness. 	<p>Increased absence leads to more gaps in learning; these gaps become cumulative and exponential as pupils proceed through secondary school. New knowledge is built on prior learning: if this learning is fragile and disconnected, new knowledge 'falls through the gaps'. NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Disadvantaged pupils are statistically more likely to have lower attendance rates - for example, last year the % attendance for PP students was 3% below that of their peers. If we seek to improve the attainment and life-chances for our disadvantaged students, our starting point must be ensuring that they are actually in school to benefit from all of the other suggested strategies. Tracking of Covid-19 related absences - including those pupils who are self-isolating - is important but time-consuming and must not be allowed to swallow up the time of those staff who are already in place to support with attendance.</p>	2 3 4
<p>Develop a comprehensive programme to enhance the curriculum which includes: visits to universities; financial support to ensure participation in school trips and visits (team building; exposure to</p>	<p>As mentioned above, targeting CIEAG towards the most disadvantaged pupils is a key area in seeking to address inequalities in education: in order to give pupils a more concrete vision of their future, it is important that they are given more opportunities and experiences on offer beyond school. These are not always prioritised in the home experience of some pupils who may</p>	2 3

<p>the Arts; enterprise and sporting activities. Also supported through an enhanced PSHE programme.</p>	<p>never have the opportunity to, for example, visit the theatre, go to an art gallery or take a trip to view a college or other place of further/higher education. Whilst a rigorous and broad curriculum (including PSHE) can offer pupils some insight into these areas - so-called 'Cultural Capital' - the association with school itself may be off-putting to some, who may simply view this as an extension of school work.</p>	
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Total budgeted cost: £310,635

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.