

Pupil premium strategy statement

Coppull Parish C of E Primary School

This statement details our school's use of pupil premium (and recovery 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	174
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	SEC Governors' Committee
Pupil premium lead	Mrs Bird & Mrs Davison
Governor / Trustee lead	Mrs Culshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35530
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£35530

Part A: Pupil premium strategy plan

Statement of intent

At Coppull Parish we want all of our children to achieve their full potential. We offer a safe, nurturing yet academically challenging environment built on our Christian values.

We deliver a full and rich curriculum and recognise that the development of the whole child is so important and vital to their future success. Staff keep abreast with current educational research, EEF documents are often shared and discussed. We embed Rosenshine's Principles, have adopted the Ethics of Excellence and run Pupil Book Study to promote the highest levels of achievement for all of our pupils. Our aim is that our PPG children make at least good progress in all areas of the curriculum. We strive for each child to be 'On Track' for their age/year group.

We use our PPG budget to support our pupils in various ways: purchasing high quality interventions and staffing, buying in additional professionals such as children's therapists or paying for extra curricular activities, trips and visits for our PPG children: offering them the same opportunities as their peers and developing them as well-rounded young people. We have provided ICT equipment to our PPG families when in need so that they can access learning both in school and at home. This spending positively impacts progress.

These children are at the forefront of our minds and we know that primarily excellent relationships, a safe school environment and high quality first teaching will support these children throughout their time here at Coppull Parish.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Reading – Our data shows that in Summer 2025 50% of our PPG children were on track in Reading. This is something we strive to improve through many ways.
2	To improve the quality of punctuation and grammar skills for all children in Writing - through the implementation of Grammarsaurus. Attainment in Writing – Our data shows that in Summer 2025 58% of our PPG children were on track in Writing.
3	To work together as a staff team to refine and embed excellent teaching and learning practices, ensuring every child (including those with SEND) can succeed in their learning.

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
Attainment in Punctuation, Reading and Writing will be greater.	The percentage of our PPG children gaining 'on track' or 'deeper learning' will increase. This is a data related target which is therefore measurable.
Teaching and learning expectations are embedded across all classrooms.	Demonstrated through monitoring activities showing increased consistency and effectiveness, and reflected in improved outcomes for all pupils including PPG pupils and those with SEND.

Activity in this academic year (2025-2026)

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: £16,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading: Targeted reading support for children in receipt of PPG, e.g:</p> <p>All staff to ensure that PPG children are a daily reader, a focus during all Pupil Progress meetings and appropriate, individualised and effective interventions put in place along with high quality teaching to increase % of 'on track' PPG readers.</p> <p>Interventions specifically purchased to support reading (and costed in next section), include: the Wellcomm programme (speech & language), Toe by toe, Nessy (Phonics), Bounce back Phonics, Fantastic Book Awards in KS1 & 2, Comprehension Ninja for Year 3-6 and our Phonics scheme, Little Wandle.</p> <p>In addition, we have implemented a whole school focus on vocabulary and high quality interactions with pupils.</p> <p>We have also purchased new reading books and high quality whole class shared reading texts.</p>	<p>EEF Improving Literacy in KS1.</p> <div style="border: 1px solid black; padding: 5px;"> <p>“Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.”</p> <p>“Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support. Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. 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> </div> <p>EEF Improving Literacy in KS2. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p>	<p>(1)</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>Phonics Teaching and Learning Toolkit EEF</p>	
<p>Writing:</p> <p>Targeted writing support for children in receipt of PPG, E.G. High quality teaching along with accurate assessments which are moderated as a staff/cluster/local advisor/specialist Governor and effective interventions for our PPG children in Writing. Some writing interventions include: Spelling shed, Nesy and IDL. Quality first teaching including Rosenshines Principles, Ethics of Excellence and use of Pupil Book Study to support teaching and learning.</p> <p>Staff training on Grammarsaurus scheme to be implemented every Autumn term to embed punctuation skills for all children. Children assessed and interventions put in place where necessary.</p>	<p>EEF Improving Literacy in KS1.</p> <p>EEF Improving Literacy in KS2.</p> <p>“Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.”</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	(2)
<p><u>Refine and embed excellent teaching and learning practices.</u></p> <ol style="list-style-type: none"> 1. Co-create and publish a “Great Teaching at Coppull” guide summarising key principles and non-negotiables for high-quality teaching and learning. 2. Draft and share a new Teaching and Learning Policy with clear expectations for classroom practice. 3. Introduce the WALKTHRU approach through staff meetings, focusing initially on 3–4 priority areas. 4. Build a peer coaching/observation cycle to share best practice and support professional growth. 	<p>EEF states.</p> <p>“High quality teaching, the best available evidence indicates that great teaching is the most lever schools have to improve outcomes for their pupils.”</p>	(3)

<p>5. Provide targeted CPD on adaptive teaching and effective scaffolding to ensure all pupils, including those with SEND, can access the curriculum.</p> <p>6. Monitor and review progress through half-termly learning walks, Pupil Book Study and data-informed pupil progress meetings.</p> <p>7. Celebrate and share examples of excellent practice in staff meetings and newsletters to build a strong teaching culture.</p> <p>8. Review and refine the Teaching and Learning Policy in the Summer term based on feedback and impact.</p>		
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Targeted academic support

Budgeted cost: £7110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions run by teachers and learning support assistant. This year we have one LSA who works throughout KS2 in the afternoons delivering high quality interventions.</p>	<p>EEF - “The average impact of the deployment of Teaching Assistants is about an additional 4 months' progress over the course of a year.”</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	(1, 2, 3)
<p>Wellcomm</p>	<p>EEF - “Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.”</p>	(1, 2, 3)
Bounce Back Phonics		
Toe by Toe		
Nessy		
Fantastic Book awards in Year 2 and 6		
Comprehension Ninja		
IDL		
Spelling Shed		
Learning by Questions program,	Rosenshine’s Principles	(3)

which supports Reading, Spelling, Grammar and Maths	Ethics of Excellence	
Swimming lessons within our school site	EEF - "Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them."	

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

Budgeted cost: £11820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance heavily tracked and monitored. Head Teacher contacts families quickly where attendance drops and supports them in this through attendance letters, meetings and written attendance agreement which is closely monitored.	Sending parents of students who are persistently absent personalised letters or texts can help improve attendance, according to a new evidence review published by the Education Endowment Foundation (EEF) today.	
Social and emotional support for some of our PPG children. Several of our children require 1:1 adult support due to their social, emotional and behavioural needs. LSA salary covered by higher needs block funding CLA	EEF Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	

<p>Trips/visits and visitors, enhancing curriculum, e.g: authors, poets, artists, musicians or trips to museums, art galleries, places of worship, theatre, etc.</p>	<p>As part of the EEFs tiered model, schools should be providing PPG children with 'wider strategies' which includes "Extracurricular activities, including sports, outdoor activities, arts, culture and trips"</p>	
<p>Extra-curricular activities, e.g: Rocksteady music tuition, sports clubs provided by external providers, etc. Robinwood Residential Rocksteady weekly music lessons Class residential to Eskdale</p>		

Total budgeted cost: = £35,530

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Summer 2025

Percentage of PPG children achieving ARE in:

Reading 50%

Writing 58%

Maths 58%

Phonics screening Year 1 - Our Y1 PPG child passed the Phonics Screening checking in Summer 2025.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

During the academic years of 2024 – 2026 we have 2 service children attending our school. This resulted in £620 of service pupil premium. This money is put towards staffing, intervention groups, trips and visits.

The impact of that spending on service pupil premium eligible pupils

Staffing and interventions meant that these children made progress throughout the year and where necessary trips and visits were accessible to these children, ensuring that they have the same opportunities as their peers.