

# 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	291 (28%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	14 <sup>th</sup> October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	M Dodd
Governor / Trustee lead	M Taylor (CoG)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,310 (282 pupils)
Recovery premium funding allocation this academic year	£ 40,890 (based upon £145 per student – not yet published so may change)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£310,200</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## 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
<p>Improved levels of progress in literacy, by increasing reading ages for pupils eligible for Pupil Premium.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• ACooper done reading tests with PP KS3, Lexia support for all who are under</li> <li>• HG presentation and work across depts to look at responses and extended writing. Book trawl done on 2<sup>nd</sup> May, evidence of good extended writing across History and English. Some in Geography.</li> <li>• Year 9 pen pal writing club set up, with school in USA.</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Close the reading age gap between PP and Non-PP students. Students reading age to be in line with their chronological age.</li> <li>• Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments. Evident across multiple subjects.</li> <li>• Work scrutiny and learning walks show evidence of extended writing in line with age related expectations.</li> </ul>
<p>Increased opportunities for Pupil Premium students around school, to reduce the aspirations gap and raise self-esteem.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• Evidence from 'external' visits highlight positive attitudes towards learning, although some work still to do in terms of independent learners.</li> <li>• Participation in ex-curricular clubs increasing slowly after the pandemic – excellent attendance in performing arts and PE.</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil &amp; staff voice and work scrutiny)</li> <li>• Increased participation in extra-curricular activities</li> <li>• Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training – reduce NEAT PP students.</li> </ul>
<p>Increased attendance rates for pupils eligible for pupil premium</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Current PP 87.12% Non PP 92.93%</p> <p>Persistent absence PP 46% Non PP 19%</p> <p>Figures still low due to pandemic</p> </div>	<ul style="list-style-type: none"> <li>• Attendance is above 95% for disadvantaged pupils</li> <li>• Persistent absence is in line with non-disadvantaged peers.</li> </ul>

## Increased consistency of quality first teaching across the school.

HoY worked with form tutors to ensure at KS4 all PP students have access to laptops. PP students prioritised for equipment.

Staff delivered support lesson on how to access Google Classroom, with support also given to parents.

ALL staff using seating plans in their purple folders, highlighting strategies to be used for individual students. Evidence seen in SLT lesson observations as staff asked for purple folders and seating plans.

Some evidence seen of staff using the strategies to support learning in the classroom, Seen through the observations and book trawl (2<sup>nd</sup> May) Every member of staff seen with focus on T&L

PP students sat in 'high traffic' areas so as to encourage more frequent live marking of their books in lessons.

Book trawl showed no obvious difference in quality of work between PP and Non-PP students.

- 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, 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.
- 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.

## Focus of T&L has been based on Science of Learning:

- Lessons must include recall for the first 15mins, PP students often don't have access to revision space/time at home.
- Splitting lesson into smaller chunks (Knowledge-application-test) repeat these cycles allows students to commit more to long term memory and help build schema.
- Responsive planning is essential to enable better planned lessons and ensure better progress, PP students identified in this.
- Pupil voice highlights pupils perception that quality of teaching has improved across the school.

## 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: £ 46,530 (15% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase access to <b>small group/1:1 opportunities for disadvantaged pupils by:</b></p> <ul style="list-style-type: none"> <li>• Use of external tutoring programmes to enable students to close the gap. (for example My Tutor and the National Tutoring Programme)</li> <li>• <b>Use of extra-curricular time e.g. before and after school, and holiday time, so there is little impact on the delivered curriculum.</b></li> </ul> <div data-bbox="172 1283 566 1447" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Post mock intervention has been shown to target less pupils to a higher degree</p> </div>	<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>	<p>1 2 4</p> <p>Maths, English and Science have used support staff to provide 1:1 sessions with underachieving students at KS4 as identified in RAT meetings.</p> <p>Intervention across depts before school, after school and during Easter hols</p>
<p><b>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.</b></p> <div data-bbox="172 1686 678 2007" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Inset day end of Feb (6 sessions) CPD:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Meta cognition</li> <li>• Retrieval practice</li> <li>• Stretch and challenge</li> <li>• Phonics</li> <li>• AFL</li> <li>• Science of learning</li> </ul> </div>	<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>	<p>2 4</p>

<p>Targeted additional support for pupils with low levels of progress in literacy by:</p> <ul style="list-style-type: none"> <li>● Use of accelerated reader and other resources to promote and improve literacy e.g. book boxes.</li> <li>● 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)</li> <li>● CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts.</li> <li>● 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.</li> </ul>	<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. 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>1 2</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>AC done work with year 7 in particular. Introduced new reading app to wholeschool</p> <p>Application in place for letterbox club for Y7&amp;8 PP student cohort.</p> </div> <p>CPD session in February delivered to all staff from T Dodd – find out name</p> <div style="border: 1px solid black; padding: 5px;"> <p>SEN briefing led by H Morris/C Woods weekly – A Evans delivered on ASD</p> <p>(copies of PPT?)</p> </div>
<p>Departments to continue to evaluate their own curriculum models and everyday teaching practices by:</p> <ul style="list-style-type: none"> <li>● reviewing current models and comparing these to those curriculum models adapted by the most successful departments within the school, and across the Trust</li> <li>● After each data trawl departments to analyse the progress of PP students against non-PP students. This to then be broken down</li> </ul>	<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</p>	<p>1, 4</p> <div style="border: 1px solid black; padding: 5px;"> <p>See LW</p> <p>RAT meetings with LL where data shared with SLT and identified underperforming PP students. LL then target intervention and support within department.</p> </div>

<p>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>	<p>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. Teachers should have an awareness of the barriers to achieving potential for each pupil in their class, and know specific and individualised 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.</p>	<p>Staff use of DDT time to address and change their Purple Folders. Purple folders a working document and ever changing to meet the needs of the students. Some copies sent to MD as evidence.</p>
<p>Curriculum is being reviewed at KS3 ensure it meets NC. Also to ensure it is focused on students enjoyment of a subject and to build cultural capital.</p>		

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

Budgeted cost: £ 155,100 ( 50% of budget )

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Increase access to online support mechanisms to support pupils in school (for homework and in case of Covid closures), ensuring disadvantaged pupils have equal access.</b></p>	<p>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.</p>	<p>2 4</p> <p>Pastoral team worked to ensure PP students have access to laptop, especially at KS4. Some work to do at KS3 but most issues met.</p> <p>Whole school use of Google Classroom, Maths Watch and Doodle to support students with online work. Staff also created distance learning folders where students can access resources from home.</p> <p>KS4 PP students given free revision guides.</p> <p>Homework club currently offered at lunchtime, evenings and before school</p>
<p><b>Ensure disadvantaged pupils continue to have access to high quality CEIAG in school.</b></p>	<p>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 by CIEAG staff/pastoral staff) to enable them to have the same opportunities as their peers.</p>	<p>2, 4</p> <p><b>ALL PP at year 11 given 1<sup>st</sup> connexions interviews, then follow up session with GP where needed. VM then identified any extra support with college applications etc for PP students. Also use of the new PSHE programme in tutor time for tutors.</b></p>

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

Budgeted cost: £ 108,570 (35% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><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></p>	<p>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></p>	<p>2 4</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>See data table below to identify differences in average number of negatives and positives.</p> <p>3 cases studies carried out on students and no obvious issues identified</p> <p>3 R's reintroduced into school assemblies. Behaviour system tweaked and shared with staff and students.</p> </div>

	PP		Non-PP	
	Negatives	Positives	Negatives	Positives
Year 11	-17	163	-9	172
Year 10	-17	165	-8	215
Year 9	-32	157	-12	174
Year 8	-22	165	-7	219
Year 7	-7	204	-4	228

<p><i>Support the mental health and well being of pupils returning from lock down; building resilience and personal safety strategies.</i></p>	<p>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 '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>2</p> <p>Retention of school counsellor (S Hughes) who has worked with students across all year groups.</p> <p>VM/LS work across all years through assemblies and small group work.</p> <p>Wolves foundation working with group of year 10 to look at effects of lockdown, as identified by HoY.</p>
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<p>Improve the % attendance of disadvantaged students so that it is in-line with their peers by:</p> <ul style="list-style-type: none"> <li>• dedicated support staff and year leader focus on monitoring pupils and following up quickly on absence.</li> <li>• LA attendance officer, family liaison officer to work with hard-to- reach pupils;</li> <li>• Where it is deemed necessary the school nurse to support in managing extended periods of absence due to illness.</li> </ul>	<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>	<p>2 3 4</p> <p>Current attendance wholeschool: PP – 87.1% Non PP – 92.91%</p> <p>Yr 7 Gap = 3.46% Yr 8 Gap = 5.91% Yr 9 Gap = 7.01% Yr 10 Gap = 5.1% Yr11 Gap = 7.45%</p> <p>Attendance been hit by effects of lockdown and Covid. Instill contunuiing home visits to check on attendendees.</p>
<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 the Arts; enterprise and sporting activities. Also supported through an enhanced PSHE programme.</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 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</p>	<p>2 3</p> <p>Connexions and G Peace work closely with all year 11 students to ensure they have high quality careers advice and follow up sessions.</p>

	view this as an extension of school work.	
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PSHE programme redeveloped and introduced into tutor programme. Yr 7&8 once a week and through intergrated studies. Yr9-11 twice a week to fulfil requirements. PSHE resources are fully differentiated to ensure the topics are accessible for all. The SoW cover the 3 strands of PSHE; Health and Well Being, The Wider World and RSE (Relastionships and Sex Education) with the latter being statutory since Sept 2021. There are also 6 PSHE extended sessions throughout the year to focus on key topics at a more in depth level. The PSHE programme is being constantly reviewed with feedback from staff and students.

EA available to top performers including PP students. Programme promotes cultural activities beyond the curriculum Yr 7&8 socities, Yr 9 Young enterprise, Yr 10 Beyond Coppice – looking at universities, courses and careers, Yr 11 Sclub – study support, extra curricular sport,, First Aid Training.

Webstie updated for Excellence Academy with society timetable and information.0

Boys2men programme run in Yr 11 for approx. 45 lads – mentored by male staff. Trip out through this to MMA activities, guest speakers, Boxing dance company worked with Flexus, Art and Cooking competitions.

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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.*