Pupil Premium Strategy Statement 2025/26
Copeland Road Primary School

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	Copeland Road Primary School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	46 – 36% (Autumn 25)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023~2026
Date this statement was published	September 2025
Date on which it will be reviewed	December 2025 and each term thereafter
Statement authorised by	Academy Council
Pupil premium lead	Mrs Summerfield
Governor lead	Mr Nodding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75480
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 75480

Part A: Pupil premium strategy plan

Statement of intent

At Copeland Road Primary School, we aim to provide a safe and caring environment where all of the children can enjoy learning, experience success, increase their self-respect and aspire to reach their full potential. We aim to ensure that the children who leave Copeland Road Primary are independent, inquiring learners with self-belief and have an enduring respect for others. We aim to instil a lifelong love for learning and a strong grounding for future success. Children are at the heart of our school and we take great pride in developing our pupils to be the best that they can be. The aim of our pupil premium strategy is to support disadvantaged pupils to achieve these goals by reflecting on the support required and difficulties faced by all vulnerable pupils regardless of whether they are disadvantaged or not, including academic, social communication, physical and mental health and wellbeing. To achieve our aims, we focus our high-quality teaching and learning on the needs of our pupils by knowing the children well and having the highest expectations for all our pupils. 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. As outlined 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 approach will include being responsive to difficulties and individual needs, using early intervention, assessment and detailed knowledge of our pupils. A whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Quality first teaching is our key principle in effective teaching. Whole school understanding and training ensures that we have the knowledge and skills to support all learners. A willingness to adapt our practice in light of the educational research is another strength. The strategy outline below details the work towards meeting these aims.

Challenges

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

Challenge number	Detail of challenge
1	Pupils arrive in our Reception with lower than expected speech skills and pupils throughout our school, especially among our disadvantaged pupils, have lower than expected language skills.

2	Disadvantaged pupils generally attain lower and make slower progress than other pupils in their Phonics which negatively impacts their development as readers.
3	Disadvantaged pupils have not read at home as much as others or do not have the same reading skills of their peers which negatively impacts their fluency and comprehension skills.
4	Many disadvantaged pupils do not attain as well across KS1 and KS2 in their Reading, GPS and Maths as non-disadvantaged pupils.
5	Disadvantaged pupils do not have easy access to enrichment opportunities and experiences of wider cultural differences as much as others.
6	Disadvantaged pupils' attendance is not as high as the school's average and the number of persistent absentees is higher than non-disadvantaged pupils.

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
Pupils will make faster progress in speech and language.	More disadvantaged pupils working at school expected/age-related standards in speech and language.
Pupils will attain higher and make faster progress in phonics.	More disadvantaged pupils working at school expected/age-related standards in phonics.
Pupils will read more regularly.	More disadvantaged pupils working at school expected/age-related standard in reading.
Pupils will attain higher in Reading, GPS and Maths.	More disadvantaged pupils working at school expected/age-related standard in Reading, GPS and Maths.
Pupils will be given opportunities in school to access enrichment opportunities and experiences of wider cultural differences.	Enrichment experiences will be planned throughout the curriculum and disadvantaged pupils will have better knowledge of people and their cultural/other differences across the world.

Disadvantaged Pupils' attendance is closer to or as high as school average with less persistent absentees.	More disadvantaged children have attendance of at least 95% with less persistent absentees.

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: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to access good quality training to support their teaching.	Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts. Evidence here	3 and 4
Small groups phonics teaching RWI Training (including development days), assessment and resources	Phonics has a positive impact overall (EEF additional 5 months progress) Evidence here	2 and 3
Teachers to use good quality materials e.g. Comprehension Express to teach comprehension strategies.	Reading comprehension strategies have a high impact on average (EEF additional 6 months progress) Evidence here	3 and 4
Extra teacher release time to embed CPD and work with Maths Hub.	Mastery learning has been successful for primary school pupils (EEF additional 8 months progress). Evidence here	4
Early identification of speech and language needs	Early identification of need believed to have a very high impact (EEF additional 6 months progress) Evidence here	1

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

Budgeted cost: £19480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast Track Tutoring for phonics	Ensuring child closes gaps early and can read at ARE highlighted in Ofsted Framework research 'If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.' Evidence here	2
Additional reading comprehension strategies	Reading comprehension strategies have a high impact on average (EEF additional 6 months progress) Evidence here	3

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enrichment opportunities and experiences of different cultures and backgrounds e.g Inter Faith Week, Show Racism the Red Card.	Arts participation approaches can have a positive impact on academic outcomes in other areas (EEF additional 3 months progress). Evidence here	5
Continue to employ an Attendance Officer to support school staff to monitor and implement strategies to improve attendance.	Link between attendance and attainment. Evidence here	6
Subsidise Breakfast Club and provide daily bagel for all pupils.	Link between attendance and attainment. Evidence here	6
Rewards for positive attendance/reading at home/behaviour	Universal behaviour interventions have a positive impact (EEF additional 4 months progress). Evidence here	3 and 6

Total budgeted cost: £75480

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review – July 2025

At the end of the Summer Term attendance of PP pupils was 93.47% compared to 95.71% for those not entitled. Attendance of those not entitled to PP has improved so the gap has widened. Mrs Ridley is going to focus on parents of PP pupils from September and target them as soon as attendance drops below 98%.

In EYFS, 40% of PP achieved a good level of development compared to 86% of non PP. This was skewed by a very small year group of 12. Our phonics screening check was 70% PP/86% non-PP. In Key Stage 2, PP pupils achieved higher than non-PP in Reading, Writing and Grammar. Our teachers are continuing to track pupils carefully and support PP pupils where necessary.

Review – April 2025

At the end of the Spring Term attendance of PP pupils was 93.9% compared to 95.3% for those not entitled. Attendance has improved but not as much as the comparison group. Mrs Ridley, our new Attendance Officer, started in January 2025 and has been working closely with families to identify the barriers to attendance.

Staff in all year groups have looked at who their target children should be during lessons particularly looking at pupils entitled to PP and whether they are making progress.

We have had an additional Read Write Inc development day and the Reading Leader has identified further pupils requiring phonics tuition.

Review – December 2024

All of Reception have been assessed using Speech Link and a number of referrals have been made to Speech and Language services. SENCO has arranged for SALT to come into school weekly to complete interventions.

Extra development days have been organised with Read Write Inc to support new reading leader. Reading leader has been released from teaching phonics so that they can coach less experiences staff. Current assessments look like 88% of Year 1 will pass the Phonics screening in June. This will equate to 71% of Pupil Premium pupils.

Meetings between HT and Year 5 and 6 teachers are taking place on a regular basis to look at how we can target PP pupils who are not making expected progress.

We are paying Durham Music Service £99 per term for the instrument loan and tuition for 2 PP pupils.

At the end of the Autumn Term, attendance of pupils entitled to pupil premium was 93.67% compared to 94.6% for pupils not entitled. Mrs Mathwin left her post in early November and recruitment for a new Attendance Officer is taking place.

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
Read Write Inc.	Ruth Miskin
Parent Portal	Arbor
White Rose Maths	White Rose Education
Times Tables Rockstars	Maths Circle
Classroom Secrets	Classroom Secrets
Oxford Owl	Oxford University Press
Twinkl	Twinkl