

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	207
Proportion (%) of pupil premium eligible pupils	12.56%
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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Clair Callow
Governor	Helen Summers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
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>	£24,240

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of disadvantage, SEND need or vulnerability, achieve highly and are equipped for future success academically, socially and emotionally. This strategy responds directly to findings from the review of the previous three-year plan and prioritises:

- securing early reading through systematic synthetic phonics
- improving reading fluency and comprehension for the lowest attaining pupils
- accelerating progress in writing, where the widest attainment gaps remain
- rebuilding arithmetic fluency to enable access to the full mathematics curriculum
- improving attendance for disadvantaged pupils
- strengthening wellbeing, resilience and engagement in learning
- extending access to cultural capital and enrichment experiences

High-quality teaching is at the core of our approach. Evidence shows this has the greatest impact on closing disadvantage gaps while benefitting all pupils.

Our strategy is underpinned by:

- robust diagnostic assessment rather than assumptions
- early intervention
- whole-school collective responsibility
- high expectations for all pupils

We aim to ensure disadvantaged pupils:

- access the full curriculum
- make accelerated progress
- develop positive attitudes to learning
- experience success beyond the classroom

Challenge

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

Challenge number	Detail of challenge
1	Early phonics and reading fluency gaps remain for some disadvantaged pupils despite improvement.
2	The attainment gap in writing is the widest.
3	Attainment in maths at the expected standard for disadvantaged pupils is higher (75%) than that of their peers (69%). Arithmetic fluency gaps accumulate through school, restricting access to complex mathematics creating a barrier for some.
4	Some disadvantaged pupils have limited access to enrichment and cultural capital experiences.
5	Attendance of disadvantaged pupils (92.4%) remains lower than peers (96.3%), with persistent absence evident.
6	Social, emotional and mental health needs impact engagement and outcomes for some disadvantaged pupils.

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 early phonics outcomes	Outcomes of disadvantaged pupils meet/exceed peers and national outcomes
Improved reading fluency & comprehension	Assessment demonstrates narrowing gaps and improved fluency and stamina
Improved writing outcomes	Marked reduction in gap at EXS and GDS; improved transcription accuracy and sentence construction
Improved arithmetic fluency	Gaps in arithmetic close; outcomes rise in arithmetic assessments
Improved attendance	Disadvantaged attendance within 1% of peers and reduction in persistent absence
Improved wellbeing and engagement	Positive Boxall outcomes; increased engagement in OPAL, Forest School and extracurricular learning

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of Little Wandle phonics scheme	The continued implementation of a systematic synthetic phonics programme is supported by a strong evidence base. The Education Endowment Foundation (EEF) identifies phonics as having a high impact on attainment , particularly for disadvantaged pupils, with an average progress gain of around five months . The DfE's Reading Framework further confirms that high-quality, systematic phonics taught with fidelity is the most effective approach to teaching early reading. Sustaining the use of a validated phonics scheme ensures consistency, early identification of gaps, and targeted support for pupils at risk of falling behind.	1 & 2
Structured KS2 reading fluency programme	EEF guidance on <i>Improving Literacy in Key Stage 2</i> highlights reading fluency as a critical component of reading comprehension. Research shows that pupils who read fluently are better able to focus on meaning rather than decoding, reducing cognitive load. Structured approaches such as repeated reading, oral reading, and explicit modelling of fluency are shown to improve both accuracy and understanding. This is particularly beneficial	1

	for disadvantaged pupils who may not have developed automaticity through independent reading at home.	
Full implementation of Literacy Tree writing curriculum through the EEF trial. CPD on: • handwriting • spelling • sentence construction • extended writing stamina	EEF literacy guidance identifies writing as a complex process that requires explicit teaching of planning, sentence construction, transcription skills, and composition. Research underpinning the Improving Literacy in KS2 guidance demonstrates that structured writing curricula, which integrate grammar, vocabulary, and text structure within meaningful contexts, lead to improved outcomes. Full implementation of a coherent writing curriculum supports disadvantaged pupils by reducing cognitive overload and providing clear models and scaffolds for high-quality writing. EEF research highlights the importance of transcription skills (handwriting and spelling) in enabling pupils to write fluently and at length. When these skills are insecure, working memory is overloaded, limiting pupils' ability to develop ideas and sustain extended writing. Targeted CPD enables teachers to explicitly teach and model these foundational skills, supporting pupils to write more confidently and independently. Teacher professional development is identified by the EEF as one of the strongest levers for improving outcomes for disadvantaged pupils.	2
NCETM mastery and fluency recovery work through Maths Hub	The EEF Teaching and Learning Toolkit identifies mastery learning approaches as having a positive impact on attainment , particularly when combined with careful sequencing, frequent assessment, and targeted intervention. Evidence from EEF -evaluated mastery programmes shows improved outcomes where pupils are supported to secure conceptual understanding before moving on. Engagement with the Maths Hub and NCETM materials supports consistent, evidence-informed practice and helps address gaps in fluency and understanding for disadvantaged pupils.	3
CPD on metacognition and self-regulated learning	Metacognition and self-regulated learning have one of the highest impact ratings in the EEF Toolkit , with an average of +8 months' progress . EEF guidance emphasises that explicitly teaching pupils how to plan, monitor, and evaluate their learning is particularly effective for disadvantaged pupils. CPD in this area enables teachers to embed metacognitive strategies within everyday classroom practice, improving pupils' independence, resilience, and ability to manage their own learning.	1,2 & 3
Use of diagnostic assessment to target gaps	EEF guidance consistently stresses that effective use of diagnostic assessment is essential for identifying pupils' specific gaps and misconceptions. The <i>Improving Literacy in KS2</i> report highlights that teaching is most effective when it is responsive and targeted, rather than relying on generic interventions. Diagnostic assessment allows teachers to adapt instruction, deploy targeted support, and ensure that additional provision is precisely matched to pupil need, maximising the impact of Pupil Premium funding.	1,2 & 3
Professional Development in Evidence-based Reading Strategies: Enhance the	EEF (+ 6 months) Evidence suggests that reading comprehensions strategies involving the teaching of explicit approaches and techniques that	1

understanding and application of effective reading strategies.	a pupil can use to improve their comprehension of written text support progress alongside effective phonics provision.	
Professional Development in Mastery-Based Approaches: Invest in training for teachers on mastery-based teaching in mathematics. Maths lead to engage in training with the local Maths Hub and cascade training to all staff.	National Centre for Excellence in the Teaching of Mathematics (NCETM) principles. 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.	3
Professional development of Metacognitive Strategies: Invest in training to develop understanding of metacognition and self-regulated learning.	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: £19,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions: Deploying trained staff to deliver Use of Little Wandle structured phonics interventions to accelerate early reading progress for disadvantaged learners who are below age-related expectations.	Targeted Little Wandle phonics interventions are implemented in EYFS and KS1 for disadvantaged pupils who are not meeting expected standards. Systematic phonics approaches are well evidenced to improve early reading outcomes, particularly for disadvantaged pupils, with research indicating an average of +4 to +5 months' additional progress when used as targeted support. EEF Phonics:	1

Reading Interventions: Facilitating structured small group reading interventions led by trained teaching assistants or teachers, focusing on comprehension and fluency.	Daily reading support in EYFS and KS1 provides regular, structured reading practice to develop fluency and confidence. Evidence suggests that frequent supported reading , when aligned with phonics instruction, strengthens early literacy outcomes.	1
Maths Interventions: Deploying trained staff to deliver personalised one-to-one or small group sessions focusing on maths fluency.	Structured arithmetic fluency interventions address gaps in number facts and calculation. Targeted maths interventions delivered in small groups are evidenced to support disadvantaged pupils in making progress in core numeracy skills.	3
EPATT Interventions for Reading, Spelling and Maths. Deploying trained staff to deliver personalised one-to-one or small group sessions	Precision teaching methods are used to build automaticity in key literacy and numeracy skills through short, targeted practice and frequent assessment. This approach aligns with evidence-informed principles for targeted academic support recommended by the DfE. 1:1 targeted tuition is provided for disadvantaged pupils with the greatest needs where group interventions are insufficient. Evidence shows that one-to-one tuition can result in around +5 months' additional progress , particularly when closely linked to classroom learning. EEF One-to-One Tuition:	1, 2 & 3
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.	EEF (+ 4 months) The Teaching and Learning Toolkit identifies the positive impact of such interventions. Evidence of a positive impact on wellbeing and attendance	6

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust attendance monitoring and staged intervention	High levels of absence are strongly correlated with lower academic attainment, particularly for disadvantaged pupils. The EEF highlights that improving attendance is a necessary precondition for learning and that targeted, data-informed approaches are more effective than universal messaging alone. A staged response that combines early identification, pastoral support and escalation where required aligns with DfE guidance	5

Continued participation in the Staffordshire Little Heroes attendance campaign	on attendance and effective practice seen in schools with sustained improvements in attendance for disadvantaged pupils. Whole-school attendance initiatives that promote positive attitudes to school can be effective when combined with targeted intervention. Research referenced by the EEF suggests that motivational strategies alone have limited impact, but when embedded within a wider attendance strategy—including parental engagement and monitoring—they can contribute to improved engagement, particularly for younger pupils. Participation in a local authority-led campaign also ensures consistency of messaging and access to shared best practice.	
Family support and Early Help referrals where appropriate	Barriers to learning for disadvantaged pupils are often rooted in wider family and social factors. The EEF recognises that addressing non-academic barriers—such as housing instability, mental health, or financial pressures—can indirectly improve educational outcomes. Early Help approaches that involve multi-agency support are shown to be most effective when implemented early, coordinated well, and focused on building family capacity to support attendance, behaviour and learning.	6
Expanded Forest School access	Outdoor and experiential learning approaches have been shown to support pupils' social, emotional and behavioural development. The EEF's guidance on social and emotional learning (SEL) notes that programmes which build self-regulation, resilience and positive relationships can have a positive impact on attainment, particularly for disadvantaged pupils. Forest School provision supports these outcomes by increasing engagement, confidence and readiness to learn, especially for pupils who struggle in traditional classroom settings.	6
Embedding OPAL play provision	High-quality play is linked to improved social skills, emotional regulation and behaviour, all of which underpin effective learning. The EEF identifies SEL and behaviour interventions as having a moderate impact on attainment when well implemented. OPAL play increases opportunities for inclusive, purposeful play, which can be particularly beneficial for disadvantaged pupils who may have fewer opportunities for play and enrichment outside of school.	6
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.	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	Disadvantaged pupils are less likely to access enrichment opportunities outside of school. The EEF highlights that while enrichment alone does not guarantee academic gains, it can improve motivation, engagement and cultural capital, which in turn supports learning. Removing financial barriers ensures equitable access and aligns with evidence that sustained participation in extracurricular activities is associated with improved attendance, behaviour and self-confidence.	4

cultural experiences first-hand. Provide funding support for music lessons and residential trips.	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.	
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Total budgeted cost: £34,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes 2024/2025

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 horizons 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)

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**

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.

