

# Copdock Primary School Pupil Premium Strategy 2025-26

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	84
Proportion (%) of pupil premium eligible pupils	6 pupils (7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028 (year 1)
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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 (funding - 7/12 <sup>ths</sup> based on Oct 24 census, 5/12 <sup>ths</sup> based on Oct 25 census)	<b>£11,972 (incl £2630 pp+)</b> £7720 (Sept-March 26 based on 5 pupils) £4252 (April-Aug 26 based on 6 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£11,972

# 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, with individuals from Year 1 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 PSHE curriculum is embedded across the whole school. This is enhanced by nurture provision, mentoring and well-being support provided by trained adults and peers to support emotional well-being. A fully qualified mental health first aider and senior lead, alongside our trained ELSA (Emotional Literacy Support Assistant), support staff training and promote effective engagement with pupils requiring additional guidance. We continue to build on staff expertise through training as part of our partnership work with the mental health team.*

*Our focus is on enabling early intervention strategies to be implemented as soon as concerns arise. To enable this, support staff have been carefully timetabled to provide learning support where needed every morning, intervention provision during the afternoon where possible, and designated staff to oversee nurture provision and mental health support alongside the SENDCo. 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 and training through the*

*EEF toolkits, supporting professional development and the implementation of effective strategies to enhance learning. During 2025 staff have engaged in training on precision teaching, Speech and language interventions, paired reading and the Hamish and Milo SEL and SEMH programme, all evidence-based intervention programmes as part of the Delivering Better Value training.*

*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 are not meeting age related expectations in reading and writing (33%) or maths (67%). These children are currently in different year groups across school, and some have lower attendance. They are beginning to close the gap due to intervention / support available. Writing continues to be a focused priority to build on successes from last year, alongside Maths for certain groups across school, including pupils in receipt of pupil premium.
2	Knowledge of self and strategies are less developed for certain children, resulting in lower levels of confidence and resilience within lessons.
3	Whilst attendance data for the school is generally high, over the past 2 years absence is higher for some disadvantaged pupils (38%), compared to non-disadvantaged, and they are more frequently late into school. Some remain persistently absent. This impacts access to high quality teaching.
4	Some families face challenges due to adverse childhood experiences (ACEs). This can reduce readiness to engage with learning and parental capacity to support key learning 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	<i>Classroom teaching is effective in identifying and removing barriers to learning. Teachers and support staff respond rapidly with targeted teaching for pupils at risk of underachievement.</i>	Reasonable adjustments are in place allowing all to access lesson content, therefore enabling progress. Targeted interventions have a positive impact on termly data outcomes for pupils, addressing misconceptions and supporting progress. This is seen in gathered data eg

	<i>Evidence informed approaches have a positive impact on attainment and progress for all pupils.</i>	assessment, standardised scores, phonic tracking Learning walks see agreed teaching and learning strategies effectively implemented. Monitoring of lessons, book studies and end of termly data show that disadvantaged pupils are making good or better progress from their starting point.
B	Effective strategies for identifying and supporting pupils with SEMH needs are embedded. Secure improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, leading to high levels of attendance and good progress. Parents / families have access to services through our school offer and feel supported to action strategies themselves.	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. Nurture provision and activity clubs are well attended and receive positive reviews by pupils. Resilience tracker is increasingly green for all pupils and actions in place are having impact. SENDCo / Pastoral lead reports positive engagement by pupils during observations and case study reviews.
C	All children have a strong awareness of self when completing tasks, supported by a confident and resilient approach.	Children are observed to use a range of extended vocabulary to express, explain or justify ideas and answers to others. Children are actively engaged in lessons and demonstrate keen reflective skills. Children know their own strengths and areas for development and can use this knowledge to support them to complete tasks
D	Interventions have a positive impact as attendance for pupils is high at all sessions.	Attendance for all pupils is above 90% by end of the year. Half termly letters sent to all families promote partnership in maintaining high levels of attendance and support learning outcomes for pupils. Upwards trends can be seen for those at risk of persistent absence.

## 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: £4,950

Activity	Evidence that supports this approach	Challenge number addressed
<p>Whole school focus on retrieval and retention strategies, to enhance the impact on pupil progress and application in learning across the curriculum.</p> <p>Professional development opportunities for staff</p> <ul style="list-style-type: none"> <li>- Continued subscription to Walkthru CPD (£500)</li> <li>- Coaching qualification for SLT</li> <li>- NPQ in leading teaching</li> <li>- Attendance on metacognition training</li> </ul> <p>£1200 cover costs</p> <p><i>Continued use of CUSP materials to support metacognitive approaches.</i></p>	<p>professional development programme built using WalkThrus is supported by:</p> <ul style="list-style-type: none"> <li>- evidence from cognitive science which provides a clear model for learning</li> <li>- evidence from the study of effective professional development</li> </ul> <p><i>Through our books and materials, we have drawn on the work of prominent researchers and cognitive scientists including Dylan William, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. The simplified model of learning informs all of our key teaching techniques.</i></p> <p>Effective coaching includes:</p> <ul style="list-style-type: none"> <li>• <i>Observation and feedback cycles.</i></li> <li>• <i>Modelling of evidence-based practices.</i></li> <li>• <i>Collaborative problem-solving.</i></li> </ul> <p><i>Teachers coached in this way implement new strategies more often and with greater skill, leading to improved student engagement and learning.</i></p> <p><i>Coaching is one of the most effective professional development strategies for improving teaching quality and student outcomes and is cost-effective compared to traditional PD.</i></p> <p><b>Resources include:</b></p> <ul style="list-style-type: none"> <li>• <i>Downloadable and editable cumulative quizzes strategically mapped to each lesson supporting retrieval practice.</i></li> <li>• <i>High quality teaching resources to 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></li> </ul>	<p>1, 2 A, C</p>
<p><i>Continued use of clicker to support all pupils to successfully engage in independent writing.</i></p> <p>£500</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 has been seen as part of learning walks and monitoring.</p>	<p>1, 2 A,C</p>
<p><b>Effective assessment and intervention to support speech and language development</b></p> <ul style="list-style-type: none"> <li>- <i>Speech and Language link used to support assessment and intervention</i></li> </ul> <p>£300</p> <ul style="list-style-type: none"> <li>- <i>developing and enhancing oracy</i></li> </ul>	<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_–</p>	<p>1, 2, 4 A, B, C, D</p>

<p>across all subject areas through effective CPD for staff</p> <p>- Speech and language TA employed 1 day per week across federation, to support strategy and enhance impact of interventions, both at home and school.</p> <p>£2000</p>	<p>_The_ 'ShREC'_ approach.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>vocabulary acquisition is key as identified in EEF toolkit and Alex Quigley vocabulary research.</p>	
<p>Renewal of Subscriptions for Rock Stars, Literacy Shed plus</p> <p>£300</p>	<p>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.</p>	<p>1, 2, A, C</p>
<p>Embedding Kinetic Letters handwriting scheme</p> <p>£150 resources</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>	<p>1, 2 A, B, C</p>

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number addressed
<p>New resources purchased to enhance analysis, assessment and interventions.</p> <ul style="list-style-type: none"> <li>- Nessy Reading and spelling - £24.50 per student</li> <li>- Number Sense - £36.50 per student</li> <li>- Dyslexia Quest - £10.00 per student</li> </ul>	<p><b><u>Nessy Reading and Spelling</u></b> is a <b><u>Structured Literacy</u></b> program. It is delivered online, and individualises instruction based upon student work and progress monitoring, with inbuilt assessments.</p> <p><b><u>The Effect of Nessy When Added to the Regular Curriculum   Nessy</u></b></p> <p>Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research). It begins with the foundational skills of phonological awareness and phonemic awareness using explicit instruction with structured, systematic, synthetic phonics.</p>	<p>1, 2, 4 A, B, C</p>

<p><i>Continued subscription to</i></p> <ul style="list-style-type: none"> <li>- <i>PIRA/PUMA and SHINE intervention for all pupils Y2-Y6. (Intervention resources £800 assessments £600)</i></li> <li>- <i>Numberstacks subscription and resources £100</i></li> </ul>	<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, 2, A, C</p>
<p><i>Embed use of DBV</i></p> <ul style="list-style-type: none"> <li>- <i>precision teaching</i></li> <li>- <i>Hamish + Milo SEMH</i></li> <li>- <i>Paired reading</i></li> <li>- <i>speech link</i></li> </ul> <p><i>Training release</i> <b>£500</b></p>	<p><b>Findings:</b> 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.</p> <p><a href="#">Owen 2024 Commentary Precision Teaching 2024.pdf</a></p> <p><b>Hamish and Milo</b> is an award-winning package which provides schools with an Emotional Curriculum to successfully run small-group interventions proven to improve children's emotional wellbeing.</p> <p><a href="#">Research Report - Wellbeing Resources &amp; Emotions curriculum   Hamish &amp; Milo</a></p>	<p>1, 2, 3, 4 A, B, C, D</p>
<p><i>Staffing structure to maintain high levels of adult support and deliver interventions and SEND support within mixed age classes.</i></p> <p><b>£6000</b></p>	<p>Without the appropriate staffing structure in place, the above intervention, whether targeted or whole school approach, could not be realised in practice.</p>	<p>1, 2, 5 A, C</p>

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

Budgeted cost: £3,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number addressed</b>
<p><i>Continued work with Mental Health Team to provide targeted support for families.</i></p>	<p>SENDCo has received positive feedback from families about local support available during a time when services are challenged.</p>	<p>2, 3, 4 B, D</p>
<p><i>Range of nurture / wellbeing activities in place</i></p> <ul style="list-style-type: none"> <li>- <i>adult led, focused nurture support activities at lunchtime promoting positive pupil interaction</i></li> <li>- <i>active participation and pupil leadership through peer mentors, sports crew</i></li> <li>- <i>Trained ELSA available to lead interventions and offer family support as required</i></li> </ul>	<p>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>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>1, 2, 3, 4 A, B, C, D</p>

<p><i>especially at arrival time through morning club</i></p> <ul style="list-style-type: none"> <li>- <i>Increased SENDCo availability to support emotional well-being and positive mental health</i></li> <li>- <i>See targeted DBV interventions above</i></li> </ul> <p><i>£3000</i></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.</p> <p><a href="#">Research – ELSA Network</a></p>	
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**Total budgeted cost: £15,950**

## **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 maths (23% exp in autumn term). Writing continued to be a challenge for disadvantaged children, predominantly due to the challenges in meeting standards around spelling, punctuation and grammar. Many children closed the gap to being just below the expected standard but not having consistently secured the expectations.

	reading	writing	maths
Disadvantaged (9 pupils)	78% exp, 22% just below	56% exp, 11% just below	44% exp+, 44% just below
Not disadvantaged (75 pupils)	89% exp+, 6% just below	81% exp, 9% just below	89% exp+, 8% just below

Pupil independence and resilience improved during the year and greater confidence could be seen in their approach to learning, especially those in KS2. Due to the staffing structure in place, interventions ran regularly supporting pupils to close the gap in key areas and ensuring support for those with SEN was implemented effectively.

Pastoral support was well received and had a positive impact on those pupils with adverse childhood experiences. This remains a priority as emotional resilience strategies promoted within the PSHE curriculum and wider activities have been supporting pupils well. 89% of disadvantaged pupils were assessed green on our resilience tracker by the end of the year.

Attendance for disadvantaged children improved during the year and by end of 2024-25 was 93.8% (nat 94.8%, rest of school 96.9%). November 2025, attendance for disadvantaged children is currently 94.2% with no persistent absence, although 66% are at risk below 95%. Attendance across the wider school is currently 95.7%, 36% below

95%. Persistent absence has dropped generally across the school, though families continue to take holidays during term time impacting on pupil attainment and progress of some of our more vulnerable children.

The SENDCo continued to work closely with families to ensure our local offer could support strategies in partnership with parents. The outreach work with the MH team has proved successful with some families, offering support to adults as well as strategies for children.

We continue to support families with funding to ensure they have access to extra-curricular activities, including sports, outdoor activities and trips. 50% of charges are offered for residential visits and trips and free access to clubs where possible, including travel if off site.

## 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)

*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***

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. Good attainment and progress.