

Pupil premium strategy statement: The Cooper School 2025-2026

This statement details The Cooper School's use of pupil premium funding to improve the attendance, attainment, progress and sense of belonging of disadvantaged students. It sets out our strategy, how funding will be used, and how impact will be measured and the effect that last year's spending of pupil premium had within our school.

Due to changes in school leadership in Summer 2026 this strategy will be continually revisited through the Spring and Autumn term to review progress and amend strategies to maximise the impact on pupils in receipt of the Pupil Premium.

School overview

Detail	Data
School name	The Cooper School
Number of students in school	1125
Proportion (%) of pupil premium eligible students	14.9%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	20th December 2025
Date on which it will be reviewed	30th November 2026 (to be published 31/12/26)
Statement authorised by	R Whannel
Pupil premium lead	R Whannel
Governor / Trustee lead	T. Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,200
Recovery premium funding allocation this academic year	£0
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	£146,200

Part A: Pupil premium strategy plan

Statement of intent

At The Cooper School, we are committed to ensuring that all pupils in receipt of the Pupil Premium attend regularly, feel a strong sense of belonging, and make strong progress leading to high attainment across a broad and balanced curriculum.

Our strategy prioritises:

- Improving attendance, particularly reducing persistent absence
- Improving attainment and progress across all key stages
- Strengthening pupils' sense of belonging, engagement and aspiration
- Ensuring every Pupil Premium student has an individualised plan that is understood, owned and acted upon by all staff

This strategy is evidence-informed, drawing on the Education Endowment Foundation (EEF) guidance and work in other Trust schools, and reflects the principle that high-quality teaching, strong relationships and clear accountability are the most effective levers for improving outcomes for disadvantaged students.

We adopt a whole-school approach in which:

- Every teacher is responsible for the outcomes of disadvantaged pupils
- Support is responsive to need, not labels
- Barriers are identified early and addressed systematically

We base our work on the EEF "[Menu of Choices](#)" approach and follow the 5 steps:

1. Identify the specific challenges faced by disadvantaged and vulnerable students
2. Use evidence to identify appropriate and effective responses
3. Develop a plan for using the pupil premium to maximum effect
4. Implement the plan
5. Evaluate and sustain the strategy

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance - Attendance and persistent absence rates for Pupil Premium pupils are significantly lower than for non-disadvantaged peers, limiting access to learning and relationships. By the end of Term 6 of 2024-25 overall attendance was 91.2%, but at the same point students eligible for pupil premium funding attendance was 84.0%.</p> <p>The % of disadvantaged students who have been 'persistently absent' compared to non-disadvantaged students is also a concern (51.7% PP PA versus 18.6% non-PP PA).</p>
2	<p>Attainment and progress gaps – Disadvantaged pupils continue to underperform compared with peers, particularly where attendance is weak.</p> <p>There was no progress data for students in receipt of the PP last year and there will be none next year. We are therefore only able to focus on published attainment data, last year students in receipt of the PP achieved 34% 4+ and 19% 5+ compared to 68% and 46% 5+ for those who do not receive the PP.</p>
3	<p>Literacy – Lower reading ages and weaker literacy skills reduce access to the curriculum and confidence as learners. Internal data shows that reading ages are lower for students eligible for pupil premium than their peers. Students in year 7 join with on average a 2-year difference in the reading ages between PP and non-PP peers.</p>
4	<p>Behaviour, engagement and belonging – A minority of students in receipt of the PP experience difficulties with behaviour, engagement and feeling that they belong in school. Statistically more suspensions last year were for students in receipt of the PP in addition more students had internal isolation and negative behaviour points compared to those who are not in receipt of the PP.</p>
5	<p>Positive parental engagement - In some cases, the parents of students eligible for Pupil Premium do not attend school information events and PTCs which can have a detrimental effect.</p>
6	<p>Resources – Some students in receipt of the PP require support to access some resources and school experiences to ensure equity.</p>

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
To achieve and sustain improved attendance for students in receipt of the PP	By the end of the academic year 2025/26: <ul style="list-style-type: none"> Pupil Premium attendance improves from 84% to at least 87%. Persistent absence among Pupil Premium pupils is reduced from 51.7% - to 40% or below. Attendance gap between PP and non-PP pupils narrows from 7.2% to no more than 5%
To narrow the gap between the attainment of students in receipt of the PP and those who are not	By the end of the academic year 2025/26: <ul style="list-style-type: none"> KS4 outcomes show a reduced gap between disadvantaged and non-disadvantaged pupils from 34% to 17% at 4+ and from 37% to 18% at 5+ Internal assessment shows sustained improvement in all year groups
Reading Ages for students in receipt of the PP narrow so that by year eleven there is no gap for learners in receipt of the PP	By the end of the academic year 2025/26: <ul style="list-style-type: none"> In KS3 there is a gap of less than 18 months between pupils in receipt of the PP and those who are not In KS4 there is a gap of less than 1 year between students in receipt of the PP and those who are not
Improved behaviour, engagement and sense of belonging for students in receipt of the Pupil Premium.	By the end of the academic year 2025/26: <ul style="list-style-type: none"> A reduction in negative behaviour points for PP pupils of at least 25% compared with 2024/25 Increased participation of PP pupils in enrichment, trips and extra-curricular activities from approximately 60% to at least 75% Positive pupil voice outcomes showing PP pupils feel known, supported and valued, measured through surveys in January 2026 and October 2026 Fixed-term suspensions for disadvantaged pupils reduced from 2024/25 baseline by at least 30%
All students in receipt of the PP are know and clear strategies are in place to support their individual needs.	By the end of the academic year 2025/26: <ul style="list-style-type: none"> 100% of Pupil Premium pupils have an Individual Pupil Premium Plan (IPPP) Plans are reviewed termly and inform teaching, intervention and pastoral support Staff demonstrate clear awareness of PP pupils' needs and agreed strategies through: <ul style="list-style-type: none"> lesson visits staff voice quality assurance of plans
To ensure all students in receipt of the PP have the resources necessary for school, homework, revision	By October 2026: <ul style="list-style-type: none"> All PP pupils have had individual planning meetings to identify academic and practical barriers IPPPs are fully costed and resourced within the identified PP budget

and support access to the curriculum and enrichment.	<ul style="list-style-type: none"> No PP pupil is disadvantaged due to lack of equipment, uniform, digital access or enrichment funding
To achieve and sustain improved attendance for all families, wherever possible, to meetings at school including parents' evenings.	<p>By the end of the academic year 2025/26:</p> <ul style="list-style-type: none"> Attendance gap at parents' evenings between PP and non-PP families narrows from approximately 20% to no more than 10% Increased parental engagement evidenced through: <ul style="list-style-type: none"> attendance records communication logs parent voice feedback

Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges listed above:

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost (£)
Whole-school reading strategy (PP focus)	Reading comprehension and disciplinary literacy approaches have high impact on attainment and curriculum access. (EEF Literacy Guidance)	2, 3, 5	6,000
Teaching staff training in disciplinary literacy and reading <ul style="list-style-type: none"> Relentless focus on effective feedback and assessment Coaching model and ECT programme aligned to PP outcomes 	Explicit instruction and modelling improve literacy outcomes, particularly for disadvantaged pupils. (EEF)	2, 3	4,000
Staff training linked to Individual Pupil Premium Plans (IPPPs)	Consistent staff understanding of pupil needs improves adaptive teaching and outcomes. (EEF)	1–6	3,000

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

Budgeted cost: £54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost (£)
Targeted small-group tuition (KS3 & KS4)	Small-group tuition is effective when targeted and time-limited, particularly for disadvantaged pupils. (+4 months, EEF)	1, 2, 3, 5	22,000
Academic mentoring (PP priority)	Mentoring improves engagement, motivation and progress when linked to learning goals. (EEF)	1, 3, 5	9,500
Exam readiness and revision support for PP pupils	Structured revision and exam preparation improves attainment at KS4.	1, 2	6,500
Targeted reading interventions (small-group & 1:1)	Targeted literacy interventions improve fluency and curriculum access. (EEF)	2, 3	8,500
Individual PP planning meetings (IPPPs) “What my teachers need to know” pupil interviews <ul style="list-style-type: none"> Interviewing all PP students about learning habits, ambitions and barriers Sharing this information with all staff 	Individualised planning ensures barriers are identified early and addressed.	1–6	6,000
Monitoring and review of IPPPs	Regular review improves fidelity and impact of intervention.	1–6	2,000

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £78,700

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost (£)
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Dedicated PP attendance mentoring	Targeted attendance mentoring and contracts reduce persistent absence. (DfE / EEF)	1, 6	18,000
Early intervention and home engagement (attendance)	Parental engagement and early support improve attendance and attainment. (+4 months, EEF)	1, 6	7,500
In-school attendance support and reintegration	First-day response and structured reintegration reduce internal truancy.	1	4,500
Enhanced pastoral mentoring for PP pupils	Pastoral support improves behaviour, engagement and wellbeing. (EEF)	3, 4, 5	14,000
Restorative behaviour and staff training	Behaviour interventions show positive effects when consistently applied. (+4 months, EEF)	3	5,000
Funded enrichment, trips and extra-curricular access	Removing financial barriers increases participation, belonging and aspiration.	1, 3, 6	7,000
Student voice and belonging surveys	Pupil voice supports evaluation of wellbeing and sense of belonging.	4	1,500
Equipment, uniform and learning resources <ul style="list-style-type: none"> Automatic funding for equipment and subject supplies Subsidised curriculum trips Support for music tuition, DofE, Sports Leaders Clear communication to families about entitlements 	Removing non-academic barriers supports attendance, behaviour and attainment. (EEF)	3	9,000
Digital access and revision tools <ul style="list-style-type: none"> One-to-one device access for all PP students Training and monitoring to ensure devices are used effectively Internet support for families where required 	Access to digital resources supports homework completion and independent study.	2, 3	6,200

Targeted parental engagement programme	Improved parental engagement is linked to improved pupil outcomes. (EEF)	1, 6	4,000
Family support and communication	Practical support strengthens trust and engagement with families.	1, 6	2,000

Total budgeted cost: £146,200

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 in the 2024 to 2025 academic year.

Our internal analysis of the 2024/25 GCSE results suggested that the gap between disadvantaged students and non-disadvantaged students persists in a stubbornly consistent manner from 2023 to 2025. As a result, the school has a greater focus on improving attendance and reading comprehension, two factors we believe heavily contributed to the academic underperformance.

Overall attendance in 2024/25 was lower than the school aims with an end of year headline percentage of 91.2% and therefore 0.1% below the National Average for the same time period. This was a decrease of 0.1% from the 23/24 academic year and a 0.4% increase from 22/23. The end of year Persistent Absence headline was 23.2% for 24/25 an increase from 22.7 in 23/24. Absences among disadvantaged students remain higher than their peers and persistent absence also higher. The attendance data from the year to date has shown an increase of attendance amongst pupil premium students of +3.4%, which again is higher than the end of the last academic year and a higher increase from non-PP students +1.3%. However the gap remains and this is why attendance is a focus of our current plan.

For the 2024 KS4 Results, we saw that where students were in school >95% of the time, results were very good (83.8% for 4+, 78.5% for 5+ and 29.4% for 7+s. Where students were in school >90% of the time, results were good (78.5% for 4+, 61.1% for 5+ and 20.3%+). This clearly shows us that the focus on attendance and the measures we are using are going to yield results.

Our assessments demonstrated that student behaviour, well-being and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide well-being support for all students (including the addition of another school counsellor, to join our large pastoral team) and targeted interventions where required. We are building on that approach in our new plan.

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
Range of Alternative Provisions in order to keep students in education, avoiding permanent exclusion or addressing specific learning needs.	<p>Range of Alternative Provisions from external providers in Oxfordshire, including:</p> <ul style="list-style-type: none"> ● Meadowbrook/On Course/Bridges/Flo programs ● Dare to Dream (EHCP only) ● Activate Learning (colleges) ● Animal antics (out of county provision) ● TRAX ● ACE training ● Horseywyse ● Academy 21 ● Project PT ● Oxfordshire Mind/OUFC ● 180 (mentoring) ● Stay Safe - OCC/CASO ● A range of ASDANs ● Guiding young minds ● ACE training ● Get Fed ● Education Boutique
Careers provision from Unifrog	Unifrog - online platform that helps students explore and make informed decisions about their post-school options