

Pupil premium strategy statement – Cooper Perry Primary School

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	209
Proportion (%) of pupil premium eligible pupils	6.2%
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)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Clair Callow
Governor	Sophie Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£19,240

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 in achieving this goal, including progress for those who are already high attainers. We recognise the multifaceted challenges faced by vulnerable pupils; the activities outlined in this statement are designed to address their needs, regardless of any disadvantage they may be experiencing.

Quality First Teaching forms the cornerstone of our approach, with specific attention given to the areas in which disadvantaged pupils require the most support. Research substantiates that effective teaching has the most significant impact on closing the attainment gap, benefiting not only disadvantaged pupils but also their non-disadvantaged peers. The intended outcomes detailed below imply a commitment to sustaining and improving the attainment of non-disadvantaged pupils alongside the progress of their disadvantaged counterparts.

We are dedicated to being responsive to identified challenges and individual needs, relying on robust diagnostic assessment rather than making assumptions regarding the implications of disadvantage.

To ensure the efficacy of our approach, we will:

- Ensure that disadvantaged pupils are challenged in the tasks set before them.
- Act promptly to intervene when needs are identified.
- Embrace a whole school approach, wherein all staff members take collective responsibility for the outcomes of disadvantaged pupils and elevate expectations of their potential.

Through these strategic measures, we aim to create an inclusive learning environment that fosters success for every pupil.

Challenges

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

Challenge number	Detail of challenge
1	<i>Phonics assessments indicate that the attainment of disadvantaged pupils is significantly lower than that of their non-disadvantaged peers, hindering their progress in reading and exacerbating educational disparities.</i>
2	<i>Reading assessments indicate that the attainment of some disadvantaged pupils is significantly lower than that of their non-disadvantaged peers, thus preventing equitable access to the curriculum.</i>
3	<i>Maths assessments indicate that some of our disadvantaged pupils perform at lower levels compared to their non-disadvantaged peers, necessitating a robust approach to challenge and support their academic progress.</i>
4	<i>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils typically have reduced exposure to broader cultural opportunities. This lack of experience adversely affects their capacity to construct schemas, thereby impeding their attainment across the wider curriculum and limiting their overall educational development.</i>

5	<i>The attendance of some of our disadvantaged pupils is significantly inhibiting their progress.</i>
6	<i>Some of our disadvantaged pupils experience significant challenges related to their social and emotional needs, which can adversely affect their learning outcomes and overall academic performance in school.</i>

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
1. Attainment of disadvantaged pupils in phonics is in line with their non disadvantaged peers.	- Disadvantaged pupils meet national phonics screening standards as per the latest assessment results. - Improved engagement of parents with phonics teaching at home. - Increased confidence and ability in phonics as observed in classroom activities.
2. Attainment of disadvantaged pupils in reading is in line with their non disadvantaged peers.	- Disadvantaged pupils' reading levels show a measurable increase in assessments by end of the academic year. - Pupils participating in interventions demonstrate improved reading fluency and comprehension scores. - Positive feedback from parents regarding home reading support.
3. Attainment of disadvantaged pupils in maths is in line with their non disadvantaged peers.	- Attainment data shows that the gap between disadvantaged and non-disadvantaged pupils narrows by the end of the academic year. - Positive feedback from pupil and parent surveys measuring engagement and satisfaction with maths learning and support.
4. Disadvantaged pupils make progress in the wider curriculum in line with their non disadvantaged peers.	- Progress data indicates that disadvantaged pupils are achieving at least as well as their peers in the wider curriculum by the end of the academic year. - Increased participation in extra-curricular activities among disadvantaged pupils.
5. Attendance of disadvantaged pupils is in line with their non disadvantaged peers.	- Attendance rates of disadvantaged pupils improve to meet or exceed those of non-disadvantaged peers within the academic year. - Families report feeling more engaged and informed about attendance. - Identified pupils show improvement in their attendance after six months.

6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	- Improvement in pupil satisfaction scores on yearly wellbeing surveys. - Increased engagement levels in school activities and reduced absenteeism rates, particularly among disadvantaged pupils. - Positive feedback from staff, pupils, and parents regarding the support systems in place. - Positive outcome on Boxall Profile assessment for identified pupils. - Evidence of increased resilience, evidenced by pupils effectively utilising coping strategies and/or recognising the need to seek adult support in co-regulation.
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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: £1050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in Systematic Synthetic Phonics: Investing in staff training through Little Wandle Letters and Sounds a Department for Education (DfE) validated systematic synthetic phonics programme. <i>Access to Little Wandle platform £750</i>	This approach is evidenced by the Education Endowment Foundation (EEF) to have a strong impact on literacy, with pupils making an additional +4 months' progress.	1 & 2
Professional Development in Evidence-based Reading Strategies: Enhance the understanding and application of effective reading strategies. £0	EEF (+ 6 months) Evidence suggests that reading comprehensions strategies involving the teaching of explicit approaches and techniques that a pupil can use to improve their comprehension of written text support progress alongside effective phonics provision.	2
Professional Development in Mastery-Based Approaches: Invest in training for teachers on	National Centre for Excellence in the Teaching of Mathematics (NCETM) principles.	3

mastery-based teaching in mathematics. Maths lead to engage in training with the local Maths Hub and cascade training to all staff. <i>Cover costs for Maths lead £300</i>	Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching. Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time. Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics. Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.	
Professional development of Metacognitive Strategies: Invest in training to develop understanding of metacognition and self-regulated learning. <i>£0</i>	EEF (+7 months) Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.	1, 2 & 3

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

Budgeted cost: £15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions: Deploying trained staff to deliver personalised one-to-one or small group sessions focusing on phonics.	EEF Recommendations for the use of Teaching Assistants in delivering interventions.	1 & 2
Reading Interventions: Facilitating structured small group reading interventions led by trained teaching assistants or teachers, focusing on comprehension and fluency.		2
Maths Interventions: Deploying trained staff to deliver personalised one-to-one or small group sessions focusing on maths fluency.		3
	EEF (+ 4 months)	

Social and Emotional Interventions: Deploying trained staff to deliver personalised one-to-one or small group sessions focusing on aspects of social and emotional learning identified via a Boxall Profile Assessment. External agency for 1:1 support for child with high level of additional needs. £2000	The Teaching and Learning Toolkit identifies the positive impact of such interventions. Evidence of a positive impact on wellbeing and attendance	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Workshops: Organising after-school phonics workshops both in person and via teams to enable parents to support learning. <i>Free</i>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1
Promoting Reading for Pleasure: Providing a rich canon of texts for pupils to study throughout school. Creating high quality class libraries. Encouraging children to share their reading experiences and recommend books to their peers. <i>£1000</i>	Engaging in reading for enjoyment has been shown to correlate with higher reading attainment and greater self-confidence.	2
Extra-Curricular Activities: Provide and fund clubs and visits that focus on arts, culture, and languages, encouraging pupils to engage with different	Evidence from the EEF Arts Participation research shows 3+ months progress. Evidence from the Cultural Learning Alliance: Case for Cultural Learning shows positive impact for children participating in wider cultural activities.	4

cultural experiences first-hand. Provide funding support for music lessons and residential trips. <i>£2000</i>		
Staffordshire Council's HEROES Campaign <i>Free</i>	Staffordshire Council's HEROES Campaign (Free) Based on evidence from the EEF's Working With Parents To Support Children's Learning Guidance Report.	5

Total budgeted cost: £19,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes 2024/202

EYFS

	Cooper Perry	National
All Pupils	60%	67.7%
Disadvantaged	50%	51.5%

Phonics

	Cooper Perry Disadvantaged	National Disadvantaged	Cooper Perry Pupils	All	National
Year 1 Pupils 31	100%	68%	74%		80%
Year 2 Pupils 5	0%	-	20%		-

Key Stage 1

	Reading EXS	Reading GDS	Writing EXS	Writing GDS	Maths EXS	Maths GDS
Disadvantaged	33.3%	33.3%	66.6%	-	-	33.3%
	66.6%					
All Pupils	53%	17%	50%	13%	40%	34%
	70%					
			63%		74%	

Key Stage 2

	Reading EXS	Reading GDS	Writing EXS	Writing GDS	Maths EXS	Maths GDS	RWM Combined EXS	RWM Combined GDS
Disadvantaged	100%	-	50%	-	50%	-	50%	-
All Pupils	85%	33%	74%	37%	70%	37%	67%	22%
National	74%	28%	72%	13%	73%	24%	61%	8%

Review

Based on the review of the

previous three-year strategy, a new strategy has been developed. This revised approach focuses on the identified areas of development aimed at enhancing pupil support and fostering an environment conducive to their educational growth and overall well-being.

Intended outcome	Review
1. Attainment of disadvantaged pupils in phonics is in line with their non disadvantaged peers.	Internal data indicates that the attainment gap between disadvantaged and non-disadvantaged pupils in reading narrows as children progress through the school. Although national data shows that the school remains below national outcomes for disadvantaged pupils in reading, this gap is also reducing year on year. The implementation of the Little Wandle phonics scheme, alongside targeted support from the Little Sutton English Hub, is strengthening early reading provision and improving phonics outcomes. In Key Stage 2, the introduction of a structured reading programme with a strong emphasis on fluency, combined with the use of EP literacy interventions for the lowest-attaining readers, is having a growing positive impact on reading progress.
2. Attainment of disadvantaged pupils in reading is in line with their non disadvantaged peers.	
3. Attainment of disadvantaged pupils in maths is in line with their non disadvantaged peers.	In mathematics, overall attainment has declined; however, the gap between disadvantaged pupils in school and national disadvantaged outcomes is narrowing. The school's internal analysis has identified that significant gaps in arithmetic fluency are accumulating as pupils move through year groups, limiting their ability to access more complex mathematical content. Interventions have been refined to address these gaps, including the use of a structured numeracy programme to support the lowest attainers and ensure rapid fluency development.
4. Disadvantaged pupils make progress in the wider curriculum in line with their non disadvantaged peers.	In writing, the attainment gap remains the widest and has shown little change over the past three years. To address this, the school has introduced the Literacy Tree writing scheme to ensure greater structure, consistency, and engagement through high-quality texts. In the Early Years and Key Stage 1, there has been a strategic shift toward strengthening transcription skills, with increased opportunities for dictation and explicit teaching of handwriting, spelling and sentence construction. These measures are designed to secure early writing foundations and build pupils' confidence and stamina as they progress through the school. The school has taken significant action to strengthen the wider curriculum offer for disadvantaged pupils. The curriculum has been redesigned to ensure clear progression in both substantive knowledge (key facts, concepts and content) and disciplinary knowledge (how to think and work like subject specialists). This systematic approach enables pupils to make stronger connections between prior and new learning, improving long-term retention and understanding across subjects. A strong focus has been placed on building cultural capital to ensure disadvantaged pupils have the knowledge, experiences and vocabulary needed to access future learning. Enrichment opportunities, including visits, workshops and community engagement projects, have been aligned with curriculum themes to deepen knowledge and broaden ho-

	izons for all pupils. This is supporting improved engagement, confidence and participation for disadvantaged learners in wider curriculum subjects. Through improved curriculum design and targeted support, the school aims to ensure that the attainment gap in wider curriculum areas continues to narrow, enabling disadvantaged pupils to achieve in line with their peers and thrive academically, socially and culturally.
5. Attendance of disadvantaged pupils is in line with their non disadvantaged peers.	Attendance for disadvantaged pupils currently stands at 93.4%, which is 2.5% lower than the whole school attendance figure of 95.9% (December 2025). Persistent absence remains a concern, with 10.14% of pupils identified as persistently absent; 4.7% of these pupils are disadvantaged. Although attendance for disadvantaged pupils remains below other pupils in school, internal monitoring indicates that targeted support and early intervention are beginning to have a positive effect on improving individual attendance patterns. The school continues to take a proactive approach to supporting families through strong pastoral relationships and regular communication. Engagement with external agencies, including close partnership work with the Local Authority, is used to challenge and support families where persistent absence is an issue. The school also remains actively involved in the <i>Staffordshire Little Heroes</i> campaign, promoting positive attendance behaviours and celebrating improvements. This, combined with personalised support plans and timely referrals, aims to improve attendance for disadvantaged pupils and further narrow the gap with their peers.
6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The school continues to prioritise the wellbeing of disadvantaged pupils through an enriched personal development offer. Access to Forest School has been expanded to provide more pupils with regular opportunities to develop resilience, collaboration and confidence through outdoor learning. The introduction of OPAL play has further enhanced social interaction, physical activity and positive play experiences during breaktimes, contributing to improved emotional wellbeing and behaviour. Targeted nurture provision is in place to support pupils with additional social, emotional or behavioural needs. This includes structured lunchtime and after-school nurture groups, which offer safe, supportive environments where children are able to explore their interests, build relationships and receive guidance from trusted adults. These activities help strengthen pupils' sense of belonging and engagement in school life. Through these initiatives, the school is strengthening its support for the holistic development of disadvantaged pupils, ensuring that barriers to learning linked to wellbeing are addressed effectively and promptly.

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
Music lessons	ENTRUST Peripatetic Services

Service pupil premium funding (optional)

<i>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</i>
We have limited service pupil premium. The money that was allocated was used to support with resources to support a cognition and learning need.
The impact of that spending on service pupil premium eligible pupils
Enabled to access learning at an appropriate level and supported learning.

Further information (optional)

High-quality in-house and external CPD is delivered during directed time to ensure that all staff are equipped with the most effective strategies to meet a wide range of learning needs. This ongoing professional development supports consistency of practice and enables staff to respond swiftly and confidently to barriers faced by disadvantaged learners. A structured lunchtime support system is in place for pupils who may find unstructured social times challenging. This provision offers a safe and supportive environment where pupils can develop social skills, emotional regulation and confidence. To improve early reading and secure strong foundations, teaching assistants provide 30 minutes of daily reading support in Reception and Key Stage 1. This targeted intervention helps to accelerate early literacy development and enhance reading fluency. Additionally, each classroom benefits from dedicated teaching assistant support during morning sessions, working alongside teachers to improve outcomes in Reading, Writing and Maths. This collaborative approach ensures more personalised support, enabling disadvantaged pupils to access high-quality teaching and make accelerated progress. Together, these initiatives reinforce the school's commitment to removing barriers and ensuring all disadvantaged pupils thrive both academically and personally.
