

# Pupil premium strategy statement – Copthorne Primary

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	24.16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Stephanie Ngenda, Headteacher
Pupil premium lead	Stephanie Ngenda, Headteacher
Governor / Trustee lead	Anna Wallace, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,946
Pupil premium funding carried forward from previous years	£
<b>Total budget for this academic year</b>	<b>£178,946</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Many children entitled to PP enter Reception with skills, below what is typical, particularly in Communication and Language
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Ongoing assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, although this gap closes by KS2 outcomes.
4	Ongoing assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	A large proportion of disadvantaged pupils have limited life experiences and families face significant financial pressures which potentially limits access to resources and opportunities
6	Disadvantaged children's attendance and persistent absence rates, over time, are not as high as their non-disadvantaged peers (July 2025: PP 95.53% / Non-PP 96.28%)
7	An increasing number of PP pupils have social and emotional developmental needs

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that all pupils achieve in line with their individual targets, matching or exceeding national non-disadvantaged averages.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2025/26 show that all pupils achieve in line with their individual targets, matching or exceeding national non-disadvantaged averages.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that all pupils achieve in line with their individual targets, matching or exceeding national non-disadvantaged averages.
<p>Disadvantaged pupils will have equitable access to a wide range of enrichment opportunities and resources, enabling them to broaden their life experiences, develop new skills, and increase their cultural capital.</p> <p>Financial barriers will be minimised so that all disadvantaged pupils can participate fully in school life, both within and beyond the curriculum..</p>	<p>Reduction in financial barriers to participation, with all disadvantaged pupils provided with necessary resources (e.g., uniform, equipment, books) and subsidised access to trips and activities.</p> <p>Increased participation of disadvantaged pupils in enrichment activities and clubs, so that at least 90% of disadvantaged pupils access at least one enrichment activity or club.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being removed</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than their non-disadvantaged peers.</li> </ul>
Pupil Premium pupils with social and emotional needs are identified early and receive timely, effective support, enabling them to develop resilience, self-regulation and positive relationships, so they are ready to learn and fully engaged in school life.	<ul style="list-style-type: none"> <li>All PP pupils with identified social and emotional needs have access to targeted support (e.g. Learning Mentor)</li> <li>Reduction in behaviour incidents involving PP pupils with social and emotional needs, as evidenced by school records.</li> <li>Attendance for PP pupils with social and emotional needs improves and is at least in line with the national average for disadvantaged pupils.</li> <li>Pupil voice surveys and case studies demonstrate increased confidence, resilience, and positive</li> </ul>

	<p>attitudes to school among PP pupils receiving support.</p> <ul style="list-style-type: none"> <li>Staff report increased confidence and skill in supporting social and emotional needs, as measured by CPD evaluations and feedback.</li> </ul>
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## 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: **£89,473**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3,
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</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:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Little Wandle <a href="#">DfE validated Systematic Synthetic Phonics programme</a> subscription to secure strong phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
<p>Staff CPD on teaching reading comprehension strategies through modelling and supported practice</p>	<p>The Education Endowment Foundation (EEF) 'Improving Literacy in Key Stage 2' guidance report identifies teaching reading comprehension strategies through explicit modelling and supported</p>	2

	practice as a high-impact, evidence-based approach.	
Teacher release time to strengthen the foundations of mathematical understanding and develop fluency for all pupils by enhancing our maths teaching and curriculum planning, fully aligned with DfE and EEF guidance.	<p>Our curriculum will be shaped by the DfE's non-statutory guidance (produced with the National Centre for Excellence in the Teaching of Mathematics) and the EEF's 'Improving Mathematics in Key Stages 2 and 3' report, both of which draw on the best available evidence for effective maths teaching.</p> <p>This approach will ensure all pupils, especially those at risk of falling behind, secure strong mathematical foundations and develop the fluency needed for future success.</p>	3
<p>Secure the foundations for writing by ensuring all pupils have strong skills in spelling and writing transcription.</p> <p>Purchase and implement a whole-school handwriting scheme to provide a consistent approach to handwriting instruction across all year groups.</p> <p>Provide staff CPD on effective writing instruction, including modelling, scaffolding, and feedback strategies.</p>	EEF 'Improving Literacy in Key Stage 2' guidance highlights the importance of securing foundational skills, including transcription (spelling and handwriting), as a basis for writing fluency and composition.	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	6

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

Budgeted cost: **£53,684**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>One to one tuition</u></b></p> <ul style="list-style-type: none"> <li>Phonics interventions - Precision teaching for phonics and high frequency words.</li> </ul> <p><b>Prioritise all disadvantaged children as daily readers</b></p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	2
<p><b><u>Small group intervention</u></b></p> <ul style="list-style-type: none"> <li>Employ additional staffing to work with under achieving disadvantaged children Yr 1 -Y6. This will include more able children at risk of underperforming.</li> <li>Mathletics -(Targeted Maths Support which includes our disadvantaged pupils): daily before school (30 mins per pupil).</li> <li>Provide designated, highly qualified and skilled KS2 teacher to teach Maths daily to</li> </ul>	<p>Education Endowment Foundation – Small group tuition– +3months</p> <p>Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). ‘Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p>We know that Mathletics is highly effective in developing and supporting our pupils’ fluency and maths reasoning.</p> <p>Focused quality first teaching for our PP pupils consistently allows us to quickly and effectively identify and address gaps in learning.</p>	2,3,4

<p>identified vulnerable groups (mainly PP pupils) in, Year 6</p> <ul style="list-style-type: none"> <li>• Small Group after school tuition for Year 6</li> <li>• Additional KS1 &amp; 2 phonics sessions targeted at disadvantaged pupils who require further phonics support. Local English hub training will inform practice.</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	
<p>Deliver targeted handwriting interventions in KS2 for disadvantaged pupils and others identified as needing additional support, ensuring they develop fluent, legible handwriting.</p>	<p>EEF Teaching and Learning Toolkit notes that targeted interventions, including handwriting, can accelerate progress for disadvantaged pupils.</p>	<p>4</p>
<p><b><u>Speech and Language therapy</u></b></p> <ul style="list-style-type: none"> <li>• Continue to employ a p/t Speech and Language support worker to target disadvantaged pupils with communication and language deficits, working with these children fortnightly in order to improve language development,</li> </ul>	<p>Education Endowment Foundation – Oral Language Interventions - + 5/6 months</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p>	<p>1, 2, 3, 4</p>



communication and oracy and provide support and training to staff.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35,789**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	7
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
<b>Uniform</b> Provide our PP children with two school jumpers each year in order to ensure pupils are warm and have a sense of belonging.	EEF Teacher Toolkit reports that whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	5
<b>Learning Mentor</b> counselling and support for emotional health and wellbeing.  Deploy 3 Learning Mentors to support our PP children with be-	Education Endowment Foundation – Mentoring - 0 months  Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour	7

havioural and emotional difficulties, working with them to overcome barriers to learning.		
<p><b>Talk it out Team</b></p> <p>Further embed and expand the impact of the Talk it Out Team by:</p> <p>Providing ongoing training and coaching to develop their skills in restorative approaches, active listening, and conflict resolution.</p> <p>Establishing clear protocols and regular opportunities for the team to support pupils in resolving issues independently and restoratively.</p>	<p>Education Endowment Foundation – Mentoring - 0 months</p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes.</p>	7
<p><b>Trips and visits</b></p> <p>Provide increased opportunities for PP pupils' experiential learning by subsidising educational trips, visits and residential.</p>	<p><i>EEF Pupil Premium Guide:</i> "Schools should consider how to improve pupils' access to a wide range of experiences, including trips and visits, as part of a broad and balanced curriculum."</p> <p><i>EEF Teaching and Learning Toolkit:</i> While the direct impact on attainment may be moderate, enrichment approaches are associated with improved motivation, engagement, and aspiration, especially for disadvantaged pupils.</p>	5
<p><b>Attendance support</b> – Education Welfare Officer</p> <p>Additional Attendance Officer to be recruited in school.</p> <p>Continue to reward and celebrate with parents and children - attendance Rewards to include Most Improved, punctuality awards which will be</p>	<p>EEF 'Working with Parents to Support Children's Learning' guidance highlights that parental engagement, especially when linked to attendance, can have a positive impact on pupil outcomes.</p> <p>DfE 'Improving School Attendance' guidance recommends a whole-school approach, including dedicated attendance staff and targeted interventions for families most at risk of poor attendance.</p>	6

targeted mainly at disadvantaged families		
<b>SEMH reading material</b> Purchase reading material that supports SEMH development and recognises challenges faced by our children	‘On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.’ (Teaching and Learning toolkit)	7
<b>Leeds University Visit</b> Raise aspirations through a visit to the University of Leeds for Year 6 children (Jonathan Doherty)  <b>Brilliant Club Scholars Programme</b> 12 pupils attend university style tutorials, attend trips to the most competitive universities and speak to current to learn about university life.	Feedback from previous pupils attending the Brilliant Club found that pupils were inspired by the experience and said that they felt much more likely to want to progress to university in the future. 100% of participants said that applying to study at university in the future was something that they felt that they were highly likely to do.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5

**Total budgeted cost: £178,946**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

See outcomes for 24-25 below:

<b>KS2 Exp (15 chn)</b>	Disadvantaged	Non-disadvan- taged	Nat disadvan- taged	National Other
Reading	80%	86%	63%	81%
Writing	73%	83%	59%	78%
Maths	93%	93%	61%	80%
RWM Com- bined	60%	81%	47%	69%

<b>KS2 GD</b>	Disadvantaged	Non-disadvan- taged	National dis- advantaged	National Other
Reading	40%	29%		
Writing	33%	31%		
Maths	53%	38%		
RWM Com- bined	27%	17%		

The data demonstrated that in Reading disadvantaged pupils outperformed disadvantaged national and performed broadly in line with national other.

- In writing disadvantaged pupils out performed national disadvantaged and close to national other.
- In Maths disadvantaged pupils out performed disadvantaged pupils and national others.
- At Greater Depth in Reading, Writing and Maths, disadvantaged pupils out performed their non-disadvantaged peers.

#### **Attendance Sept 24 – July 25**

**Whole School:** 95.86%

**Disadvantaged Pupils:** 95.67%

#### **Persistent Absence Sept 24 – July 25**

**Whole School:** 9.02%

**Disadvantaged Pupils:** 10.74%

