

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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	The Coppice Academy
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22/23
Date this statement was published	19/01/22
Date on which it will be reviewed	02/10/23
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	£37,245
Recovery premium funding allocation this academic year	£11,310 & £12,161
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	£60.716

## 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 communication and interaction between students on line at home.
2	Students' anxiety and mental health needs. Students fear of catching them or their families catching covid. That has affected their behaviour affecting relationships in and outside of the academy.
3	Their anxieties can impact on their wellbeing, and in turn, pupil performance.
4	Lack of food, uniforms, and transport and children's behaviour at home, School IPAD & supporting software

## 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
Programmes on inappropriate behaviours/relationships online and on social media.	Reduced incidents reported to the school by parents and other students.
Additional programmes/ therapies to meet the needs of students' anxiety around the pandemic.	Improved attendance; Reduced behaviour incidents; Increase in personal responsibility.
Intervention sessions to narrow any gap 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

## 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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>IPads (£14,200)</i>	To aid learning for students with SEND	1,2,3,4
<i>Guitar &amp; Clarinet lessons (£1368)</i>	Weekly 1 hour Music tutor	3,4
<i>Forest schools training £950</i>	CPD training cost and staff cover	1,2,3,4
<i>forest school resources £6200</i>	New Resources	1,2,3,4
<i>Votesforschools £360</i>	Supports PSHE Relationships, Health & well being and living in the wider world	1,2,3,4

Total £23078

### 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 £168	Maths catch up programme	1,2,3,4
<i>Specific Literacy and Numeracy Teaching assistant support £22,000</i>	CPD for intervention lead & Teaching assistants. Overtime payment	2,3,4

**Total £22,168.00**

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

Budgeted cost: £11.000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Breakfast club</i> £1000	Breakfast available daily	2,3,4
<i>School uniform and footwear</i> £1700	Items purchased	1,2,3,4
<i>Rabbits for animal care and therapy</i> £1000	Vet, food, bedding cages	1,2,3,4
<i>Clinical phycologist</i> £7500	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 £11,200**

## 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?	The PP funding was spent in the following areas Specialised music therapy teacher. Clinical psychologist. Specific Literacy and Numeracy Teaching assistant Breakfast club School uniform and footwear Occupational Therapy assessments and plans

	<p>Alfie: Affiliated Canine assistant learning dog (CAL)</p> <p>Guitar lessons</p> <p>IT equipment, laptops</p> <p>Makaton software</p> <p>Rabbits for animal care and therapy</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Students' attendance was above 90%</p> <p><b><u>Data Analysis</u></b></p> <p><b>Strengths Whole School</b></p> <p>64.6% on track and exceeding expectations in Writing</p> <p>65.3% on track and exceeding expectations in Reading.</p> <p>75.8% on track and exceeding expectations in Maths</p> <p>100% on track and exceeding expectations in EHCP outcomes.</p> <p>66.6% of disadvantaged students on track and exceeding expectations in Writing.</p> <p>66.6% of disadvantaged students on track and exceeding expectations in Reading.</p> <p>73% of disadvantaged students on track and exceeding expectations in Maths.</p> <p>100% of disadvantaged students on track and exceeding expectations in EHCP outcomes.</p> <p><b>Strengths Year Groups</b></p> <p>80% of Y8 students achieving and exceeding expectations in Reading.</p> <p>77.8% of Y11 disadvantaged students achieving and exceeding expectations in Reading</p> <p>73.3% of Y9 students achieving and exceeding expectations in Writing.</p> <p>73.3% of Y10 disadvantaged students achieving and exceeding expectations in Writing</p> <p>86.6% of Y9 students achieving and exceeding expectations in Mathematics</p> <p>100% of Y9 disadvantaged students achieving and exceeding expectations in Mathematics</p> <p><b>Strengths Progress</b></p> <p>The number of students achieving and exceeding expectations in reading,</p>

writing and mathematics has increased significantly across all year groups

The number of Y10 students achieving and exceeding expectations in reading has increased by 45% since DD1

The number of Y10 students achieving and exceeding expectations in writing has increased by 60% since DD1

The number of Y8 students achieving and exceeding expectations in mathematics has increased by 44%

100% of Year 11 students will leave with English accreditation – this includes NCFE Entry Level 1 and 2 Awards; AQA Step up to English Silver and Gold; NCFE Level 2 and GCSE English. All students in this year group have made outstanding progress with 35% exceeding their accreditation targets.

100% of Year 11 students will leave with Mathematics accreditation – this includes NCFE Entry Level 1, 2 and 3 awards; NCFE Level 1 and 2 Awards and GCSE Mathematics. All students in this year group have made outstanding progress with 24% exceeding their accreditation targets.

In addition to the above, 4 of our year 10 students have completed GCSE Mathematics this academic year.