

# Pupil premium strategy statement 2024-2025

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Coppice Academy
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	pupils Percentage: 37.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-24
Date this statement was published	19/01/23
Date on which it will be reviewed	24/08/24
Statement authorised by	Diane Ahearn
Pupil premium lead	Diane Ahearn
Governor / Trustee lead	G. Gill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,295
Recovery premium funding allocation this academic year	£56,166
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94.461

## Part A: Pupil premium strategy plan

### Statement of intent

**Learning, Achieving and Growing Together** is our mission statement. We believe in the abilities of our students and their successes never cease to amaze us and make us proud. Our Curriculum is designed to provide all students with a broad, balanced, and challenging curriculum that is tailored towards each student's individual need, incorporating:

Social and emotional support

Building of confidence and self-belief

Rigorous academic progress where appropriate

Development of life skills

Support from specialist therapists

Our curriculum is intended to prepare our students for their future, by helping them to seize the opportunities and experiences that will enrich their lives and enable them to take on responsibilities both at the Coppice and beyond.

All our students are unique and come to us with their own starting point and are provided with opportunities that allows them to achieve as individuals regardless of their economic status.

Our pupil premium strategy identifies the main challenges faced by our pupils and consider the best approach to overcome obstacles that could hinder the attainment gap between disadvantaged pupils and their peers. We use a personalised approach that considers each individual and each activity and how we can remove any barriers to students achieving their potential. Impact of additional support is monitored and reviewed termly.

## Challenges

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

Challenge number	Detail of challenge
1	Negative influences that students view on line and how they communicate and interact with others on line at home.
2	Ongoing students' anxiety and mental health needs. Students have a range of concerns about their families, relationships, perceptions of themselves along with the impact that their SEN has on them.
3	Identifying if a student is not making the expected progress. Providing effective intervention that will support the student ensuring that the student does not feel disengaged from others and the lessons.
4	Supporting the student and their families/carers to provide food, uniforms, transport engaging external professionals. Supporting parents with negative children's behaviour at home.

## 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
Use of Boxall and votes for school that enables students to access areas of their selves which they have not considered before.	Raising self-belief, resilience and understanding of how to deal with negative influences and lower the impact that they have on everyday life.
Identify and support students' anxiety and mental health needs. Triaging students and signposting students to the right support services internally and externally. That can provide programmes/ therapies to meet the needs of students' needs.	A highly trained team of staff that can identify and support students in getting the best treatment for their needs as quickly and effectively as possible.
Intervention sessions to narrow any gap that has been identified in all areas of the curriculum with a focus on reading and writing.	Most PP pupils will make at least expected
Breakfast club, Suppling uniform, PE kits, shoes, trainers, Books, Music lessons. Food technology lessons, Trips, iPad	No PP student is hungry All PP students have the correct uniform for school. All students take part in parent funded food tech lessons and trips, iPad, earphones, wireless keyboards



## 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. 23/24

### Teaching

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>IPads, earphones and wireless keyboards</i> £20,500	To aid learning for students with SEND	1,2,3,4
<i>Guitar &amp; Keyboard lessons</i> £3,000	Weekly 2 hour Music tutor	3,4
<i>Mental Health Training</i> £4,000	CPD training cost and staff cover	1,2,3,4
<i>Forest schools resource's</i> £1,500		
<i>Votesforschools &amp; Boxall package</i> £360	Supports PSHE Relationships, Health & well-being and living in the wider world	1,2,3,4

Total £30,694

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetables DJ Maths Circle £200	Maths catch up programme	1,2,3,4
<i>Specific Literacy and Numeracy Teaching assistant support</i> £24,000	CPD for intervention lead & Teaching assistants. Overtime payment	2,3,4

**Total £24,200**

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

Budgeted cost: £11.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast club</i> £2,000	Breakfast available daily	2,3,4
<i>School uniform and footwear</i> £4,000	Items purchased	1,2,3,4
<i>Mental health team</i> £15,000	Allocated weekly time	1,2,3,4
<i>Clinical psychologist</i> £8,000	Fortnightly day visits	1,2,3,4
<i>SEMH intervention programme Boxall software</i> £500	Weekly SEMH support work for students.	1,2,3,4

**Total £29,500**

## Part B: Review of outcomes in the previous academic year

*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?	<p>The PP funding was spent in the following areas</p> <p>Specialised music therapy teacher. Clinical psychologist. Allocated Literacy and Numeracy Teaching assistant Mental health team set up and training. Breakfast club School Uniform and footwear Occupational Therapy assessments and plans Guitar &amp; keyboard lessons IT equipment, laptops, headphones, wireless key boards</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p><b>Students' attendance was above 90%</b></p> <p><b><u>Data Analysis</u></b></p> <p><b><u>Strengths Whole School</u></b></p> <p>78% on track and 19% exceeding expectations in English. 86% on track and 11% exceeding expectations in Maths</p> <p>98.4% on track and exceeding expectations in EHCP outcomes.</p> <p>60% of disadvantaged students on track and 35% exceeding expectations in English.</p> <p>85% of disadvantaged students on track and 10% exceeding expectations in Maths.</p> <p>98.6% of disadvantaged students on track and exceeding expectations in EHCP outcomes.</p> <p><b><u>Strengths Year Groups</u></b></p> <p>100% of EAL students in years 7, 8 and 9 are achieving and exceeding expectations in English.</p> <p>100% of LAC students in years 9 and 10 are achieving and exceeding expectations in English.</p>

	<p>96% of Y9 students achieving and exceeding expectations in English.</p> <p>90% of Y9 disadvantaged students achieving and exceeding expectations in maths.</p> <p>100% of Y8 students achieving and exceeding expectations in Mathematics</p> <p>100% of KS3 EAL students achieving and exceeding expectations in Mathematics</p> <p><b>Strengths Progress</b></p> <p>The number of Y10 students exceeding expectations in English has increased by 15% since DD1.</p> <p>The number of Y10 students exceeding expectations in mathematics has increased by 12% since DD1.</p> <p>23/24 All Year 11 students left with a range of English accreditation, ranging from Entry Level 1 through to GCSE grades.</p> <p>English - All Year 11 students left with a range of English accreditation, ranging from Entry Level 1 through to GCSE grade 4. Within the cohort, 100% (19) of students made outstanding progress and achieved their accreditation target, with 58% (11) of these students exceeding their accreditation targets. Highlights include: 32% (6) of the cohort achieving grades in GCSE English and 32% (6) of the cohort achieving Level 1</p> <p>Maths - All Year 11 students left with a range of maths accreditation, ranging from Entry Level 1 through to GCSE Grade 3. Within this cohort, 100% (19) of students made outstanding progress and achieved their accreditation target, with 47% (9) of these students exceeding their accreditation targets. Highlights include 11% (2) of the cohort achieving Level 1 Maths and 37% (7) of the cohort achieving grades at GCSE.</p> <p>Computing - Within the cohort, 100% (19) of the students have left with Computing accreditation ranging from Entry Level unit awards through to level 1 certificate in the subject. Highlights include 26% (5) of the cohort achieved</p>
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	<p>the level 1 certificate in Digital Skills and 11% (2) of the cohort achieved the Entry Level 3 certificate in Digital Skills</p> <p>Science - Within the cohort, 68% (13) of the students have left with science accreditation ranging from a Level 1 Certificate in Applied Science and Technology through to a Level 2 Certificate in Applied Science and Technology at Merit standard. Highlights include 11% (2) of the cohort achieved the Level 2 certificate at pass standard and 21% (4) of the cohort achieved the Level 2 certificate at merit standard.</p>
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