

# Cookridge Primary School - Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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 effect that last year's spending of pupil premium had within our school. Current strategy is focus on the academic year 2023-24 with analytical statements for the previous years' impact.

## School overview

Detail	Data
School name	Cookridge Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Lynne Hunter
Pupil premium lead	Ben Kerr
Governor / Trustee lead	Faye Thompson/Katie Stewart

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,180

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be:

- Are less likely to believe in their ability.
- Are less likely to have high aspirations of themselves.
- Are less likely to believe school is important.
- Are more likely to suffer with conduct problems and hyperactivity.
- Are more likely to have under developed vocabulary and lower speech, language and communication skills
- Are less likely to read at home.
- Are likely to have less regularity and routines around meal times and bed times.
- Parents are less likely to teach children the alphabet, counting and numbers.
- Parents and other adults are less likely to engage in extended talk or take part in 'sustained shared thinking'.
- Are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy.
- Are more likely to have difficulty with understanding instructional words for tests.
- Are more likely to have emotional support needs.re less likely to sing, dance or take part in musical activities at home.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "One size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support for our identified Year 6 pupils
- Same day intervention for those not acquiring the basic concepts and skills
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Emotional support through – Forest schools, school-based councillor, Headteacher and Deputy Headteacher to carry out emotional wellbeing sessions to help decrease unwanted behaviours.

- Educational support through - school based speech and language therapist, same day intervention (SDI), forest school speech and language

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the gap in KS1 writing and reading, between PPG and Non-PPG, by securing basic skills.
2	Narrowing gap in KS2 reading, between PPG and Non-PPG, by securing basic comprehension skills.
3	To support our children's health and wellbeing to enable them to access learning at an appropriate level.
4	Parent are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy.
5	Are less likely to read at home.
6	Are less likely to have high aspirations of themselves.

## 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
------------------	------------------

Key Stage 1 children secure the basic fluency skills in writing and reading needed to learn all other facets (handwriting, reading fluency).	PPG children's progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.
KS2 children are diminishing the difference in Reading.	PPG children's progress and attainment is above national.
Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, especially with the use of home learning platforms. Ultimately, improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.	The home learning platform (website) helps provide parents/carers with access to resources and guidance of how to help their children at home. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children's education.
Parent are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy.	
Are less likely to read at home.	More children read regularly at home or are receiving intervention at school.
Are less likely to have high aspirations of themselves.	Child know what is their best work and know how to improve

## 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: £ 34,399.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• CPD/research/release time:               <ul style="list-style-type: none"> <li>➤ Staff training around brain development – How to secure the basics in KS1 and how to acquire comprehension skills in KS2</li> <li>➤ Curriculum development and resourcing</li> <li>➤ Internal interventions and their pedagogical approaches including a new reading pedagogy around visualisation and creating imagery</li> <li>➤ Mental health support for children and staff</li> </ul> </li> </ul>	<p><b>Metacognition and self-regulation – Very High Impact – EEF +7 months:</b></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as ‘learning to learn’; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p>	<p>1, 2, 3, 6</p>

<ul style="list-style-type: none"> <li>• Forest Schools training and equipment <b>£8,000</b></li> <li>• Forest Schools full-time practitioner – <b>£20,822.36</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Internal interventions and their pedagogical approaches including a new reading pedagogy around visualisation and creating imagery</li> <li>• Content domain – Progression from using RIC Pedagogical approach surrounding reading and all its features – Training and implementation - <b>£500</b></li> <li>• LEXIA – Literacy based intervention showing accelerated progress in trials – Focused at KS1 - <b>£3500</b></li> </ul>	<p><b>Reading comprehension strategies – Very High Impact – EEF +6 months:</b></p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p>	4, 5
<ul style="list-style-type: none"> <li>• CPD/research/release time: <ul style="list-style-type: none"> <li>➢ Staff training around AFL</li> <li>➢ Marking and feedback – Mastery Challenges and Improvement challenges</li> <li>➢ Curriculum development and resourcing</li> <li>➢ Internal interventions and their pedagogical approaches</li> <li>➢ Subject fluency - development of the basics</li> </ul> </li> </ul>	<p><b>Feedback – Very High Impact – EEF +6 months:</b></p> <p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</p> <p>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p>	1, 2, 6



<p>- <b>£2776.92</b></p>	<p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring).</p>	
<ul style="list-style-type: none"> <li>• Minibus Costs - Access to forest schools areas outside of school so children have access to a wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks - <b>£2300</b></li> </ul>	<p><b>Collaborative learning approaches – High Impact – EEF +5 months:</b></p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks. Peer tutoring can also be considered as a type of collaborative learning, but is reviewed as a separate topic in the Toolkit.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £60403.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring:</p> <ul style="list-style-type: none"> <li>12 identified children in Year 6 are receiving weekly 1:1 hourly sessions after school - Average Hourly staff wage £28.50 x 11 = 247.50 x 15 weeks = <b>£4702.50</b></li> <li>School based Councillor (1 Day a week) - <b>£9000</b></li> <li>Teacher/Staff 2 days - 1:1 and small group work – Mornings KS1, Afternoons KS2 - <b>£11,952</b></li> <li>HLTA – 1:1 art therapy and lego therapy - <b>£4982.67</b></li> </ul>	<p><b>1:1 Tuition – High Impact – EEF +5months:</b></p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons.</p>	<p>1, 2, 3, 5, 6</p>
<ul style="list-style-type: none"> <li>School based Speech and Language Therapist (1 Day a week) - <b>£9000</b></li> <li>Forest schools Lead takes Speech and Language sessions - proportion of salary – <b>£8320.60</b></li> </ul>	<p><b>Oral language interventions – Very High Impact – EEF +6months:</b></p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p>	<p>1, 2, 3, 4, 5, 6</p>

<ul style="list-style-type: none"> <li>Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon. Teacher and TA - Average Hourly staff wage £17.78 x 20 = 355.60 x 35 weeks = <b>£12,446</b></li> </ul>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book discussion with young children;</li> <li>explicitly extending pupils' spoken vocabulary;</li> <li>the use of structured questioning to develop reading comprehension; and</li> <li>the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	
---	--	--

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

Budgeted cost: £ 12376.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Access to technology:</b></p> <ul style="list-style-type: none"> <li>School App and Website – Parent have access to school guidance, support, examples of expectation, links to online software and programmes - <b>£1700</b></li> <li>Financial support for vulnerable families accessing educational visits and enrichment activities - <b>£10676.95</b></li> </ul>	<p><b>Parental engagement – Moderate – EFF +4 months:</b></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children’s learning activities; and</p> <p>more intensive programmes for families in crisis.</p>	<p>1, 2, 3, 5</p>

**Total budgeted cost: £107,180**

## Part B: Review of outcomes in the previous academic years

### Pupil premium strategy outcomes

*This details the impact that our pupil premium activity had on pupils in the 2024 to 2027 academic year:*

---

Our internal assessments during 2023/24 suggested that the progress of Disadvantaged pupils was positive in Reading, Writing and Maths – suggesting more children moved from working towards (WTS) to expected (EXS) or expected to Greater depth (GDS) than those who did not.

Early release of National data Corroborates our internal data so that we can say:

*“The Pupil Premium is spent on resources and pedagogical approaches that have positive impacts on targeted and untargeted children’s academia and mental well-being. So much so, that when these children leave Cookridge, they are in a better academic position than the national average of child with similar disadvantages.”*

Please see this year’s data for Dis-advantaged child:

---

	Reading	Writing	Maths	SPAG	Science
<b>Green data means above national</b> † = Positive trend (Above pre-COVID19 levels)    ‡ = Below pre-COVID19 levels and potential area of focus					
ol Expected 23/24	<b>75%↓</b>	<b>82.5%↑</b>	<b>85%</b>	<b>82.5%↓</b>	<b>85%↑</b>
ol Expected 22/23	80% †	80%	86%†	89%†	82%‡
ol Expected 2019 (Pre-Covid 19)	71%	80%	84%	80%	84%
onal Expected	74%	72%	73%	72%	81%
ol Greater Depth 23/24	<b>35%↓</b>	<b>17.5%↑</b>	<b>45%↓</b>	<b>32.5%↓</b>	
ol Greater Depth 22/23	43%	16%‡	50%†	57%†	
ol Greater Depth 2019 (Pre-Covid 19)	30%	21%	34%	39%	
onal Greater Depth (22/23)	29%	13%	24%	30%	
GRESS	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>		
ol Progress 23/24	+3.3	+1.3	+5.2		
ol PROGRESS 2019 (Pre-Covid 19)	+ 2.1	+ 1.8	+ 2.5		
onal Progress	+0.2	+0.2	0.0		
School Disadvantaged 23/24	<b>62.5%↓</b>	<b>75%↑</b>	<b>75%↑</b>	<b>75%</b>	62.5%
School Disadvantaged 22/23	71%†	71%†	71%†	86%	
School Disadvantaged 2019 (Pre-Covid 19)	50%	64%	64%		
National Disadvantaged (22/23)	60%	58%	59%	Awaiting data release	Awaiting data release
School Disadvantaged – Greater Depth 23/24	<b>37.5%↑</b>	<b>12.5%↑</b>	<b>37.5%↑</b>		
School Disadvantaged – Greater Depth 22/23	19%	5%	38%		
ol National Disadvantaged – Greater Depth	Awaiting data release	Awaiting data release	Awaiting data release	Awaiting data release	Awaiting data release
PROGRESS Disadvantaged (22/23)	<b>+2.1</b>	<b>+0.5</b>	<b>+4.1</b>		
National Progress Disadvantaged	Awaiting data release	Awaiting data release	Awaiting data release	Awaiting data release	Awaiting data release
School SEN 23/24	<b>57.1</b>	<b>57.1</b>	<b>71.4</b>		
School SEN 22/23	60%	40%	100%		
National SEN (22/23)	45%	34%	42%	Awaiting data release	Awaiting data release
School SEN – Greater Depth 23/24	<b>42.9%</b>	<b>14.3%</b>	<b>14.3%</b>		
School SEN – Greater Depth 22/23	0%	0%	40%		
National SEN – Greater Depth (22/23)	Awaiting data release	Awaiting data release	Awaiting data release	Awaiting data release	Awaiting data release
PROGRESS SEN	<b>+9</b>	<b>+4</b>	<b>+12</b>		
National Progress SEN	Awaiting data release	Awaiting data release	Awaiting data release	Awaiting data release	Awaiting data release