

Pupil premium strategy statement – Cooper Perry 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed (annually)	September 2024
Statement authorised by	Emily Proffitt
Pupil premium lead	Emily Proffitt
Governor / Trustee lead	Martin Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,778 (To date)
Recovery premium funding allocation this academic year	£2910
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£23,688

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit 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 be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Support disadvantaged pupils in being school ready. (Uniform, breakfast, equipment etc.)
- Support the development of early communication and language through positive, social interactions.
- Act early to intervene at the point need is identified through high quality interventions and external support.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Enable all pupils who are disadvantaged to have access to additional extra-curricular opportunities (visits, clubs, and musical instrument lessons).
- Support the development of individual wellbeing strategies to ensure that all pupils are mentally healthy as well as physically healthy.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and range from lack of engagement at an early stage to poor reading and comprehension skills later in school.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
4	Our nurture team who support all pupils in school identify that a significant identified social and emotional need for many disadvantaged pupils due to lack of enrichment opportunities, financial pressures on families and lack of school readiness. Pupil low self-esteem is identified as being a high risk to disadvantaged pupils compared with their peers.
5	Teacher referrals for SEND support remain relatively high for pupils with disadvantage. These can range from social and emotional concerns to learning barriers.
6	Our attendance data over the last year indicates that attendance for some disadvantaged pupils is of concern. The 'disadvantaged' group has a large amount of families who require additional support through attendance clinics and additional monitoring and support. Pupils who are disadvantaged are often late to school. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress over time.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that X% of disadvantaged pupils make good or accelerated progress over time.
To ensure all pupils are school ready.	All pupils will have uniform irrespective of financial circumstance at home. Pupils who are disadvantaged will be offered support with uniform where required. Pupils will start the day with breakfast. Where pupils do not school will make provision so that no child starts the day hungry.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £11'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
External agency support. Individual bespoke 1:1 support for pupils with additional learning needs (high level) (£5000)	We have worked with Chuckles provision in the past to support pupils with a high level of additional needs and seen huge improvements in confidence within school. The impact that this has had on the mental health of individuals has been second to none and it has had a direct impact on school attendance.	1,2,3,5,6
Teaching and Support Staff CPD (£3000) (SEMH, CLL, ASD, ADHD, ITMP, Restoration, Trauma and Attachment)	Staff development in relational approaches and In the Moment Planning Strategy alongside Communication and Language and specific SEND training support the additional learning needs of individuals and improve resource.	1,2,3,4,5,6
Recruitment of sports coach (over the PP allocation funding)	Pupils work well with staff that they have good relationships with. Specialist support, nurture and encouragement in sports helps pupils excel and achieve success.	4,5,6
Recruitment of a specialist forest school lead (£3000)	Specialist support in outdoor learning and wellbeing impacts on the mental health and wellbeing of all pupils allowing them to flourish. Time outside of the classroom helps pupils to manage emotion.	4,5,6

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teacher led interventions.	Pupils who have GAPs in learning and less confidence improve through a more targeted and focussed support programme. In school we have found that when this is	1,2,3,4,5,6

	led by a known and trusted professional that has a good relationship with the child that the outcomes and progress are more rapid.	
In class adult support (increased ratios)	Increasing adult:pupil ratios allows more meaningful support and gives pupils the opportunity to ask questions. Pupil progress and understanding improves as a result.	1,2,3,4,5,6
Attendance monitoring and support	Supporting parents through 1:1 meetings and attendance concerns strengthens to importance of attending regularly and shares the impact that non-attendance can have.	6

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Readiness for school (£1000) - Breakfast at school - Uniform - Equipment	Pupils who have full tummies feel more focussed, able and ready to access learning. Families who struggle to get their children in on time are supported with the offer of breakfast to support morning routines.	6
Wellbeing is a core part of our timetable and curriculum. (£3000) - Weekly wellbeing - Nurture - Wellbeing lead / Mental Health lead - Forest schools - Hope	Pupils who are mentally ready for learning and feel safe and secure are more likely to make good progress. Pupils who are given key strategies to manage emotions and life events are more likely to have long term success.	4,6
Forest Schools	Forest schools and outdoor provision through active learning allows pupils to flourish, regulate emotion and build vital social skills alongside mental health strategies.	4,6

Restorative practice	Pupils who struggle to regulate emotions find it difficult to access learning. Through restorative approaches and work with ARC pupils can learn self-regulation strategies and independently access learning.	1,2,3,4,5,6
Access to extra-curricular opportunities. (£2000) - School visits - Residentials - Music lessons - School clubs	Pupil who have equal opportunities to access enhanced learning opportunities do well.	1,2,3,4,5,6

Total budgeted cost: £25'000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Disadvantaged pupils performed well making good progress from their starting points and where these were not seen additional SEND external support through Educational Psychology, EHCP review and 1:1 support has been provided.
- The mental health and wellbeing of pupils with additional needs has shown improvements with children accessing in house support and nurture which has supported improved emotional regulation and social skills.
- One family has included work with external family action support who have further assisted with improvements in the home as well as working with school staff on improving attendance and readiness for school.
- In the vast majority of cases disadvantaged pupils attend and where they do not attend well improvements over time with support have been seen.
- Pupils enjoy coming to school and accessing the wide variety of activities available including subsidised activities, residentials, music lessons and clubs.
- Pupils who have transitioned to high school this year are well prepared for the next stage of their journey emotionally and academically.

Externally provided programmes

Programme	Provider
Additional needs 1:1 specialist learning support	Chuckles

Music lessons	ENTRUST services
Educational Psychologist review	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We have limited service pupil premium. The money that was allocated was used to support with resources to support sensory need.
The impact of that spending on service pupil premium eligible pupils
Pupils were able to access learning at an appropriate level and felt comfortable within their setting.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Training staff to support high level of need such as 'Autism conferences, trauma and attachment awareness, restorative practice'
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Recruitment of an additional team member to enhance sports provision within the school.
- Recruitment of a forest schools adventure leader to further enhance the environment and train staff in outdoor restoration and nurture practices for wellbeing.
- Continue to invest in In the Moment Planning practices across EYFS and KS1 to make the provision accessible to all and to enhance speaking and listening opportunities.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we collected information from data, pupils, curriculum leads and all staff who have input with children in the school including our nurture, pastoral and wellbeing teams. As a team we looked at all individuals, their curriculum and wider needs and planned accordingly.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We have worked with our local network of schools to identify common needs geographically and discuss local sources of support.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan each year, over time to secure better outcomes for pupils and the changing needs within our school.