



Pupil Premium Impact Statement 2019-20:

At Coupals Primary Academy, across Unity Schools Partnership and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19.

The much-reduced opening of all Unity Schools Partnership Academies in March, followed by the period of widening opening of Academies from 1st June has had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure.

Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families.

Across the Partnership, we have continued to address the challenges faced by pupils who experience social disadvantage. Coupals has put in place the following measures to support all families, including those eligible for the pupil premium grant:

- An effective online platform allowing pupils to complete work and receive feedback from their teachers
- Regular check ins for vulnerable families and pupils
- Opportunities for wellbeing and interaction (e.g. online assemblies, class meetings etc)
- Signposting families to relevant support available to them
- Buying and delivering resources to support pupils' learning during lockdown
- Signposting parents towards support for the 'digital divide' for pupils who do not have access to technology at home

The evidence-informed approach we adopt across Unity Academies is rooted in tackling educational disadvantage in the classroom. This is a long term approach; it may well be necessary and desirable for leaders to continue 2019-20 planned actions into the 2020-21 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.