

Pupil premium strategy statement: The Cooper School 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Cooper School
Number of students in school	1,282
Proportion (%) of pupil premium eligible students	10.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Y7 - 11
Date this statement was published	Draft 23/11/22
Date on which it will be reviewed	31st November 2023 (to be published 31/12/23)
Statement authorised by	Dr Whannel
Pupil premium lead	S. Baker
Governor / Trustee lead	Lucy Katz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,484
Recovery premium funding allocation this academic year	£33,222
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	£200,706

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress, display excellent behaviour for learning and achieve high attainment across the curriculum, in a wide range of subjects. The gap presently is with regards to progress against their peers, and it is our intention to remove the barriers to lead to outstanding progress for all students.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

We base our work on these challenges from 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

High-quality teaching is at the heart of our approach. Spending on developing high quality teaching includes our investment in professional development, training, support for early career teachers, along with recruitment and retention of staff across a range of different subjects. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key at The Cooper School. We have a focus on spaced and interleaved practice, marking, assessment and feedback.

There has been a whole school training focus on these areas of teaching and learning. We believe this will have a significant impact on closing the disadvantage progress gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We want to remove the barriers for our vulnerable and disadvantaged students, and that is why our strategies around attendance to school and within lessons are so vital. We know the importance of being in lessons, and there are whole school strategies to improve our attendance for all learners, with a specific focus on the most vulnerable and disadvantaged. Currently our attendance figures are above national average, but we still know we have more to do as we know the impact our teachers can make.

Our strategy also includes **targeted support** for students whose education has been worst affected, including non-disadvantaged students. This might include paid tuition for small groups of students selected by teaching staff for targeted academic support but also through departments, including the ACE, leading on targeted support for particular students.

We also have undertaken **wider strategies** relating to attendance, behaviour and social and emotional support which may also negatively impact upon academic attainment.

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Finally, we know that the challenges a disadvantaged student will face are varied. We firmly believe that it is the relationships we as staff can build with our students that will allow challenges to be met. Therefore, we attempt to meet these challenges by investing in staff. We have a range of staff and aim to ensure the right person is in place to help with the range of issues a disadvantaged student could have. These range from pastoral support for any social and emotional difficulties, a wide range of academic support and significant investment in alternative provisions. We have a range of staff who all play a combined role to ensure that whatever the difficulty, there is a member of staff with the skills and knowledge to be able to support that particular problem and that particular child.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance - Our attendance data indicates that attendance among disadvantaged students is lower than for non-disadvantaged students. Overall attendance in 2021 was 90.1%, whereas students eligible for pupil premium funding attendance was 82.8%. By the end of Term1 of 2022 overall attendance is 92.6%, but at the same point students eligible for pupil premium funding attendance is 87.5%.</p> <p>The % of disadvantaged students who have been 'persistently absent' compared to non-disadvantaged students is also a concern. Our assessments and observations indicate that absenteeism and being 'absent within school' are higher for disadvantaged students. This negatively impacts disadvantaged students' progress and their ability to access the curriculum.</p>
2	<p>Literacy - specifically a focus on reading. Literacy is a crucial aspect of accessing the curriculum for all students. Research suggests that the 'learning loss' from COVID 19 pandemic negatively impacted disadvantaged student's reading with an increase in the gap between students eligible for pupil premium and their peers (Christodolou, 2020). As Alex Quigley notes "Our pupils' success will be defined by their ability to read fluently and</p>

	skilfully. But despite universal acceptance of reading’s vital importance, the reading gap in our classroom remains, and it is linked to an array of factors, such as parental wealth, education and book ownership, as well as classroom practice”. A whole school reading strategy is therefore necessary.
3	Behaviour for learning – a number of disadvantaged students have displayed challenging behaviour on entry and in many cases have some barriers to being truly secondary ready. This is combined with a lack of range of alternative provision being available. Observations and discussions with students and their families suggest that there may be, for some disadvantaged students, issues surrounding long-term aspirations.
4	Well-being - our assessments, observations and discussions with students and families suggest that the education and well-being of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.
5	Resources for learning – a significant minority lack access at home to the resources which facilitate outstanding progress.
6	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.

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 all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> The overall attendance rate for all students being no less than 95%* and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced. The percentage of all students who are persistently absent being below 14%* and the figure among disadvantaged students being close to equivalent to their peers. <p>*This target has been changed to reflect pre-covid national averages.</p>
Disadvantaged students need to access the curriculum - by being in lessons and with the literacy skills to be able to engage with the curriculum. To do this a whole school reading strategy is required where staff are trained to teach reading throughout the curriculum, with additional support for weaker readers.	<p>Reading is the gateway to learning. It is the key to students' future academic achievement and well-being. students who struggle to read words accurately quickly fall behind their peers¹. When low attendance is coupled with poorer literacy skills (specifically reading) significant barriers emerge for students to access the curriculum. A key and crucial first step is to ensure that the attendance and the literacy skills of our disadvantaged students does not stop them accessing the curriculum. By the end of our current plan in 2025/26:</p> <ul style="list-style-type: none"> students will be read to an age-appropriate level and fluency they will be capable of accessing the rest of the curriculum and they will catch up with their peers
Exemplary behaviour from students across the school.	<p>By the end of our current plan in 2025/26:</p> <ul style="list-style-type: none"> Further embed Restorative Practice approaches to positive behaviour management within school.

¹ <https://educationinspection.blog.gov.uk/2022/04/28/supporting-secondary-school-pupils-who-are-behind-with-reading/>

	<ul style="list-style-type: none"> • Numbers of fixed term suspensions for disadvantaged students are reduced. • Internal data shows little or no difference between disadvantaged and non-disadvantaged students in relation to the negative behaviour points. • Internal data shows little or no difference between disadvantaged and non-disadvantaged students in relation to the positive behaviour points.
To achieve and sustain improved well-being for all students, including those who are disadvantaged.	<p>Sustained high levels of well-being from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Plans in place for students who required additional support with their well-being including robust internal provisions as well as the use of external agencies.. • Qualitative data from student voice, student and parent surveys and teacher observations. • Participation in enrichment activities, particularly among disadvantaged students.
To achieve all students having the resources necessary for school, homework and revision.	<p>Sustained high levels of resources from 2025/26 to allow:</p> <ul style="list-style-type: none"> • Disadvantaged students have no/minimal consequences for lack of organisation, lack of equipment or lack of home learning completion. • Success in GCSE examinations, as indicated above and in line with non-disadvantaged students
To achieve and sustain improved attendance for all families, wherever possible, to meetings at school including parents' evenings.	<p>By 2025/26, we intend to increase the engagement from parents of our disadvantaged students to be high, which is demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap at parents' evenings between disadvantaged families and their non-disadvantaged peers being reduced. • For all families, regardless of background to be engaged with the school and supporting the learners at The Cooper School
An overarching aim is to improve and increase the range of specialised support staff for the variety of challenges a disadvantaged student may encounter.	<p>We want to have a range of staff and aim to ensure the right person is in place to help with the range of issues a disadvantaged student can have as we do not believe it is possible to completely predict the challenges a disadvantaged student will face. Therefore we have a range of staff who all play a combined role to ensure that whatever the difficulty, there is a member of staff with the skills and knowledge to be able to support that particular problem and that particular child.</p> <p>We firmly believe that it is the relationships we as staff can build with disadvantaged students that will allow challenges to be met. Therefore, again, a range of staff and roles are required to ensure that our students have a range of opportunities to build productive relationships to help them.</p>
Improved attainment among disadvantaged students across the broad and balanced curriculum that we offer at the end of KS4.	<p>Ultimately that both at GCSE and for internal data for all year groups the gap between disadvantaged and non-disadvantaged students is reduced. By the end of our current plan in 2024/25, the KS4 outcomes demonstrate that disadvantaged students achieve:</p> <p>75% 5 x grade 4+ (including English and Maths)</p> <p>50% 5 x grade 5+</p> <p>20% 5 x grade 7+</p> <p>Data from 2021-23 GCSE exams show a specific focus is required on students who are both PP and AEN.</p>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

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)

[Teaching and Learning Toolkit | EEF](#)

Budgeted cost: £64,217

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school strategic focus on quality first teaching	<ul style="list-style-type: none"> ● Lessons at The Cooper School are framed around Core Expectations which are common to all subjects and are framed around aspiration for all learners ● Our curriculum planning is evidence informed and reviewed regularly ● The EEF's 5 pillars for effective support for students with AEN in lessons (Explicit Instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible grouping, & Using technology) inform our planning and training ● Our planning is lead by the School Development Plan, which links directly to all Department and Pastoral Development Plans. We use a series of Focus Weeks through the year to monitor the effectiveness of our provision ● Following these Focus Weeks, examples of best practice are shared every week in staff briefings. ● More specific developmental and training opportunities are provided in our Twilight CPD sessions throughout the year as a result of conclusions made as a result of Focus Weeks. <p>Five Pillars - EEF</p>	1, 2, 3, 4, 5 and 6
Mastery, as an approach within Maths, is used to ensure that gaps in learning do not hold back students at the end of GCSEs.	In Maths, subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners are encouraged to demonstrate mastery on unit tests. We use the Teaching for Mastery approach through KS3. Teachers develop students' mathematical understanding by using variation, different representations and making connections between topics.	1 and 3.

	Mastery learning EEF	
Study Skills are explicitly taught.	These skills will be outlined in assemblies, crucially, these strategies will also be presented and disseminated to staff. This will build up a portfolio of research informed study skills activities for staff and students. This will also tie in with newsletter and video content being sent to parents. Research taken from <i>'The Teacher Toolkit Guide to Memory'</i> (2022 - Ross Morrison McGill) and <i>'The Revision Revolution'</i> (2022 - Helen Howell with Ross Morrison McGill) as two summaries of the most up to date research on memory, study skills and learning. See also Dunlosky, 2013 Study Skills- EEF	2, 3, 5 and 6.
Retaining and recruiting high quality staff	The single most valuable resource for our learners are the high quality staff who teach and support these students every single day. The Cooper School have worked to produce an environment where staff feel valued and supported, but are also challenged to develop their skills and to maintain a constant reflective approach to their teaching practice.	2 and 3
Continued professional learning (CPL)	We are using multiple avenues to implement continued professional learning including the use of whole school Twilight sessions, designated CPL time within our school calendar and external support for subject teams. For these we are considering: <ul style="list-style-type: none"> the mechanisms by which each of the three strands are designed (e.g. including plans to revisit prior learning, goal setting, providing feedback, and action planning). how each of these contributes to building knowledge, motivating staff, developing teaching techniques, and embedding practice. that implementation of our programme is done with care, taking into consideration the context and needs of our school (e.g. time is built in to the calendar for this; funding is distributed in an equitable fashion across teams; staff are given choice over areas of development) Effective Professional Development EEF	

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

Budgeted cost: £41,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition is used across all year	Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a	1, 2, 3, 5 and 4.

groups to help address learning gaps after the school closures of the last two years. Priority for disadvantaged students.	separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but is used as a more general strategy to ensure effective progress, and to teach challenging topics or skills. Small group tuition EEF	
Implementation of the ACE to utilise teaching assistant interventions.	Higher Level Teaching Assistants are used in a variety of ways; to support teachers in the classroom, deployed to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role also includes administrative support. Teaching Assistant Interventions EEF	2, 3, and 4.
Use of data, particularly from school reports, to identify and target student who may benefit from additional mentoring (aHoYs and SSMs) as well as to include mentoring for all (form tutors).	Mentors are used to build relationships with young people by meeting with them one to one over a sustained period, either during school, at the end of the school day. In some approaches mentors may meet with their mentees in small groups. Mentors will specifically as for resources that would improve learning and accessing the curriculum. Mentoring - EEF	1, 3, 5 and 4.
Creation of individual educational plans for students who receive Pupil Premium and have an additional educational need (AEN). New for 2022-23.	Outcomes for students that are in receipt of Pupil Premium and have an additional educational need are low. The intervention looks to gather student and staff voice on the barriers to learning and then formulate a bespoke action plan. Staff involved (AHoY and HoY) arrange a parental meeting (with AHoY) to present the bespoke Action Plan. We want parents to be aware of the picture for their child, and the strategies we will be using in school. We aim to build an ongoing, holistic understanding of our students and their needs, and review throughout the academic year. Special Educational Needs in Mainstream Schools EEF (specifically recommendation 2) Mentoring - EEF	1, 2, 3, 4, 5, and 6.
ASDAN courses taught in the ACE	This qualification is recognised by FE Colleges and is designed for students who are unlikely to achieve GCSE level 4's. In order to gain the qualification the students need to do 30 hours of coursework. The course is life skills based and is completely practical. It requires a certain amount of independent work and research. The ACE staff deliver the ASDAN courses. - Alternative provision for KS4 English, Maths, Animal Care, Food, Hair and Beauty, Sports and Fitness, Expressive Arts and Gardening	1, 2, 3, 4, 5, and 6.

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

Budgeted cost: £95,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school strategy on reading to be updated in order to better support weaker readers in school	<p>The strategy will be re-written with input from the teaching and learning team as well as our SENCO and Head of English. This will draw on relevant evidence (examples below) to ensure that time is spent on meaningful support across classrooms and the ACE.</p> <p>Reading comprehension strategies EEF Literacy EEF and Phonics EEF ‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK</p>	2, 3 and 5
Increase attendance through systematic contact home; reduce persistent absence through strategies including attendance contracts. This will include the introduction of a home school link worker.	<p>Attendance is a prerequisite to all aspects of education, and all academic interventions. Strategies will be used by the attendance team to promote good attendance for all learners, and carefully monitoring of persistent absentees. New SLT post for Personal Development has a specific focus on raising attendance and engaging parents. There are two key priorities for all staff and especially the Attendance team:</p> <ol style="list-style-type: none"> 1) Attendance is everyone’s responsibility 2) Students need to be in school 3) Students must also be on time to school and also lessons <p>DFE attendance guidance: Working together to improve school attendance - GOV.UK Summary table of responsibilities for school attendance</p>	1 and 6.
Encouraging and supporting family engagement with learning.	<p>We will undertake general approaches which encourage parents to support their children with homework and supporting well-being using external agencies including seminars with Elevate and Oxfordshire MHST.</p> <p>We will move to online parents’ evenings through SchoolCloud to encourage easier access to parents’ evenings to support the involvement of parents in their children’s learning activities.</p> <p>HoY, AHoY (who have a significant focus on disadvantaged students as part of their job description) and various support staff (most notably student support managers and teaching and learning team (notably Lead Practitioners) all have % of their salary from PP funding. All are used to build relationships, and help to engage with families who require support. Financial support is given for trips and a range of learning resources that students need to access the curriculum.</p> <p>Parental engagement EEF</p>	1, 5 and 6.
Implementation of new behavioural systems, support and interventions across all year groups 7-11. This will include staff training and support.	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months) and will be implemented this school year. We will be considering the combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>Behaviour interventions EEF</p>	3.
Support students at KS3 with social and emotional learning.	<p>School-level approaches across registration time will develop a positive school ethos, which also aim to support greater engagement</p>	1, 3 and 4.

	in learning; this will be part of assembly focus as well as part of character education sessions. Social and emotional learning EEF	
The roll out of Electives will continue across Classroom in Years 7 and 8 to encourage students to participate in arts and physical activity as well as the inclusion of a board curriculum at KS3.	Physical activity has important benefits in terms of health, well-being and physical development; Electives will provide opportunities to be involved in these as part of extra-curricular activities. Arts participation, being involved in drama, music and artistic activities, will be supported at KS3 for all students through the continued focus on these subjects within our core KS3 curriculum. Both of these are noted as having relatively low cost but may support student attainment in both literacy and maths. Arts participation EEF & Physical activity EEF	1, 3 and 6.
Use of Alternative Provision to support students who are disadvantaged.	When a child or young person is unable to access school due to suspensions, behavioural issues and illness, additional support (Alternative Provision), inside and outside of school will be arranged. 85% of the students accessing AP are PP/AEN. Government guidelines	1, 3 and 4.

Total budgeted cost: £200,706

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 2021 to 2022 academic year.

Our internal analysis of the 2021/22 GCSE results suggested that the gap between disadvantaged students and non-disadvantaged students had reestablished after several years of the gap diminishing. The gap was 0.87 grades in 2019 (based on progress 8) and was 0.4 grades from the internal data (Teacher Assessed Grades) in 2021 (with the English, Maths and Science having a gap of 0.3). However in 2022 initial data shows that the gap opened back to 2019 levels. 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, affected by the pandemic. The school is also using EduKey in order to better evaluate the success of the various interventions individual students receive.

The impact of Covid-19 has disrupted many of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, our own virtual teaching and resources and the support

disadvantaged students received for those that were able to be in school during the partial closures.

Although overall attendance in 2021/22 was lower than the school aims, it is slightly above the national average of the same time period. Absences among disadvantaged students remain higher than their peers and persistent absence also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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
Kick Start (Y7) Junior Time Management (Y8) Elevation (Y9) Study Sensei (Y10) Ace Your Exams (Y11) Parent Seminar Study Skills (Y12) The Final straight (Y13)	Elevate Education
Connect Seminar - English Lit, Maths, Science (February)	Elevate Education
Connect Seminar - English Lang, Maths, Science (April)	Elevate Education
Range of Alternative Provisions in order to keep students in education, avoiding permanent exclusion or addressing specific learning needs.	Range of Alternative Provisions from external providers in Oxfordshire, including: <ul style="list-style-type: none"> ● IntraTrain ● In Our Element ● Meadowbrook/On Course/Bridges/Flo programs ● Dare to Dream ● Activate Learning (colleges) ● Horsewyse ● Academy 21 ● Project PT

	<ul style="list-style-type: none">● Oxfordshire Mind/OUFC● 180 (mentoring)● Stay Safe - OCC/CASO● A range of ASDANs● Guiding young minds● ACE training
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