Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Coppice School
Number of pupils in school	133 (on roll Sept 22)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2019-2020 (47PP/ 130) 2020-2021 2021-2022
Date this statement was published	September 2022
Date on which it will be reviewed	Final Revision
Statement authorised by	Karl O'Reilly
Pupil premium lead	Natalie Swearman
Governor / Trustee lead	Paul Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2019-2020 £46805 2020-2021 £51770 2021-2022 £46000
Recovery premium funding allocation this academic year	£57,958
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46000

Part A: Pupil premium strategy plan

Statement of intent

Coppice School is a community day school for pupils aged 3-19 years with severe learning difficulties 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	Computing curriculum is ineffective an out of date. It is not effectively resourced to prepare our students for independence and life in the 21st century. **Staff** Do not have the resources, equipment or associated skills to plan and deliver a computing curriculum that is meaningful and effective for our pupils. **Pupils** do not have access to computing equipment that supports their learning throughout the school day, but also supports their progress against a computing curriculum.
2	CPD Programme has good initial content, but is not always followed up, monitored and evaluated effectively to ensure that it is positively impacting on pupil outcomes. **Staff** are not always held to account to disseminate CPD that they have attended so that it influences wider practice whole school. Staff are not always supported in trialling CPD in classrooms and monitoring the effectiveness of this. **Pupils** don't always have access to the latest teaching and learning strategies to support them, as CPD isn't always implemented and followed up as it was intended.
3	SEMH/ Mental Health is a priority in our school, however there is not currently a structured approach to support pupils with SEMH/ Mental Health challenges.

	Staff may not have the relevant knowledge to support all of our young people with SEMH/ Mental Health needs and their associated learning difficulties. Collaboration between wider professionals is not always effective and useful. **Pupils** don't always have access to highly effective support from school staff to support them with their SEMH/ Mental Health needs. School staff tend to work under the direction of wider professionals, but collaboration isn't always that effective, therefore pupil outcomes aren't the best that they can be.
4	It is important that staff are continually equipped to meet the needs of a wide range of learners at varying developmental levels, with a range of challenges, to ensure that they are providing the most meaningful outcomes for all pupils. **Staff** – Staff don't always have a thorough understanding of specific medical/chromosomal or sensory needs of each child in their care. **Pupils** – Needs are complex and varying and require a range of strategies to support their learning.
5	Pupils have a wide range of needs that require varying levels of support, sometimes including special equipment. Equipment and resources need purchasing to enable pupils to meet their learning outcomes across all areas of the curriculum. **Staff** – While supported by Lynn to identify sensory/proprioceptive needs and a program of strategies are provided, often there is a resource implication in order to deliver the program. **Pupils** – Behaviour and ability to learn is affected through disordered sensory needs.
6	Outdoor learning is an essential part of developing our pupil's life skills and support their mental health. Our outdoor provision needs to be enhanced to provide opportunities to allow learners to access the outdoors safely throughout the day. **Staff** – staff have skills to support pupils learning in the outdoors but provision is limited for each class to access throughout the day. **Pupils** – Pupils don't have daily access to learn in an outdoor environment in a focussed area.
7	Parental engagement can sometimes be limited, as pupils attend school from all over the authority. Parents sometimes feel overwhelmed and unprepared on the different ways in which to support their child and the wide range of needs that they may have. **Staff** – Staff have regular contact with parents, but haven't had any formal training about engaging with and supporting parents. Various methods have and are still being trialled to encourage parents involvement in school with varying degrees of success. **Pupils** – Pupils have varying degrees of support at home and continuation of strategies.
8	Improve our Art, Music and Culture offer to ensure that it is meaningful for all of the developmental needs of our pupils, with a structured approach to building skills in the Arts and providing relevant and a breadth of experiences in these areas. **Staff** – Staff subject knowledge around arts, music and culture is variable, this needs to be improved in order to provide quality first education to our pupils. **Pupils** – Pupils currently access a varied curriculum which can be improved upon by providing depth and meaning to their Arts, music and Culture offer.

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
Develop, and resource an appropriate and meaningful Computing Curriculum for our students.	**Implementation Outcomes:** **Short term:** **Fidelity:** Staff ownership over proposed computing curriculum, and utilising all staff knowledge to inform next steps for a high quality offer for our pupils. **Acceptability:** Ensure our computing curriculum meets the needs of all of our pupils and meets statutory requirements informed by the most current research so that it is effective for all pupils and has buy-in and understanding for all staff **Medium term:** **Fidelity:** Staff ownership, vision and co-creation of the curriculum from all staff, leads to increased buy-in and staff understanding of the aims of the computing curriculum and it's intended impact for all pupils' areas of need and levels of development. **Reach:** Upskilled staff knowledge and skills in relevant technologies and equipment, to enable high quality teaching input for all. **Pupil Outcomes:** **Short term** - Pupil ownership and agency over the computing curriculum, informed by their wants, needs and interests, resulting in higher engagement levels, therefore more rapid progress rates. **Medium term-** Engage in global developments and research, to ensure that we are best equipped with the knowledge to inform our computing curriculum, ensuring the best possible outcomes for our students. **Long term-** Outcomes for pupils will increase as staff will be equipped in delivering an appropriate computing curriculum, and the school will be efficiently equipped to resource this.
Develop an annual professional development plan for 2019/20 and ensure the impact of CPD Is monitored and aligned to SDP. – specific to pupil premium plan	**Implementation Outcomes:** *See individual Area Outcomes on Action Plans for more details* **Short term-** **Fidelity:** Whole school staff are more informed about areas of needs. Staff are responsible for trialling the outcomes of whole school CPD in class/areas. Staff have a responsibility to seek out relevant CPD courses in line with the SDP or their area of responsibility or individual need. **Acceptability:** Staff are responsible for improving their own CPD and outcomes for pupils through trialling up to date and relevant strategies and techniques appropriate to our pupils needs. **Medium term-** **Fidelity:** Staff have a greater understanding of a variety of strategies and through trialling find ones which are relevant to our pupils, this information is then cascaded to the whole school. Staff have greater ownership of their roles and know how and where to continue to implement change and consolidate best practise. **Reach:** Pupils receive access to high quality teaching and learning based around their needs, as a result of tailored, in depth CPD training, resulting in the best outcomes for all. **Pupil Outcomes:** **Short term** – Pupils are exposed to different sensory strategies and learning support strategies

	Medium term – Staff are able to identify successful strategies trialled in class and disseminate information and training to the rest of school staff. **Long term –** Pupil outcomes will be improved through a refined process and support strategies which are tailored to meet their needs.
Create a whole school approach to developing positive mental health and wellbeing for all of our pupils (ELSA?)	**Implementation Outcomes:** **Short term:** **Fidelity:** Staff will be provided with training and resource materials to provide support for pupils within class and are made aware of pathways for further support. **Acceptability:** Staff are responsible for identifying pupils within their care or other staff team members who would benefit from mental health support strategies. Staff are responsible for maintaining the mental health of themselves and others through their actions. **Medium term:** **Fidelity:** Staff and some pupils have a greater depth of knowledge around maintaining good mental health and know where to go or what to do to support this. **Reach:** Both staff and pupils at Coppice have a structured pathway for maintaining good mental health. **Pupil Outcomes:** **Short term –** Pupils will begin to see strategies trialled in class such as candle time, breathing exercises. **Medium term –** Pupils identified as having SEMH needs are monitored, signs of anxiety are noticed more quickly and strategies are put in place to reduce this. **Long term –** Anxiety and mental health needs in pupils are easier to identify and are support quicker, resulting in lower anxiety, and resulting behaviours, pupils are able where possible to seek support as they are able to identify their needs.
Continue to develop staff knowledge and understanding of sensory and specific needs and how this impacts on teaching and learning.	**Implementation Outcomes:** **Pupil Outcomes:**
Provide bespoke resources to support the outcomes for pupils in receipt of PP funding.	**Implementation Outcomes:** **Short term:** **Fidelity:** Staff have the specific resources and strategies to support pupils in receipt of PP. **Acceptability:** Staff use the resources provided in order to support pupils progress towards their EHCP targets and ability to learn. **Medium term:** **Fidelity:** All staff are familiar with support strategies and resources specific to each PP pupil in their care and transition this on to the next class. **Reach:** Pupil outcomes are improved as their sensory/specific needs are being met. **Pupil Outcomes:** **Short term –** Pupils begin to engage in and become familiar with strategies to support their learning/needs. **Medium term –** Pupils needs are met through the use of specific resources **Long term –** Pupils make good progress towards their EHCP or personal targets and sensory strategies are embedded to support their needs.
Supporting learning through the outdoors.	**Implementation Outcomes:** **Short term:** **Fidelity:** Staff are provided with continued training on the function, use and benefits of outdoor provision.

	Acceptability: Staff are responsible for planning and use of outdoor provision and ensure that it is used regularly for all pupils. **Medium term:** **Fidelity:** All staff understand the use and function of outdoor provision and have ownership over each area. They adapt the areas to support all pupils needs and use it regularly. **Reach:** Outdoor learning is embedded and a familiar part of daily routines and learning opportunities. **Pupil Outcomes:** **Short term** – Pupils begin to have more access to outdoor areas, as they are built and planned for. **Medium term –** Pupils become familiar with the use of outdoor provision for focussed learning. **Long term –** Pupils have regular access to outdoor learning, engagement levels are increased, mental health is supported and pupils progress towards EHCP targets is better.
Work with parents to ensure that progress for their children in all areas of development is facilitated and celebrated, and review the impact.	**Implementation Outcomes:** **Short term:** **Fidelity:** Staff reflect on current practise and trial new methods of reaching out to parents and attempting to increase their involvement in school life. **Acceptability:** Staff are responsible for maintaining good and consistent forms of communication with parents and carers and provide them with information about the progress their child is making. **Medium term:** **Fidelity:** Staff are on board with strategies and approaches to building positive relationships with parents, they maintain a high and consistent level of communication to all parents. **Reach:** School and Home relationships are improved, parents feel they have a voice and are on board with school strategies. Parental up take for celebration events, information session etc are increased. **Pupil Outcomes:** **Short term** – Pupils see parents becoming more interested and involved in school life. **Medium term –** Pupils begin to have strategies for support/sensory or behavioural needs tried at home. Parents and teachers showing solidarity and consistency in approach. **Long term –** Pupils will have a continuation of strategies both at home and at school to provide consistency in supporting their needs, which will improve wellbeing, behaviours and support good progress in learning.
Improve the current offer in art, music and culture in line with the enrichment and entitlement offer.	**Implementation Outcomes:** **Short Term:** **Fidelity:** Staff are provided with training opportunities to improve their subject knowledge around Arts, Music and Culture. **Acceptability:** Staff are responsible for planning and utilising opportunities to use new knowledge and external agencies. **Medium term:** **Fidelity:** Staff have greater understanding and depth of knowledge around Arts, Music and Culture and plan for this to meet the needs of the pupils in their class in a meaningful way. **Reach:** Pupils receive high quality Arts, Music and Culture sessions through the curriculum offer.

	Pupil Outcomes:
	Short Term – Pupils will begin to experience different experiences around Arts, Music and Cultural activities.
	Medium Term - pupils are experiencing a wide range of appropriate opportunities. All children will have their achievement celebrated showcasing what is important to them.
	Long Term – Pupils will have access to a broad and balanced Arts, Music and Culture entitlement, resulting in increased engagement and improved knowledge of the world around them.

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: £23,000 (19-20), £15,000 (2020-2021), £20,000 (2021-2022)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Computing **Active Ingredient 1**- We will review information gathered from classes relating to what and why for a computing curriculum. **Active Ingredient 2**- We will research what else is available to extend and expand the curriculum offer. **Active Ingredient 3**- We will investigate current and future technologies and their potential impact on students' future learning after school. **Active Ingredient 4**- We will develop real life links with English skills – developing skills to support with reading, writing and communication (smartphones, AAC etc.) **Active Ingredient 5**- We will create a meaningful and effective computing curriculum for all pupils.	https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1
CPD **Active Ingredient 1-** Use the EEF 'Working with parents to support children's learning' research as a foundation for effective practice, creating a bespoke school action plan. Work with parents to ensure that progress for their children in all areas of development is facilitated and celebrated, and review the impact. **Active Ingredient 2-** Continue to develop the knowledge and skills of leaders so that they can monitor the provision in their areas of responsibility whilst simultaneously leading on agreed initiatives. Ensure leaders have a whole school understanding of strengths and areas for development. Provide opportunities for leaders to work with colleagues in other settings to support school improvement. **Active Ingredient 3-** Continue to develop appropriate and meaningful Maths & English Curriculums, including the intent, approaches in which the curriculums will be implemented, and the impact they will have on our pupils. Develop, and resource an appropriate and meaningful Computing Curriculum for our students. **Active Ingredient 4-** Continue to develop staff knowledge and understanding of sensory and specific needs, and how this impacts on teaching and learning. Develop staff knowledge and understanding of child development. **Active Ingredient 5-** Develop a research based approach to teaching and learning tailored to the needs of our staff and pupils.	https://tdtrust.org/wp-content/uploads/2015/10/DGT-Full-report.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Active Ingredient 6 – Develop the teaching of Relationship, Health and Sex Education appropriate to the developmental level of each pupil in line with statutory guidance. **Active Ingredient 7 –** Create a whole school approach to developing positive mental health and wellbeing for all of our pupils and staff. Implement systems to track pupils SEMH needs using pupil progress meetings and new assessment systems. **Active Ingredient 8 -** Improve the current offer in Art, Music, Sport and Culture in line with the Enrichment and Entitlement offer. **Active Ingredient 9 -** To explore play schemas as a means to teach pupils how to develop play skills, resulting in higher engagement with learning activities. **Active Ingredient 10 -** Form/ Join a working group across other SEND/ FE settings to ensure that our curriculum offer is meaningful and appropriate for all of our pupils. Create a new prospectus reflecting our curriculum offer.		
SEMH/ Mental Health **Active Ingredient 1-** create a partnership with NHS Mental Health Hub. **Active Ingredient 2-** collate previous training and opportunities. **Active Ingredient 3-** create an action plan for SEMH for school, pupils and staff. **Active Ingredient 4-** work with the Hub to create / deliver training opportunities and develop of provision as identified by partnership. **Active Ingredient 5-** review current practise for staff & pupils.	https://educationendow-mentfoundation.org.uk/educa-tion-evidence/guidance-re-ports/primary-sel https://www.elsa-sup-port.co.uk/about-elsa-support/	3
Outdoor Learning **Active Ingredient 1-** develop awareness about outdoor learn-ing and the importance this has on children's social, emotional and mental health from research evidence. **Active Ingredient 2-** improve the application of Maths and Eng-lish in the whole curriculum including the outdoors. **Active Ingredient 3-** improve our school environment and work towards becoming an eco-school. **Active Ingredient 4-** continue to develop forest school in line with relevant research, health and safety and our pupils' priori-ties.	https://www.oliverheath.com/ https://www.teachermaga-zine.com/au_en/articles/learning-spaces-biophilic-design-in-schools https://associatedevelopmentso-lutions.com/wp-content/up-loads/2020/03/biophilic-design-for-schools-rokhshid.pdf https://www.lotc.org.uk/cate-gory/research/	6

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

Budgeted cost: £10,805 (2019-2020), £15,000 (2020-2021), £6000 (2021-2022)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND knowledge **Active Ingredient 1-** identify the specific needs of staff through the appraisal system for CPD involving the specific needs of pu-pils in class.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4

Active Ingredient 2- seek the support of external agencies to advise and provide training support for pupils requiring a be-spoke program for more complex needs. **Active Ingredient 3-** develop staff subject knowledge through the use of an independent sensory occupational therapist.		
Bespoke resources to support PP **Active Ingredient 1-** Staff to identify specific needs of pupils in receipt of PP, either through supporting EHCP targets or as identified by Lynn/CAMHS. **Active Ingredient 2-** Identify specific resources or strategies needed to support pupils sensory needs/EHCP Targets.	https://www.sensoryintegration education.com/	5

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

Budgeted cost: £10,000 (2019-2020), £6,770 (2020-2021), £20,000 (2021-2022)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement **Active Ingredient 1-** Parental Engagement Research Project **Active Ingredient 2-** Creation of 'Friends of Coppice' group, en-courage parents to have a voice at Coppice, arrange uniform swap shops and fundraising events. **Active Ingredient 3-** Celebrating pupils' achievements and learning with parents and carers, provide opportunities for par-ents to become involved in school life. **Active Ingredient 4-** Forming a parent working group, using ex-isting parents, who engage well with school to become 'men-tors' for those who need support. **Active Ingredient 5-** Identify a central hub to meet with harder to reach parents, to provide an opportunity to share strategies and provide support to parents who don't often attend school. *We will offer opportunities to celebrate learning and achieve-ment with parents, carers and pupils.*	https://educationendowmentfou ndation.org.uk/education-evidence/guidance-reports/supporting-parents	7
Arts, Music and Culture **Active Ingredient 1-** identify strengths of staff within school and investigate our current curriculum offer. **Active Ingredient 2-** develop skills and networks to improve and widen our provision for arts, music and culture. **Active Ingredient 3-** develop a celebration event at the end of term for Arts Music and Culture to celebrate all children in school and offer this in a format accessible to parents who are not able to attend.	https://wearedarts.org.uk/ https://wearedarts.org.uk/childr en-young-people-with-disabilities/	8

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils from 2019-2022

Computing – Staff identified to lead on Computing, attended BETT conference. A bespoke computing curriculum has been created by school staff to develop progression in skills in line with 21st century technology, the impact of which is staff have higher levels of confidence in planning for and delivering computing sessions.

Computing resources purchased to support the English Curriculum – full refurb of upper and lower school libraries including laptops, Yoto boxes, IPODs and a library scanning system.

Computing resources purchased to support the teaching of the full curriculum including new desktops and interactive whiteboards.

IPODs purchased for each classroom to use in line with the school assessment system to record progress and measure outcomes against EHCP targets for each child in school.

School buy the services of ICT engineers to support the smooth running of the entire school computing curriculum and computer network, ensuring it is available and functional for all.

CPD – A CPD package tailored to the needs of our school has been in place for whole school staff on Monday evenings. Staff turnover has been higher since Covid and much time has been spent providing rigorous CPD and induction programmes to new staff. Certain staff have attended specialist training to support the children and have relayed this to staff and measured the impact of training in school.

SEMH/ Mental Health – Mental health first aider training disseminated to all staff through training, meaning that the profile of mental health awareness has increased in staff. A member of the Senior Leadership Team has trained as a Mental health first aid trainer.

SEND – A sensory specialist OT has delivered sensory integration bespoke programs for all pupils requiring a sensory diet. CPD sessions for all staff have also been delivered to support understanding and increased knowledge for fine motor development, proprioception and deep pressure. CAMHS support for specific pupils and families have helped to continually upskill staff on their knowledge and understanding of more complex pupils in their care.
Physiotherapists have supported staff to follow specific programs for pupils requiring external support, which can now be carried out in school. Zones for classrooms have been developed and equipped with multiple sensory resources and equipment to support all children and young people, so they are ready to learn and their needs are met.

Bespoke resources to support PP – Staff have identified pupils within their class in receipt of PP, and of those, identified which ones would benefit from bespoke pupil premium spending in order to support their EHCP targets and learning outcomes. Resources such as ear defenders, therapy balls, sound buttons, MP3 players, weighted blankets, weighted hoodies, chewellery etc. were purchased to support the needs of pupils in receipt of PP, supporting their sensory needs and increased engagement in learning.

Outdoor Learning – Outdoor classrooms areas have been built on each classroom, to create an indoor/ outdoor learning environment. Wooden and natural resources have been purchased for each area

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including water trays, tuff trays, sand pits, mud kitchens, storage including cupboards and sheds. Outdoor packs to support the teaching of Phonics, English and Maths have been created and purchased for each class. The forest schools area has been fenced off. Fencing of the areas has resulted in areas been cordoned off, zoned and made safe for pupils, for ease of access and frequency of use. A two day CPD farm animal care in education course has been completed for a specialist HLTA, this will provide an improvement in the offer for pupils accessing the farm.

Parental Engagement – Full-time Family Support Worker is employed to support pupils and families, and works closely with Doncaster Early Help services and multi-professional agencies.

FSW regularly attends training and CPD and uses Mosaic services ensuring the best support for our children and families.

School seconded the services of the Trust Lead Family Support worker over the period of a term to support the new FSW into post (22).

Dominic Celansco delivered training on supporting parents and having difficult conversations with parents and carers to whole school staff. EEF guidance was also used to support this.

Arts, Music and Culture - DARTS have provided support and sessions for pupils in upper and lower school, meaning a more enriched curriculum offer. They have worked closely with staff to upskill their Arts and Music knowledge. Training has been provided for staff in Jabadao, Shabang and Musical Interaction. A whole school training day was utilised to provide training for call and response and musical interaction.

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