

Pupil premium strategy statement – Coppice School 2025-2026

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	133 (on roll Sept 22) 148 (on roll October 23) 165 (December 2024) 167 (December 2025)
Proportion (%) of pupil premium eligible pupils	31% December 2024 42% December 2025
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2023 2023-2024 2024-2025 2025-2026
Date this statement was published	20/12/2024
Date on which it will be reviewed	December 2025
Statement authorised by	N. Swearman

Pupil premium lead	N. Swearman
Governor / Trustee lead	Joanne Cliff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£87,865

Part A: Pupil premium strategy plan

Statement of intent

Coppice School is a community school for pupils aged 3-19 years with severe learning disabilities and Autism.

The range of special educational needs at Coppice is wide. Most pupils will demonstrate performance below Level One of the National Curriculum. Some pupils will, at the completion of their education be able to live independently and work in well-supported places of work. Most will require services, throughout their life, to access and participate effectively in the community.

Some pupils will have diagnosed conditions that have an effect on their learning, including Autism or related communication difficulties. There are also pupils who, because of a complexity of needs, require support that is additional to and different from that which can be provided in other settings so that they can make good progress with learning. They are placed here because of the particular skills and strategies used and the adapted environment available in the school.

We intend to increase the specialist knowledge and skills of our staff in order to further support our pupils, particularly those who are deemed to be disadvantaged. We intend to improve equipment, resources and the environment to facilitate pupils' learning and promote progress. We intend to further build strong relationships with parents and families, to ensure early help is provided as soon as it is needed, and to support parents to further improve outcomes for our pupils.

Challenges

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

Challenge number	Detail of challenge
1. High Quality Teaching	Indoor environments and resources need further development to ensure that they are high quality, facilitate the curriculum, and support pupils with positive mental health and well-being linked to Biophilic principles.
	Specialist equipment and resources are required to support pupils to cope with meeting and regulating their sensory needs, enabling them to access learning and promote positive mental health and wellbeing, due not their physical and sensory needs being met throughout the day.
	Technology programmes and specialist equipment need to be researched and purchased to support learning and enable pupils to access learning, and in particular to support pupils with their daily communication needs.

2. Targeted Academic Support	High staff turnover since the Covid Pandemic for several reasons, at the time of writing, around 50/100 staff are new to the school. CPD, support and mentoring must be prioritised in order to support and raise outcomes for our pupils.
	Specialist training is required so that the well-being & Safeguarding needs of all young people can be supported
	Develop specialist pedagogy informed by evidence based research in improving outcomes for SEND pupils.
3. Wider Strategies	Parents and families do not receive help through local support networks and are often isolated in the community with little or no help.
	Families struggle to attend groups and school events due to the distance needed to get to school
	Pupils, especially those that are disadvantaged, do not always access the community or access a wide range of experiences.
	School is currently not as eco-friendly as we would like, and spaces aren't as green as they need to be.

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
<p>Primary Objective: Disadvantaged pupils have increased positive mental health, wellbeing and outcomes through the development of our environments and their access to specialist resources.</p>	Environments (indoor and outdoor) will be developed and improved using Biophilic Design Principles, evidenced to improve mental health, wellbeing and productivity in those who work/ learn in Biophilic spaces.
<p>Desired Outcome 1: Equipment and resources will allow disadvantaged young people to access learning linked to curriculum intent and implementation.</p>	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/26.
<p>Desired Outcome 2: Communication for our disadvantaged young people will be improved, through increased levels of motivation, use of speech and other means of communication.</p>	80% of EHCP communication targets are achieved where there is a consistent means of communication, as demonstrated by our end of year assessments at the end of our strategy in 2025/26.
<p>Desired Outcome 3: Physical measures such as sleep, diet, weight, activity levels and toileting</p>	80% of physical and sensory EHCP targets are achieved, as demonstrated by our end of year assessments at the end of our strategy in 2025/26

<p>improve due to increased access to specialist resources</p>	
<p>Primary Objective:</p> <p>Further upskill staff with appropriate CPD to ensure they can support pupils at whole class, small group and 1:1 levels to improve academic and mental health outcomes. Use evidence based research approaches whilst working with pupils to fully facilitate learning.</p> <p>Desired Outcome 1: Further develop the knowledge and skills of Teachers and Teaching Assistants, ensuring they can support pupils through class work, group work and 1:1 work.</p> <p>Desired Outcome 2: Meet the specific needs of disadvantaged pupils with SEND using specific approaches to support all pupils in school.</p> <p>Desired Outcome 3: Support pupils on a 1:1 basis or in a small group process who have been highlighted through the CPOMS referral system by staff identifying a need linked to their mental health and wellbeing, or Safeguarding concerns.</p>	<p>CPD Programme planned and delivered for all strategy years.</p> <p>Some staff complete more bespoke training such as team-teach, Level 1 Makaton, NPQs by the end of the strategy in 2025/26.</p> <p>Support and train staff to understand and implement the EEF '5 a day' as part of our pedagogy by the end of the strategy in 2025/26.</p> <p>100% of referrals through the CPOMS system are actioned and Quality Assured throughout the period of the strategy.</p>
<p>Primary Objective:</p> <p>Improve the mental health and wellbeing of families, by working closely and collaboratively with families to empower them to seek support where needed.</p> <p>Improve the mental health and wellbeing of pupils by greening the school environment.</p> <p>Desired Outcome 1: Families network of support is widened and there is improved access and swift delivery of services where needed</p> <p>Desired Outcome 2: Families are better equipped to meet the complex needs of their child by undertaking the latest training delivered by specialist</p> <p>Desired Outcome 3: Enable learners to understand more about caring for the environment and the ways in which they can do this, and making physical changes in the environment by 'greening' it that will support positive mental health and wellbeing.</p>	<p>50% of families will attend a school social or wellbeing event by the end of our strategy in 2025/26.</p> <p>25% of families will attend at least one information sharing session or workshop by the end of our strategy in 2025/26.</p> <p>Write and deliver 'Climate Change Action Plan' by the end of our strategy in 2025/26.</p> <p>All areas and shared areas have green aspects and elements, including planting</p>

<p>Desired Outcome 4: Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>in the wider environment by the end of our strategy in 2025/26.</p> <p>Through observations and discussions with pupils and their families.</p>
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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: £45,000 PP allocation

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of specialist sensory equipment needed, informed by observations and reports by research.</p> <p>Trampoline for all classrooms and swings for Shared Areas.</p> <p>Forest School Course for all children to have a bespoke, targeted lesson each week delivered by the Forest School Lead.</p>	<p>Sensory Integration Education</p> <p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs including bikes, trikes and helmets.</p> <p>Ear Defenders.</p>	1, 2
<p>Continue to purchase high-quality curriculum materials to facilitate the curriculum and support the positive mental health and well-being of pupils, thoughtfully incorporating Biophilic</p>	<p>Designing for the Wellbeing of People & Planet Oliver Heath</p> <p>Learning spaces: Biophilic design in schools (teachermagazine.com)</p> <p>Biophilic Design (interface.com)</p>	1

<p>Design principles where needed.</p> <p>Ensuring outdoor classrooms have shelters so they can be used all year around (partial PP spend estimated cost 60k).</p> <p>Storage and furniture which follows our Biophilic Principles for Shared Areas and classrooms.</p>		
<p>Supporting recruitment and retention of teaching staff:</p> <p>Staffing cover cost for staff attending CPD/ Training/ Courses</p> <p>Cover cost to enable class teachers to attend every annual review meeting.</p> <p>Sensory Lead to have time to visit other Nexus Schools around collaboration to share ideas and strategies to upskill practitioners.</p> <p>Cover costs for subject / area leads to develop pedagogical support for all pupils and Subject Leader Time.</p> <p>Cover costs for liaison with other Nexus Schools around Sensory / Physical Development.</p>	<p><u>Teacher recruitment and retention strategy - GOV.UK</u></p>	2

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

Budgeted cost: £15,000 PP allocation

Activity	Evidence that supports this approach	Challenge number(s) addressed
1x HLTA to support targeted interventions, 1:1 support, coaching and mentoring through school 10% of the week plus allowing for Learning Walks to upskill Teachers and Teaching Assistants.	Education Endowment Foundation EEF	2
Maintain the schools swimming pool to provide disadvantaged pupils with a physical and recreational activity on a regular basis, that builds on independence, confidence and enjoyment. Extra TA needed to support all swimming sessions (3 days a week)	Providing all children with vital skills through inclusive school swimming and water safety - Youth Sport Trust The engagement model - GOV.UK	2

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

Budgeted cost: £27, 865 PP allocation

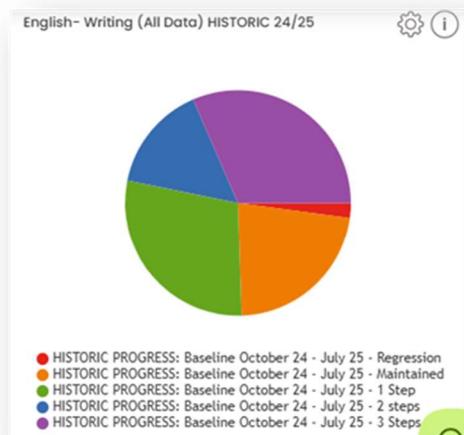
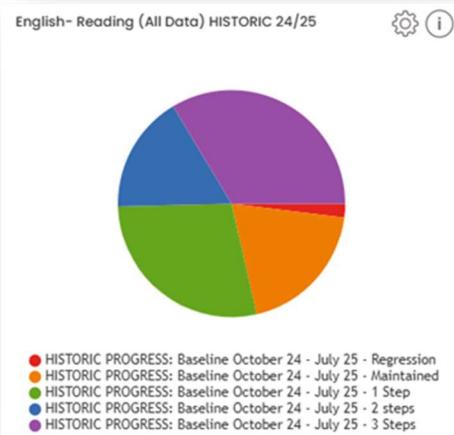
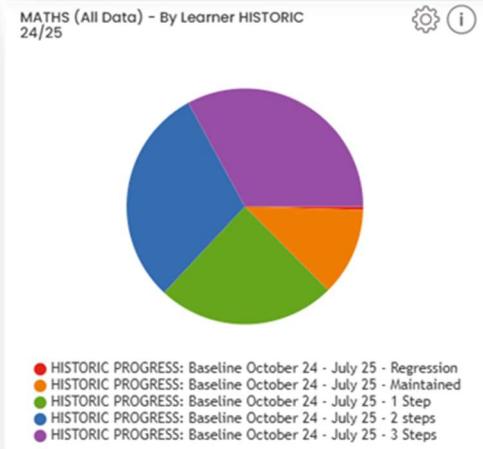
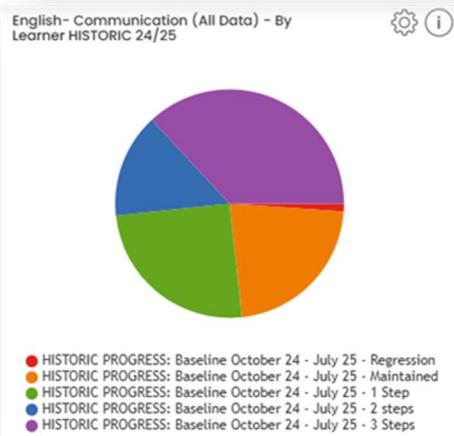
Activity	Evidence that supports this approach	Challenge number(s) addressed
The Family Support Worker, DSL and DDSL will support disadvantaged families and pupils with their needs, including	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1,2,4

<p>increasing school attendance, accessing services to support them in the home, and other challenges that may negatively impact on pupil outcomes.</p>		
<p>Continue to ‘Green’ spaces in school supporting disadvantaged pupils positive mental health and wellbeing and increasing their awareness of caring for the environment.</p> <p>Eco schools subscription</p> <p>Eco School Leadership Time for work on Climate action Plan with each class / through Eco Warriors.</p>	<p>What is Eco-Schools? - Eco Schools</p> <p>Biophilic Design – Learning Spaces inspired by Nature (White Paper): Prakash Nair, AIA. Dr. Parul Minhas, Karin Nakano</p>	<p>1, 3</p>

Total budgeted cost: £87,865 (the total cost will come to much more than this, the school budget will supplement the difference)

Part B: Review of the previous academic year

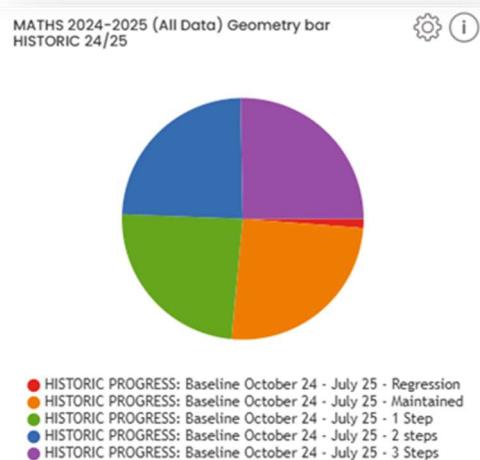
Outcomes for disadvantaged pupils



For English across all aspects there is no significant difference between the progress made from non-PP pupils to those who are in receipt of PP funding.

Of those who regressed in their progress, by 1 step this was related to behaviours and engagement.

For Maths across all aspects there is no significant difference between the progress made from non-PP pupils to those who are in receipt of PP funding.



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

None

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.