



Pupil premium strategy statement.

This statement details our school's use of pupil premium funding (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	468 (including 106 EY pupils)
Proportion (%) of pupil premium eligible pupils	13 % (60 pupils)
Proportion (%) of Early Years pupil premium (EYPP)	10% of Total EY Cohort (11 pupils)
Academic year/years that our current pupil premium strategy plan covers	23/24 24/25 25/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Paul Ingles Headteacher
Pupil premium lead	Emma Riley Assistant Headteacher
Governor / Trustee lead	Jeni Turner Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,845
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	£93, 845



Part A: Pupil premium strategy plan

Statement of intent

At Cooper and Jordan, **“Light Shines”** This means we aim for all our pupils, irrespective of their background or the challenges they face, to make good progress and achieve reaching their full potential. Our pupil premium strategy plan outlines part of the pastoral, social and academic support that enables our children to do this.

We have considered the challenges that can be faced by some of our pupils here at Cooper and Jordan who are in receipt of pupil premium funding. Our goal is that no child is hindered socially or academically because of disadvantage. We strive to raise aspirations and focus on removing challenges to learning.

All members of staff and governors accept responsibility and are committed to ‘disadvantaged’ pupils ensuring each child develops a love of learning in a caring christian community environment. We pride ourselves by encouraging parents, teachers, church and community members to all be actively involved in children’s lives and learning by creating a happy, safe, caring and quality learning environment - including the tracking of pupil premium records for extra-curricular clubs.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This includes interventions, pastoral support and pupil matched additional provision. The impact of this is measured termly. Furthermore, our carefully planned curriculum provides opportunities to develop skills and knowledge as well as the experiences and nurture delivered in our forest provision.

All teaching staff are involved in the analysis of data and identification of the needs of pupils through extra support and interventions - providing pupils with the right help and support at the right time.

We know that children learn best when they attend school regularly. Therefore, we engage with parents and families to support good attendance.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that some pupil premium families have difficulty maintaining good attendance so fall below the national expected level.
2	SEMH support for Pupils and their families is needed for those who have social and emotional difficulties and barriers. Mental health issues including anxiety and a lack of understanding of personal emotions can result in struggles at home and school life.



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3	Limited access to wider enrichment activities: Pupils who have limited experiences and knowledge beyond their home life.
4	Some children entering school in early years have underdeveloped oral language skills with vocabulary gaps also. They require additional support with communication and language and phonics.
5	Some children across the school have gaps in their knowledge in reading, writing and maths when compared to the national average at the end of KS2.

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 ensure that every disadvantaged pupil receives high-quality teaching so that they make strong progress on their educational journey.	To ensure disadvantaged KS2 outcomes for 2025-2026 close the gap between non disadvantaged. Evidence seen through use of assessments, trackers, book trawls and learning walks. Impact of intervention and teaching is monitored. Teachers track pupils progress and support is put in place where needed. Additional staffing to provide smaller teaching groups for early reading, phonics and maths.
Improving pupils' language and oracy skills	Pupils have strong foundations embedded in Early Years ensuring a GLD and EXP in KS1 Additional staffing in Early Years provision. Identification of needs in 2 year old provision. Use of Welcomm/Talk Boost. Small group phonics provision and teaching through RWI programme. All children to experience direct teaching of vocabulary - evidence in classrooms, planning, books and discussions with pupils.
Improve the language, literacy and fine motor skills of children in EYFS	Use of Drawing Club and Scribble it in 2 year old provision, Nursery and Reception.
Pupils and families with mental health needs are identified quickly and referrals to Mental Health Support made. Support is put in place in order to remove or alleviate barriers to learning. Pupils and families with identified social, emotional or health needs are to be well	Teachers and adults know the signs to look out for and quickly refer pupils to PPSW and/or SENCo. PPSW and SENCo work closely with identified families to support. PPSW will meet with children regularly and provide alleviate barriers. Support put in place through Families First/Food vouchers/use of Hothouse



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supported by school staff so that the needs are removed or alleviated.	Support from school ELSA as required.
To broaden experiences of pupils: School will deliver an engaging, broad, and varied curriculum. We will enable children to access a range of enrichment experiences in school (including visitors), external visits and residential trips to be accessible to all.	All pupils engage with fun and creative learning in all classes and will consolidate learning through day/residential trips and outdoor learning in and out of school. Pupil Premium pupils to be funded as required. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day and cultural capital is to be considered by staff when planning. Social skills, independence, self-esteem, resilience and teamwork are developed through a variety of experiences including learning a musical instrument and outdoor forest lessons. School to provide a variety of the offer of after school clubs free and accessible to children accessing pupil premium..
Continue to monitor and improve attendance so all children achieve at least 97%.	Close monitoring of attendance register by PPSW. All pupils identified with attendance below 97% are monitored and supported with procedures put in place to ensure attendance improves. School to sign up to the Walsall Council whole school initiative for attendance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach <i>Including Evidence from :Education Endowment Fund (EEF), 'Teaching and Learning Toolkit'</i>	Challenge number(s) addressed
Teaching of phonics	Tracking of phonics and progress made - areas identified for development to ensure teaching is for specific needs Continued CPD from Literacy and RWI lead for all staff Use of RWI scheme and Hub - funded support Exposure to a range of texts	4
Oracy/language Vocabulary	Strategies embedded through learning experiences Vocabulary rich environment and focus in planning Pre-teaching of specific vocabulary Drawing Club/Scribble it for EYFS learners	4
CPD	CPD for staff from leaders and management	3, 4, 5



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	Time for leaders (Maths, English, RWI to complete learning walks, book trawls and work with individual staff) ELSA Supervision sessions Management time for phase/subject leaders including Forest School provision	
Educational subscriptions and resources Online resources to provide quality teaching resources, teaching programmes and targeted interventions:	• Active learn – Bug Club – reading scheme • Spelling and Literacy Shed • TTRockstars – maths • Google Classroom • Classroom Secrets • Primary Stars • RM Maths & Dynamo maths • NESSY – phonics and reading support • White Rose maths and science • Drawing Club/Scribble it	3, 4, 5

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

Budgeted cost: £

Activity	Evidence that supports this approach <i>Incl Evidence from :Education Endowment Fund (EEF), 'Teaching and Learning Toolkit'</i>	Challenge number(s) addressed
Booster sessions delivered by school staff before/after school to identified children	EEF research Target teaching gaps in knowledge and specific needs to support those falling behind the expected level	5
Smaller teaching groups in Year 6 classes	Targeted smaller groups addressing gaps in knowledge and tailored to specific needs Impacting on pupil's progress and attainment	5
RWI/Phonics and Reading Intervention	Extra phonics sessions in Reception and Year 1, Year 2 as needed Targeted phonics sessions impact on pupils' attainment Daily readers	4
Speech & Language: Welcomm/Early Talk Boost programme	EEF – early Years – Communication and language support	4
Resources to support the delivery of interventions and individualised learning. Resources to be purchased to increase interaction and enthusiasm in maths and English for PP children and the wider school population	Appropriate resources available to support and interventions that are proven and tested www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	4, 5



	Drawing Club 3 x per week for EYFS pupils	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach <i>Incl Evidence from :Education Endowment Fund (EEF), 'Teaching and Learning Toolkit'</i>	Challenge number(s) addressed
PPSW to monitor and work with families around attendance	• DFE guidance and implementation of new policy and procedures • Work with EWO	1 (All areas)
Visitors invited to school to promote cultural capital, apply, and widen learning experiences. Funding for PP children to receive music lessons Access to free after school activity clubs Subsidised educational visits	• Music lessons • Visits and visitors linked to curriculum • Outdoor learning • After school experiences/clubs	3
Forest School - 1 hour per week	• Outdoor classroom environment where children are taught and learn skills to problem solve, have experience of investigating and building resilience when working with others	3
SENCO/PPSW to work with pupils in school and offer a variety of family support opportunities or workshops so they confidentially feedback that they feel well supported during social care issues. Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement.	• Workshops e.g anxiety, understanding your child • Coffee mornings • Teepee sessions • Lunch clubs • Wellbeing assemblies • ELSA sessions as required	2

Total budgeted cost: £93,845

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



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2024-2025 Whole School Data

Nursery 86/80/85%

Reception 82% GLD

Year 1 Phonics Screen - 88% Pass

Key Stage 2 Combined Data - 64%

8 pupils eligible

63 pupils in total

1 pupil did not sit the test as working below the level of the test.

All pupils experienced disruption to their learning during the pandemic, particularly in Y3 and in Y4

C&J Reading	63 % All PP Pupils	71% (7 pupils who sat the test)
National Disadvantaged 58%		
National Non Disadvantaged 81%		

C&J Writing	63% All PP Pupils	71 % (X pupils who sat the test)
National Disadvantaged 59%		
National Non Disadvantaged 78%		

C&J Maths	75% All PP Pupils	85% (X pupils who sat the test)
National Disadvantaged 61%		
National Non Disadvantaged 81%		

RWM National Non Disadvantage 69%

National Disadvantaged 47%

Cooper and Jordan Disadvantaged 63%

Expected Standard Reading 74%

Greater Depth Standard Reading 25%



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Expected Standard Grammar, Punctuation and Spelling 74%
Greater Depth Standard Grammar, Punctuation and Spelling 32%
Expected Standard Maths 71%
Greater Depth Standard Maths 17%

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
TT Rockstars	TT Rockstars
Bug Club	Pearson
Spelling Shed	Edshed
Google Classroom	Google education
Active Maths	Teach Active
Dynamo Maths	JellyJames Publishing
Prodigy Maths Game	Prodigy
Numbots	Maths Circle Ltd
Nessy Spellings	Nessy Learning
Talk Boost	Speech and Language UK
White Rose Maths	Trinity MAT
Twinkl	Twinkl Publishing Limited
Classroom Secrets	Classroom Secrets Limited
Rising Stars	Rising Stars Limited
Kapow	Kapow Primary Limited
Test Base	Test Base
Primary Stars maths	Primary Stars Education
ELSA	Walsall Psychology Service
WELLCOMM	GL Assessment
Drawing Club	Can I go and play now