

Copdock Primary School Pupil Premium Strategy 2024-25

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	82
Proportion (%) of pupil premium eligible pupils	8 pupils (10%)
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)	2022-2025 (year 3)
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Joanne Austin
Pupil premium lead	Joanne Austin
Governor / Trustee lead	Peter Drew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,840 (based on 8 pupils)
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>	£11,840

Part A: Pupil premium strategy plan

Statement of intent

Our school recognises that not all pupils who are eligible for pupil premium funding are underachieving academically, but we do recognise the extra challenges that these pupils may face. As a small school, these pupils currently make up 10% of our school roll in 2024-25, with individuals from Reception to Year 6. We acknowledge that there are other pupils we also identify as experiencing disadvantage due to a range of circumstances, including SEND.

As a school we use the pupil premium fund to mitigate against the challenges faced by our pupils. It is our school policy to plan, adapt and prepare for any individual or group, whether they are disadvantaged or not, where under-performance is evident.

Our aim is to provide an environment and curriculum that enables all pupils to thrive, socially, emotionally and academically. Research identifies that a range of factors can inhibit children's capacity to access and fully engage with learning opportunities; these include feeling safe and happy, maintaining positive relationships with both adults and peers and having effective social, emotional, mental health and well-being strategies to cope with challenges. These aspects are considered when planning effective support to meet pupils' needs and address barriers to learning. Pupil well-being remains a high priority at all times and our carefully planned and progressive PSHE curriculum is embedded across the whole school. This is enhanced by nurture provision and mentoring, provided by adults and peers to support emotional well-being. A fully qualified mental health first aider and senior lead also support staff training and promote effective engagement with pupils requiring additional guidance. We continue to build on staff expertise through training.

Our focus is on enabling early intervention strategies to be implemented as soon as concerns arise. To support this, staff structures have been maintained, enabling learning support in each class every morning, intervention provision throughout the afternoon where possible, and a designated member of staff to oversee nurture provision alongside the SENDCo during breaks and afternoon sessions. Focused support is directed carefully to pupil premium children at the point of need and can be reinforced as part of daily classroom life reducing the need to withdraw for support.

This flexibility allows a range of strategies to be used, including targeted academic support in reading, writing or maths, specific resources to be purchased and access to a nurture programme to support well-being as required. Where pupils are achieving well academically, funding will be used to enhance future educational aspirations, opportunities and achievements. This may include financial support for trips and visits to enhance experiences and broaden opportunities.

CPD is available regularly to all staff to ensure quality first teaching in every class, in every lesson. We continue to make use of available research through the EEF toolkits, to support professional development and the implementation of effective strategies to enhance learning.

Our ultimate goal is for all vulnerable pupils and those experiencing disadvantage, to achieve their full potential and make at least good or better progress in line with their peers. These pupils will be a focus in our progress review meetings to ensure they are on track. Those identified as at risk of falling behind will have structured academic support put in place to prevent this.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils (27%) are not meeting age related expectations in reading and writing. These children are currently in different year groups across school, and some have poor attendance. They are beginning to close the gap due to intervention / support available and some children also have identified special educational needs. Writing continues to be a whole school priority. Pupil stamina and secretarial skills in writing have seen a significant decline and this will take time to rectify.
2	Pupils' social, emotional and mental health needs are impacting on their readiness to engage with learning. This has been further compounded by SEN for some children. This continues to be a challenge for other pupils, alongside 38% of disadvantaged children.
3	Self-awareness and independence are weaker for certain children, resulting in lower levels of engagement and resilience within lessons.
4	Our attendance data over the past 2 years indicates that for some disadvantaged pupils (38%), absence is higher than non-disadvantaged, and they are more frequently late into school. This is impacting on delivery of interventions as well as social and emotional development, and therefore progress.
5	Parental capacity (and sometimes willingness) to support their child's learning, has significantly declined, reducing attendance and the potential for reinforcement of key skills beyond the school day.

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
A	<p><i>Classroom teaching is effective in identifying and removing barriers to learning.</i></p> <p><i>Teachers and support staff respond rapidly with targeted teaching for pupils at risk of underachievement.</i></p> <p><i>Evidence informed approaches have a positive impact on attainment and progress for all pupils.</i></p>	<p>Reasonable adjustments are in place allowing all to access lesson content, therefore enabling progress.</p> <p>Targeted interventions have a positive impact on termly data outcomes for pupils, addressing misconceptions and supporting progress. This is seen in gathered data eg assessment, standardised scores, phonic tracking</p> <p>Learning walks see agreed teaching and learning strategies effectively implemented.</p> <p>Monitoring of lessons, book studies and end of termly data show that disadvantaged pupils are making good or better progress from their starting point.</p>
B	<p>To embed effective strategies for identifying and supporting pupils with SEMH needs.</p> <p>Secure improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Daily check-in sees a reduction in children entering school unsettled. Children can use a range of vocabulary to express how they are feeling and why.</p> <p>Nurture provision and activity clubs are well attended and receive positive reviews by pupils.</p> <p>Resilience tracker is increasingly green for all pupils and actions in place are having impact.</p> <p>SENDCo / Pastoral lead reports positive engagement by pupils during observations and case study reviews.</p>
C	<p>All children have a strong awareness of self when completing tasks, supported by a resilient approach.</p>	<p>Children are observed to use a range of extended vocabulary to express, explain or justify ideas and answers to others.</p> <p>Children are actively engaged in lessons and demonstrate keen reflective skills.</p> <p>Children know their own strengths and areas for development and can use this knowledge to support them to complete tasks</p>
D	<p>Interventions have a positive impact as attendance for pupils is high at all sessions.</p>	<p>Persistent absence figures are reduced and attendance for all pupils is above 90%</p>

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: £6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Walkthru CPD £500	<p>professional development programme built using WalkThrus is supported by:</p> <ul style="list-style-type: none"> - evidence from cognitive science which provides a clear model for learning - evidence from the study of effective professional development <p>Through our books and materials, we have drawn on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. The simplified model of learning informs all of our key teaching techniques.</p>	1, 3, A, C
<i>Pupil Book Study training</i> £400 supply £350 training	The foundations of Pupil Book Study are built from evidence informed practice, cognitive and neuroscience research. It compares the curriculum, teaching and learning against evidence-informed research, giving a better insight into the lived experience of pupils.	1,3,4 A,C
<i>Subscription to CUSP reading and writing to support high quality teaching and application of skills</i> £1000	<p>Improving Literacy in KS1 and KS2 Recommendation 2,3,4, 5</p> <p>The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2.</p> <p>The reciprocal relationship between oral language, reading, and writing can cause the gaps between children with literacy difficulties, or children from disadvantaged homes, and their more advantaged peers to grow as they move through school. Teachers can play an important role in establishing children as competent readers so reading can become the child's own tool for lifelong learning.</p> <p>Cognitive load is reduced by breaking down the subject content, sequencing the delivery so that subtasks are taught individually before being explained together as a whole.</p>	1, 3, A, B, C, D

	<p>Having structured teaching models within lessons reduces cognitive overload and supports children to apply skills effectively in learning. Cognitive Load - Evidence-Based Teaching & Learning (weebly.com)</p> <p>Ronald Kellogg, an American literacy expert, argues that writing can be as cognitively demanding as chess. It is demanding because children need to coordinate several different processes. For instance, children need to work out what they want to communicate and how, handwrite or type accurately, regulate their own thoughts and behaviour, and monitor their work. Pupils will need extensive instruction, practice, and feedback to become skilled at coordinating these aspects of writing. (EEF Literacy KS2 report)</p>	
<p><i>Purchase of clicker to support next 2 years, enabling all pupils to successfully engage in independent writing. £1000</i></p>	<p>Research highlighted Clicker’s impact on improving writing enjoyment, engagement and confidence; facilitating writing for those with poor motor skills; increasing writing self-regulation and resilience skills; and helping children with diverse needs take part in meaningful literacy practices.</p> <p>In school impact seen as part of learning walks and monitoring</p>	<p>1, 3, A, C</p>
<p><i>EY staff embedding Early Language Development from EEF work To develop increased confidence in identifying typical language development in children, as well as how to overcome barriers and ensure the language needs of children are being met. Supply costs £600 EY CUSP resources purchased to ensure firm foundational</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.</p> <p>High_quality_interactions_in_the_Early_Years_-_The_‘ShREC’_approach.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 5 A, B, C</p>

<p><i>knowledge and structured storytime.</i> £300</p>		
<p><i>Speech and Language link</i> £300</p>		1, 3 A, C
<p><i>Continued subscription to CUSP resources and curriculum visions to support reduced teacher workload and embed principles of retrieval into curriculum maps / lesson sequencing for wider subjects</i> CUSP £300 Curriculum Vision £150</p>	<p><i>An evidence-informed and knowledge-rich curriculum; Lesson by lesson resources through unique knowledge notes designed to combat the split attention effect and increase cognitive participation.</i></p> <p><i>Downloadable and editable cumulative quizzes strategically mapped to each lesson that support retrieval practice.</i></p> <p><i>High quality teaching resources will improve subject knowledge enabling teachers to focus more on the process of learning rather than the content. Durrington Research School identifies the need to provide targeted vocabulary instruction in every subject because explicit vocabulary instruction is integral to helping students access and achieve academic success. In particular, teachers need to prioritise teaching tier 2 and tier 3 vocabulary through evidence-informed strategies.</i></p>	1, 3, A, C
<p><i>Renewal of Subscriptions for Spelling Shed, Rock Stars, Literacy Shed plus</i> £300</p>	<p><i>Regular practice of key skills independently can support recall and application. Use of online tasks, supports provision of worked examples, alongside almost identical questions to support retrieval and recall. This will support home and in-school learning.</i></p>	1, 3, 5 A, C
<p><i>Kinetic Letters handwriting scheme</i> £1500</p>	<p>Handwriting comprises physical and cognitive skills that need to be learnt and become part of the automatic cognitive skill set of pupils. The key principles of the programme are based upon a background of occupational therapy knowledge.</p> <p>Building physical strength underpins handwriting and concentration.</p> <p>The different components of writing are mastered individually before being used in combination.</p> <p>Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.</p> <p>Posture is important in developing the correct position for handwriting.</p> <p>Correct pencil hold is taught from the start (ie as soon as a tripod grip is developmentally appropriate), and the strength is developed to maintain this, enabling comfort, speed and writing stamina.</p>	

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

Budgeted cost: £6,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Screening for speech and language needs on entry to identify early intervention by trained TA and follow up intervention</i> £300</p>	<p>Early intervention is essential if pupil progress is to be maximised. Speech and language alongside vocabulary acquisition is key as identified in EEF toolkit and Alex Quigley vocabulary research.</p>	<p>1, 3, 5 A, B, C</p>
<p><i>Continued subscription to PIRA/PUMA assessments and SHINE intervention for all pupils Y2-Y6.</i></p> <p><i>Intervention resources</i> £800 <i>Assessments</i> £400</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Clear, 'assessment not assumption' should guide actions, particularly when thinking about the most disadvantaged. Diagnostic Assessment in the Classroom Greenshaw Research School</p>	<p>1, 3, A, C</p>
<p><i>Numberstacks subscription and resource kit</i> £100</p>	<p>These videos break down the skills into simple, manageable steps and allow opportunities to practise each step before assessing the child's understanding with a final fluency activity.</p>	<p>1, A, C</p>
<p><i>Dynamo Maths</i> £375</p>	<p>Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths.</p>	<p>1, 5 A, C</p>

	An assessment and intervention incorporating a range of SEN support tools. Proven and ready for Catch-up and blended learning strategies.	
<i>DBV precision teaching Training release £250</i>	Findings: Precision teaching approaches can yield positive outcomes when delivered to high levels of fidelity. Originality/value: This paper advocates for training opportunities for educational psychologists so they can use precision teaching strategies with their learners and work effectively with teachers. Owen 2024 Commentary Precision Teaching 2024.pdf	
<i>Staffing structure to maintain high levels of adult support and deliver interventions within mixed age classes. £4000</i>	Small group tuition EEF (educationendowmentfoundation.org.uk) Clear, 'assessment not assumption' should guide actions, particularly when thinking about the most disadvantaged. Diagnostic Assessment in the Classroom - Greenshaw Research School	1, 3, 5 A, C

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

Budgeted cost: £3,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued work with SES to provide targeted support and assessment for range of needs.</i>	School staff have found support from SES to be valuable in supporting well-being.	2, 3, 4 B, D

<p><i>Range of nurture / wellbeing activities in place at beginning of day / lunchtime to support positive pupil interactions, active participation and pupil leadership.</i></p> <p><i>Peer mentors, sports crew and adult led focused activities including nurture at lunchtimes.</i></p> <p><i>Additional staffing at lunchtime £1000</i></p> <p><i>Increased SENDCo availability to support emotional well-being and positive mental Health £1000</i></p>	<p>The physical and social environment in which staff and pupils spend a high proportion of every weekday may have profound effects on their physical, emotional and mental health as well as affecting their attainment. A whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including: culture, ethos and environment: the health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's values and attitudes, together with the social and physical environment.</p>	<p>1, 2, 3, 4, A, B, C, D</p>
<p><i>Mental health workshops for parents and access to referral system for targeted work with families / children</i></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Social and emotional learning EEF</p>	<p>2 B</p>
<p><i>Hamish + Milo – new intervention programme to support SEMH</i></p> <p><i>Part funded by grant £750</i></p>	<p>provides the framework, language and content for courageous conversations about children's mental health, emotions, and life experiences and the structure to support children's social and emotional development. The programmes are supported by evidence and schools are seeing real change as children develop confidence, SEL skills and healthier relationships.</p>	<p>2, 3, 4 B, C, D</p>

	<p>The SEL programmes enhance PSHE and focus on ten key emotional themes; friendship, resilience, anxiety, diversity, strong emotions and anger, change and transition, conflict resolution, loss and bereavement, sadness and self-esteem.</p> <p>Research Report - Wellbeing Resources & Emotions curriculum Hamish & Milo</p>	
<p><i>ELSA training</i> £600</p>	<p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children’s social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</p> <p>Research – ELSA Network</p>	<p>2, 3, 4 B, C, D</p>

Total budgeted cost: £16275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Learning walks have shown that pupil engagement is high for all children most of the time. End of year data showed good progress for many, especially in reading and writing (50% autumn term).

	<i>reading</i>	<i>writing</i>	<i>maths</i>
<i>Disadvantaged (7 pupils)</i>	<i>71% exp, 3</i>	<i>63% exp</i>	<i>86% exp+</i>
<i>Not disadvantaged (71 pupils)</i>	<i>89% exp+</i>	<i>77% exp</i>	<i>91% exp+</i>

Staff identified to provide support for mental health and nurture provision were available as required across the school due to the staffing structure in place. Nurture provision continued to be well attended by many pupils, and this reduced reported levels of anxiety. Pupil voice highlighted that they feel safe in school and that problems are dealt with quickly.

Pastoral support remains a priority as emotional resilience strategies promoted within the PSHE curriculum and wider activities have been supporting pupils well. 83% of disadvantaged pupils were assessed green on our resilience tracker by end of year.

The SENDCo worked closely with families to ensure strategies were implemented in partnership with parents. to plan transition events for Year 6 prior to going to high school. During 2023-24 regular workshops were offered to parents alongside a new referral route. Although workshops requested by parents were poorly attended, the work with the MH team has proved successful with families, offering support to adults as well as strategies for children.

Attendance was in line with National, 95% for disadvantaged pupils and 97% for wider school (national 94.5%). persistent absence reduced throughout the year with only 3 pupils under 90%.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Allocated additional adult time to work on areas of specific need and engage in forces events. Tutoring sessions at both home and school.
The impact of that spending on service pupil premium eligible pupils
Positive peer relationships maintained and positive well-being. Catch up tutoring supported progress.

