

Pupil premium strategy statement 2025-2026

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	105
Proportion (%) of pupil premium eligible pupils	Pupils Percentage: 37.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	03/01/26
Date on which it will be reviewed	24/08/26
Statement authorised by	D Ahearn Principal
Pupil premium lead	C. Barton-Blake
Governor / Trustee lead	G. Gill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 44,425

Part A: Pupil premium strategy plan

Statement of intent

Learning, Achieving and Growing Together is our mission statement.

The Coppice Academy is a welcoming, warm academy which empowers all students to recognise their potential and supports them through personalised, interesting, challenging, and achievable curriculum pathways, experiencing innovative, quality teaching and learning.

The Coppice Academy is an outstanding academy as all students make excellent progress from their individual starting points. Pupils and staff are tremendously proud to attend the academy.

There is a strong collegiate culture that is driven from strong leadership and care.

We model our approach to that of a mainstream secondary academy where we encourage independence and responsibility through curriculum movement with an additional focus on a holistic approach for our students' development.

We pride ourselves on identifying a student's individual needs as well as building on our community and family philosophy of being ready, safe, respectful and to always be the best we can be to enable students to succeed and achieve at the Coppice.

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.

The ethos of the academy encourages students to have a can-do approach that supports students to build resilience and confidence in a safe environment. We reward and applaud positive achievements at all levels and encourage students to have a positive attitude to changes and challenges.

We believe passionately in the value of an inclusive engaging education that includes various pathways and training along with diverse educational environments and methods which allow all our young people to achieve their potential to become successful and rounded citizens of the future.

The Coppice has strong pastoral support with a high ratio of staff supporting our students' journey to learning from the Senior Leadership Team, Form Tutor, Subject Teacher, Teaching Assistants to additional support from a Clinical Psychologist, Councillor, Academy Nurse, SALT, OT, HI and other external agencies.

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. Curriculum	Intervention sessions to narrow any gap that has been identified in all areas of the curriculum with a focus on reading and writing. 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.
2. Low aspiration	Raising self-belief, resilience and understanding of how to deal with negative influences and lower the impact that they have on everyday life. It is found that PP students are more likely to have lower aspirations and self-esteem, often linked to the barriers in challenge 3.
3. Deprivation	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
<p>1. <u>Curriculum</u></p> <p>The curriculum, its effectiveness, coherence, breadth and ambition.</p> <p>Appropriateness for all students (and disadvantaged students and those with SEND), planning and sequencing.</p>	<p>Curriculum intent, implementation, and impact are clearly aligned to ensure pupils achieve high standards and sustained progress.</p> <p>Pupils demonstrate secure understanding, make progress from their starting points, and achieve outcomes in line with their expectations.</p> <p>All pupils can access the curriculum; teaching is adapted to meet the needs of disadvantaged and SEND pupils effectively.</p>
<p>2. <u>Low aspiration</u></p> <p>PP students are exposed to the same aspirational/well-being opportunities as non-PP students</p>	<p>Students demonstrate increased self-belief, resilience, and confidence, showing an improved ability to recognise and respond positively to negative influences.</p> <p>Targeted tracking and monitoring of PP students ensure they have equal access to enrichment opportunities, participation rates are comparable to non-PP peers, and the impact on personal development and attainment is evident.</p> <p>All disadvantaged (PP) students receive targeted guidance and support to make informed decisions about their future pathways and next steps beyond The Coppice Academy.</p>
<p>3. <u>Deprivation</u></p> <p>Through targeted support, PP students are equipped to overcome socio-economic and emotional challenges, enabling full participation, raised aspirations, and improved attitudes and attainment across the academy.</p>	<p>PP students actively participate in all aspects of academy life, including lessons, extracurricular activities, and enrichment opportunities.</p> <p>All PP students have the correct uniform for school.</p> <p>All students take part in parent funded food tech lessons and trips, iPad, earphones, wireless keyboards</p>

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: £ 10,000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum</p> <ul style="list-style-type: none"> • The curriculum, its effectiveness, coherence, breadth and ambition. • Assessment • TrackAble programme 	10,000	<p>High-quality teaching EEF</p> <p>Focus Five – a high impact, low cost response to disadvantage - Teaching</p> <p>https://alexquigley.co.uk/supporting-secondary-school-literacy/</p> <p>Literacy EEF- Improving literacy in Secondary schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	1,2,3

Total £10,000

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

Budgeted cost: £ 19,000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Careers Advisor and external support Improve aspirations through careers events, industry visits, open day visits 	5,000	<p>Independent review of careers guidance in schools and further education and skills providers - GOV.UK</p> <p>Career guidance in schools: what are the challenges and benefits?</p>	1,2,3
<ul style="list-style-type: none"> Literacy Support Lexia- Reader programme embedded. Subscription programmes to support teaching & learning. <i>Core 5</i> <i>Sora</i> <i>TrackAble-Assessment</i> Ruth Miskin 'Fresh Start' phonics-based programme Targeted academic support for language development, literacy and numeracy Identify, screen and support students in developing language, literacy and numeracy 	14,000	<p>Improving Literacy in Secondary Schools EEF</p> <p>Special Educational Needs in Mainstream Schools EEF</p> <p>2. Targeted academic support EEF</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>ruth miskin literacy inc - read write inc research and evidence-1-1.pdf</p> <p>Online Education Software / Pupil Performance & Assessments / SOLAR</p>	1,2,3

Total £ 19,000

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

Budgeted cost: £ 15,425

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • <i>Breakfast club</i> • All students are provided with a free breakfast. 	£2,000	Support for school Breakfast Clubs Kellogg's	2,3
<ul style="list-style-type: none"> • Students are provided with necessary equipment to overcome access barriers • Uniform is provided to PP students where necessary to improve engagement and attendance. 	£3,000	Research to understand successful approaches to supporting the most academically able disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1,2,3
<ul style="list-style-type: none"> • <i>Counselling</i> • Students are offered external counselling services to support SEMH 	£5,000	How Counselling in Schools Benefits Students Supporting children's mental health and wellbeing in the early years Education Endowment Foundation	1,2,3
<p>Specialist areas/resources</p> <ul style="list-style-type: none"> • Science, Food, resistance material, Art, computing, sports hall, outside MUGA, forest school area, Sensory rooms and music rooms. 	£2,000		1,2,3
<ul style="list-style-type: none"> • Other Extracurricular clubs 	£1,000	Promoting children and young people's mental health and wellbeing - GOV.UK	2,3
<ul style="list-style-type: none"> • Trip visit and club funding to support PP students' engagement and outcomes • Mini-bus access 	£2,000	Asset.publishing.service.gov.uk/media/An_Unequal_Playing_Field_report.pdf	1,2,3
<ul style="list-style-type: none"> • <i>SEMH intervention programme Boxall software</i> 	£425	https://www.boxallprofile.org/	1,2,3

Total £ 15,425

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Budgeted Cost: £ £15,840

Actual Spend: £ £15,840

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
<p>High Quality Teaching</p> <p>1,2,3</p>	<ul style="list-style-type: none"> • Internal Training (Delivered Within School) • Whole-school training sessions led by Coppice staff • SET Hubs networking, collaboration and sharing best practice with other schools • Individual research projects or professional enquiry • External Training (Delivered Outside the School) • Training from exam boards • Creative Education courses • Staffordshire Virtual School CPD • Apple Education workshops • SET (Society for Education and Training) subject-specific or general pedagogy sessions. Online Training • Whole school training via platforms such as Flick Online sessions from exam boards, SET, Creative Education, etc. Formal Qualifications • NPQML – National Professional Qualification for Middle Leadership • NPQSL – National Professional Qualification for Senior Leadership • NPQH – National Professional Qualification for Headship • Aspirational progression pathways that are interchangeable and identify students individual starting points enabling excellent progress to be achieved. Assessments are formatively and summative. We use SOLAR to log & track progress which is then discussed at termly subject meetings. 3 data drops are completed annually that are analysed in house and by SET. • SMART Passports & ASPIRE Targets: Each student has a personal passport with SMART targets linked to the school's ASPIRE values (Achievement, Safety, Positive Contribution, Independence, Realising Potential, Responsibility/Enterprise/Enrichment). • Moderation Meetings: Regular internal moderation ensures consistency and accuracy of assessment data. 	<p>15,840</p>

- **Assessment & Qualification Data:** Used to inform planning, interventions and curriculum delivery. Formal **Accreditation Pathways:** Clear qualification routes for students; evidence available of pathways followed.
- **Assessment Data Tracking:**
 - Ongoing analysis to inform planning, grouping, and intervention. **97% of KS3 and KS4 students** are on or above expected targets in **English and Maths**.
- **Solar Assessment Tool:** Used consistently across subjects to track progress, set targets, and inform intervention needs.

English

- All Year 11 students left with a range of English accreditation, ranging from Entry Level 1 through to GCSE grade 3. Within the cohort, 96% (23) of students made outstanding progress and achieved their accreditation target, with 54% (13) of these students exceeding their accreditation targets.
- 29% (7) of the cohort achieving grades in GCSE English
- 29% (7) of the cohort achieving Level 1
- 13% (3) of the cohort achieving Level 2

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, 96% (23) of students made outstanding progress and achieved their accreditation target, with 29% (7) of these students exceeding their accreditation targets.
- 8% (2) of the cohort achieving Level 1 Maths
- 33% (8) of the cohort achieving grades at GCSE.

Computing Accreditation

Within the cohort, 100% (23) of the students have left with Computing accreditation ranging from Entry Level unit awards through to level 1 Essential Digital Skills Qualification in the subject.

- 13% (3) of the cohort achieved the level 1 certificate in Digital Skills
- 26% (6) of the cohort achieved the Entry Level 3 certificate in Digital Skills

Science Accreditation

- Within the cohort, 83% (19) 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.
- 61% (14) of the cohort achieved the Level 1 award/certificate at pass standard.
- 22% (5) of the cohort achieved the Level 2 certificate at merit standard.

	<p><u>History</u></p> <p>Within the cohort, 26% (6) of the students have left with AQA Unit Awards in the subject, 39% (9) of the students have left with an Entry Level Certificate, with 26% (6) being at Entry Level 3. 13% (3) completed GCSE History, with 9% (2) achieving grade 2 and 4% (1) achieving grade 3.</p> <ul style="list-style-type: none"> • <u>Gateway</u> 83% (20) of the year 11 cohort have left with Gateway accreditation, ranging from Entry Level 3 to Level 2 – this covers a range of subjects which include art, construction, progression (citizenship), hospitality and catering, and PE. • 50% (12) of the cohort achieving a minimum of 1 x Level 1 award <p><u>AQA Unit Award Scheme</u></p> <p>Students have completed a range of AQA Unit Awards ranging from Entry Level to Level 2. 83% (20) of the cohort have achieved at least 4-unit awards with 50% (12) of the cohort achieving at least 10-unit awards.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: £ £18,200

Actual Spend: £ 18,200

Activity/Challenge	Impact of this approach	Actual Spend
<ul style="list-style-type: none"> • <i>IPads, earphones and wireless keyboards</i> • Careers Advisor and external support • Improve aspirations through careers events, industry visits, open day visits • Trip visit and club funding 	<p>To aid learning for students with SEND</p> <p>Careers Links: All external and internal experiences recorded on lesson planning documents and logged in individual Careers Logs. Careers Logs: Maintained per student, tracking internal/external opportunities and shared with parents annually.</p> <p>Work Experience & Careers Y10 and Y11 students undertake work experience and benefit from career talks from a wide range of professionals including Local PCSO. Donald’s Manager – digital skills & employability Alice Charity, Douglas Macmillan Project Search – insight into charity work & employment Stoke City & Port Vale Keele University, and local businesses – promoting a broad view of opportunities</p> <p>12 students have progressed to Supported Internships, including Project Search. 9 out of 12 have gone on to secure full-time employment — a remarkable outcome.</p> <p>Solar Assessment Tool: Used consistently across subjects to track progress, set targets, and inform intervention needs.</p> <p>Group Movement & Intervention: Data-led decisions drive group changes and targeted interventions. Identified students receive additional support based on SEMH, medical, or academic needs.</p>	<p>18,200</p>

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

Budgeted Cost: £ £12,500

Actual Spend: £ 12,500

Activity/Challenge	Impact of this approach	Actual Spend
<ul style="list-style-type: none"> • <i>Breakfast club</i> • <i>School uniform and footwear</i> • <i>Clinical phycologist</i> • <i>SEMH intervention programme Boxall software</i> • Other Extracurricular clubs 	<ul style="list-style-type: none"> • Regular access to a free, nutritious breakfast has encouraged students to arrive at school on time, reducing lateness and absenteeism. This has led to better engagement at the start of the school day and smoother morning routines. • Access to uniform ensures PP students feel part of the school community, reducing visible differences linked to financial hardship. This promotes inclusion, improves self-esteem, and reduces stigma or anxiety around appearance. • Targeted psychological support has helped PP pupils manage anxiety, trauma, and emotional regulation issues more effectively. This has led to improved self-esteem and resilience, particularly among the most vulnerable learners. • The Boxall software has enabled staff to accurately assess the social and emotional development of PP pupils, identifying specific barriers to learning and informing targeted support plans. • Student voice report students' excitement in performances, including visits to the New Vic Theatre, speakers from Keele University media department. • Residential Trips & Transition Visits: Part of the school's personal development offer and used to support key transitions. • Cultural Days & Learning Outside the Classroom: Opportunities embedded in curriculum to support SMSC, cultural capital, and student engagement. 	12,500

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
