

Pupil premium strategy statement – Coppice Valley Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Hannah McNamara
Pupil premium lead	Hannah McNamara
Governor / Trustee lead	Richard Selfridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,835

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Coppice Valley, our ambition is for all pupils to become “**Learners for Life**”, making strong progress in all areas of their development, regardless of their starting points or circumstances. Our **Pupil Premium Strategy** is designed to address the challenges faced by disadvantaged pupils, as well as those shared by other vulnerable groups, through a holistic and evidence-based approach.

Our ultimate objectives are to:

1. Remove barriers to learning, such as low emotional wellbeing, poor attendance, and limited language development.
2. Ensure all pupils, especially disadvantaged ones, achieve their full academic potential and develop the skills needed for lifelong learning.
3. Foster emotional resilience, self-regulation, and positive social interactions to prepare pupils for future success.

We achieve these objectives through a **3-Tiered Approach**, grounded in the Education Endowment Foundation’s (EEF) guidance:

1. **Wider Strategies**

- The largest portion of our funding is allocated to strategies addressing social, emotional, and mental health needs, as well as attendance challenges.
- By removing these barriers, pupils can fully engage in their learning.
- Evidence from the EEF highlights that improving social and emotional aspects of learning and metacognition has a high impact for a moderate cost, making these strategies highly effective.

2. **Targeted Academic Support**

- This includes both the Pupil Premium and Recovery Premium funding, which are used for:
 - **In-class support**, such as pre- and post-teaching interventions led by teaching assistants.
 - **Out-of-class small group and 1:1 tuition**, delivered by highly skilled HLTAs and tutors.
- These targeted interventions focus on closing gaps in reading, writing, and maths, with a particular emphasis on pupils with SEND and those who are disadvantaged.

3. **High-Quality Teaching**

- The foundation of our strategy is excellent teaching for all pupils, which evidence shows has the greatest impact on closing the attainment gap.
- A portion of our funding is invested in continuous professional development, mentoring, and coaching to ensure teaching quality remains consistently high.

Our strategy is underpinned by key principles:

- **Inclusion:** All actions benefit both disadvantaged and non-disadvantaged pupils.
- **Evidence-Based Practice:** Decisions are informed by robust research, including the EEF Toolkit.
- **Sustainability:** Actions are designed to provide long-term benefits, enabling lasting change for pupils and the school community.

- **Complementary Approaches:** Each tier of our strategy works synergistically, providing a comprehensive and supportive framework to promote both academic achievement and emotional wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Emotional Wellbeing and Mental Health Many disadvantaged pupils experience low self-esteem, poor mental health, and engage in risk-taking behaviours both online and in real life.
2	Attendance and Persistent Absence Some disadvantaged pupils have higher rates of persistent absence, leading to gaps in learning and missed opportunities to make progress.
3	Language Development A proportion of disadvantaged pupils enter school with vocabulary levels below age-related expectations, impacting their ability to access the curriculum fully.
4	Reading and Literacy Limited exposure to books at home contributes to poor comprehension, underdeveloped phonic skills, and lower reading fluency among some disadvantaged pupils.
5	Social and Cultural Development Difficulties managing social interactions, both in-person and online, hinder the ability of some disadvantaged pupils to build positive relationships and engage effectively in learning environments.

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 Emotional Wellbeing and Mental Health	<ul style="list-style-type: none"> • Pupils demonstrate increased self-esteem and resilience, measured through surveys and pupil voice feedback. • Reduction in incidents of risk-taking behaviour reported both online and in school. • Targeted pupils engage regularly with pastoral support and interventions, with measurable progress in wellbeing assessments.

Improved Attendance and Reduced Persistent Absence	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is in line with or exceeds national averages. Reduction in the percentage of disadvantaged pupils classified as persistently absent. Clear evidence of improved punctuality and engagement with learning.
Enhanced Language Development	<ul style="list-style-type: none"> Pupils meet or exceed age-related expectations in vocabulary and language assessments. Evidence of improved language use in oral and written tasks, supported by teacher observations. Engagement with targeted language interventions results in measurable progress.
Improved Reading and Literacy Skills	<ul style="list-style-type: none"> Disadvantaged pupils meet or exceed age-related expectations in phonics, reading comprehension, and fluency assessments. Increased engagement with books and reading activities, measured through library borrowing data and pupil feedback. Evidence of accelerated progress for pupils receiving targeted reading support.
Improved Social and Cultural Development	<ul style="list-style-type: none"> Pupils demonstrate improved social interaction skills, with fewer incidents of conflict reported. Targeted pupils engage positively in group activities and extracurricular opportunities. Enhanced digital citizenship skills, with a reduction in inappropriate online behaviours.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils have access to a challenging curriculum	Mastery learning (+5 months) Mastery learning EEF	3 4

<i>Embed the clear assessment policy and cycle, identifying strengths and areas of development.</i>	Feedback (+6 months) Feedback EEF	3 4
<i>Little Wandle Phonics programme training for all staff, EYFS- Year 6.</i>	Phonics (+5 months) Phonics EEF	3 4
<i>Speech and language coaching and CPD for the staff team (including interventions)</i>	Communication and language approaches (+7 months) Communication and language approaches EEF Oral language interventions (+6 months) Oral language interventions EEF	3 4
<i>Additional HLTA for intervention support.</i>	Small group tuition (+4 months) Small group tuition EEF Reducing class size (+2 months) Reducing class size EEF Feedback (+6 months) Feedback EEF	1 2 3 4

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

Budgeted cost: £28,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of support staff for targeted intervention, in place for children who have fallen behind.	Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Small group tuition (+4 months) Small group tuition EEF Teaching assistant interventions (+4 months) Teaching Assistant Interventions EEF	1 2 4
Century Tech – invest in AI programmes for KS2 pupils to close gaps in English, maths and Science. EEF Toolkit evidence for effective interventions. Internal & External data show gaps are not closing quickly enough for some pupils. Targeted interventions are to close these gaps.	Century Tech – invest in AI programmes for KS2 pupils to close gaps in English, maths and Science. EEF Toolkit evidence for effective interventions. Internal & External data show gaps are not closing quickly enough for some pupils. Targeted interventions are to close these gaps.	3 4

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

Budgeted cost: £5,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning Mentor with responsibility for attendance.</i></p> <ul style="list-style-type: none"> • <i>Daily response to lateness and absence.</i> • <i>Rigorous tracking and monitoring</i> 	<p>Parental engagement (+4 months) Parental engagement EEF</p> <p>Social and emotional learning (+4 months) Social and emotional learning EEF</p> <p>Individualised instruction (+4 months) Individualised instruction EEF</p>	2 5
<p><i>Breakfast Club</i></p>	<p>Social and emotional learning (+4 months) Social and emotional learning EEF</p> <p>Behaviour interventions (+4 months) Behaviour interventions EEF</p> <p>Parental engagement (+4 months) Parental engagement EEF</p>	1 2 5
<p><i>Targeted and ad-hoc pastoral support including access to therapeutic support.</i></p>	<p>Social and emotional learning (+4 months) Social and emotional learning (+4 months) Social and emotional learning EEF</p>	1 2 5

Total budgeted cost: £53835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment of Last Year's Pupil Premium Strategy (2021-2024)

1. Intended Outcome: Increased Levels of Emotional Wellbeing and Mental Health

Outcome: Wellbeing scores improved by 20% for targeted pupils, with notable gains in resilience. However, some pupils with complex needs require longer-term or more intensive interventions.

2. Intended Outcome: Improved Attendance for Persistently Absent Families

Outcome: PP persistent absence reduced to 6.79%. While this is significant progress, the target of 5% was not met, and a small group of families remain challenging to engage.

3. Intended Outcome: Better Outcomes in Reading

Outcome: Year 1 Phonics results increased to 83.33%, above the national average and improved performance of +3.33% on 2023 data and +13.33% on 2022 data. 100% PP children achieved in the PSC. Continued focus on targeted reading support is needed for pupils in KS2.

4. Intended Outcome: Better Outcomes in Mathematics

Outcome: End of year data across the school demonstrates that through the year, the PP gap is closed from -3.1 points to -1.6 points. Further development of reasoning and problem-solving skills will sustain improvements, alongside ensuring PP pupils have access to online resources which support their times tables knowledge.

High Quality Teaching and Targeted Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 24 academic year:

<i>KS2 2024 Data Outcomes – Working at the expected standard</i>				
Subject	PP	Non-PP	National PP	National NPP
Combined	36.4%	75%	46%	67%
Reading	54.5%	80%	62%	80%
Writing	54.5%	80%	58%	78%
Maths	36.4%	95%	59%	79%
EGPS	54.5%	95%		

Science	54.5%	90%		
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Assessment Milestone	PP attainment 2023-24	Non-PP Attainment 2023-24
Reception GLD	0%	78.6%
Y1 Phonics Screening	100%	82.1%
KS1 Reading	50%	64.2%
KS1 Writing	50%	63%
KS1 Maths	50%	75%
Y4 Multiplication Check	28.6%	63.6%

Mental Health and Emotional Wellbeing

Growing Up in North Yorkshire Survey (GUINY 2024) responses show good awareness of personal wellbeing:

- **Happiness About Growing Up:** 34% feel happy about growing up (above 26% county average).
- **Low Bullying-Related Absence:** 0% absent due to bullying or school worries in the last month.
- **Pupil Resilience:** 62% never give up when facing challenges (up from 30% in 2022).
- **Online Safety:** Only 4% saw upsetting content online (below 7% county average).

Attitudes and Attendance

Family & Pupil Support Worker - records of pre/post intervention work show how wellbeing levels for pupils has improved through work conducted.

2 pupils with persistent and severely persistent absence have significantly improved

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle	Wandle Learning Trust
Times Tables Rock Stars	Maths Circle Ltd

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A – none received.
The impact of that spending on service pupil premium eligible pupils
N/A - none received.