Pupil Premium Strategy Statement - 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	135
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 – 2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Victoria Summerfield
Pupil premium lead	Victoria Summerfield
Governor lead	Robin Nodding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 77,989
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 77,989

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	**Communication and language** 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	**Phonics**

	Disadvantaged pupils generally attain lower and make slower progress than other pupils in their Phonics which negatively impacts their development as readers.
3	**Reading** 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	**Parental Engagement** Parents of PP children are typically less engaged with school life due to work pressures, low confidence, or negative past experiences. This can reduce children's motivation and support for learning at home, making strong school-home partnerships essential for improving outcomes.
5	**Access to Enrichment** Disadvantaged pupils do not have easy access to enrichment opportunities and experiences of wider cultural differences as much as others.
6	**Attendance** 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
Communication and language Children make accelerated progress with their speech and language enabling them to express themselves confidently.	• Identified pupil premium children with speech and language needs receive targeted intervention. • Improved outcomes in speech and language. • Staff complete relevant CPD and report increased confidence in supporting communication needs.
Phonics Children make accelerated progress with their phonics knowledge.	• Improved outcomes in Phonics Screening Check. • Pupils meeting age related expectations. • Staff complete relevant CPD using Ruth Miskin Portal.

	• Development visits from Read Write Inc at least twice a year.
Reading Children make accelerated progress in reading and literacy enabling them to access the wider curriculum.	• Improved outcomes in reading across all year groups. • Increased engagement with reading for pleasure.
Parental Engagement Parents of pupil premium children are actively engaged in school life, supporting their children's learning and wellbeing.	• Increased attendance of pupil premium parents at social events, workshops and meetings. • Positive feedback from parents about partnerships and communication in surveys.
Access to Enrichment All disadvantaged children access a broad range of enrichment opportunities, building cultural capital, social skills, and readiness for future learning.	• 100% of pupil premium children participate in at least 3 co-curricular activities including: trips, events, clubs, workshops, visitors, projects. • Increased participation in school clubs and co-curricular activities among pupil premium pupils. • Pupil voice reports enjoyment and learning from enrichment experiences. • No pupil premium child misses out on enrichment due to financial barriers. • Positive feedback from parents and staff about the impact of enrichment activities.
Attendance Attendance and punctuality rates for disadvantaged pupils improve, closing the gap with their peers and reducing persistent absence.	• The attendance gap between pupil premium and non-pupil premium children is reduced compared to 25/26. • Persistent absence among pupil premium children shows a downward trend. • Pupil premium families receive targeted support and there are improvements in attendance following intervention. • Incentives and rewards for good attendance are accessed by all pupil premium pupils. • Regular monitoring and reporting of attendance data to governors.

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	1 and 3
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	1 and 3
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
Books purchased for classroom and library to support PP children with access to quality texts.	Reading comprehension strategies have a high impact on average (EEF additional 6 months progress) Evidence here	1 and 3
EYFS CROWD Reading Project	EEF Parental Engagement (+4 months) Evidence here	1, 3 and 4

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 to help close the attainment gap.	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 sessions for children in receipt of PP	Reading comprehension strategies have a high impact on average (EEF additional 6 months progress) Evidence here	3
Small group boosters for PP pupils	EEF Small group tuition (+4 months) Evidence here	3
Lego Therapy and PlayDoh Therapy to support social communication.	EEF Social and emotional learning (+3 months) Evidence here	1
Precision Teaching to further aid reading skills	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: £20509

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.	Arts participation approaches can have a positive impact on academic outcomes in other areas (EEF additional 3 months progress). Evidence here	5
Bespoke attendance support for identified families	Link between attendance and attainment. Evidence here	4 and 6
Offering flexible meetings to support parents with attendance	EEF Parental Engagement (+4 months) Evidence here	4 and 6

Building community partnership through regular school events such as fairs, playgroup, stay and play	EEF Parental Engagement (+4 months) Evidence here	4
Subsidised wraparound club to support with engagement	Arts participation approaches can have a positive impact on academic outcomes in other areas (EEF additional 3 months progress). Evidence here	5
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
Subsidised trips to ensure that no PP child misses out due to financial barriers.	Arts participation approaches can have a positive impact on academic outcomes in other areas (EEF additional 3 months progress). Evidence here	5
Strong transition into our reception class for children and parents (In Summer Term) to support with building relationships with families.	EEF Parental Engagement (+4 months) Evidence here	4
Funded peripatetic music lessons for children in receipt of PP.	Arts participation approaches can have a positive impact on academic outcomes in other areas (EEF additional 3 months progress). Evidence here	5

Total budgeted cost: £77989

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

• Disadvantaged and vulnerable pupils have continued to receive well-targeted support through high-quality classroom teaching, structured intervention programmes and additional targeted support, including phonics.

• Teaching Assistants have been deployed strategically across school to provide additional support for identified groups and individual pupils. Ongoing assessment has been used to identify need and ensure support is directed appropriately.

• Structured and timely interventions have been matched to pupils' individual needs. Regular monitoring has enabled provision to be reviewed and adapted where necessary, supporting pupils to address identified gaps in learning.

• For disadvantaged pupils with SEND, individual support plans clearly identify specific needs, appropriate strategies and the provision required to support progress.

• A continued focus on high-quality, inclusive teaching has ensured that disadvantaged pupils are supported within everyday classroom practice. Teachers adapt teaching, resources and activities to improve access to learning and address individual barriers.

• The teaching of phonics has continued to be closely monitored. Pupils identified as being at risk of not meeting the expected standard in the Year 1 Phonics Screening Check have received additional targeted intervention to address gaps and accelerate progress.

• Pupils who did not meet the expected standard in the Year 1 Phonics Screening Check have been reassessed in Year 2. Where pupils continue to experience difficulties, their progress is tracked beyond Year 2 and appropriate intervention continues according to identified need.

• Robust systems for identification, assessment and monitoring have supported staff in identifying disadvantaged pupils who require additional provision. This has enabled the school to maintain a clear graduated approach, with the level and type of support adjusted in response to pupils' progress and changing needs.

Pupil Outcomes 2025/26:

EYFS – Reception % achieving the Good Level of Development (GLD)

Copeland Road Primary	75%
National Average 2025	68.5%

Year 1 Phonics Screening Check

Copeland Road Primary	83.3%

National Average	82%

Year 4 Multiplication Check

Pupils who received 20+	73.7%
Mean Average School Score (out of 25)	21.47
Mean Average National Score	21.7

Attainment at Key Stage 2

Y6 cohort consisted of 17 pupils in 2025/26	Reading	Maths	Writing	Grammar, punctuation and Spelling	Combined RWM
% achieving EXS	65%	82%	82%	88%	65%
% achieving a higher score (GD)	24%	24%	18%	41%	12%

Attendance
The gap between our PP and non-PP attendance is getting smaller. In 2024/25 the difference was 4% and in 2025/26 the gap was 2.8%. This is due to the robust systems we have in place which are data driven. We are building relationships with families and wish to increase the engagement of our parents throughout school.

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