

Pupil premium strategy statement – Cookham Rise Primary School

December 2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. Our previous statement was written for the three-year period 2021 to 2024. This is a new statement based on a review carried out in October 2024 where teachers identified the key needs of their PP children.

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	206 (as at census Oct 2024)
Proportion (%) of pupil premium eligible pupils	14% (29 pupils)
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)	December 2024 – December 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Daniels
Pupil premium lead	Helen Daniels
Governor / Trustee lead	Gaynor Sprules

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£44010

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. We want every child in our school to feel valued, cared for and to SHINE.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, particularly reading. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This year (2024) we carried out research to determine the common barriers to learning for our disadvantaged pupils and have used this to underpin the key principles of our strategy.

The key principles for our strategy will ensure:

Quality first teaching

Expert early reading teaching

Expert maths teaching

Support for children's emotional well-being

Continued professional development for all staff

Children getting access to a wide range of enrichment experiences (this is embedded within our three curriculum aims – opportunity, creativity, community)

Challenges

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

Challenge number	Detail of challenge
1	Behind age related expectations in writing
2	Behind age related expectations in Maths
3	Issues with emotional well being

4	Issues regarding general knowledge / lack of life experiences
---	---

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
Improvements in writing, particularly regarding basic skills	PP children are progressing in line with their peers.
Improvements in maths, particularly regarding number skills	PP children are progressing in line with their peers.
Children to feel a strong sense of school belonging and have access to support if needed	PP children to have accessed appropriate support if required
To provide appropriate enrichment activities that will improve self-esteem and social skills.	Children eligible for PP to have accessed a school club if they would like to attend one and to have experienced the range of enrichment activities planned for each class.

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: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is regular training for all staff teaching the RWI programme (weekly in school via the Reading leader and termly through a RWI consultant)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf	1

<p>Mastering Number Programme for all staff in Reception, Years 1 and 2 + some KS2 staff – time out of class for training</p>	<p>There is evidence showing that successful implementation of the Mastering Number programme brings huge benefits to all pupils.</p> <p>https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1</p> <p>This is echoed in an OFSTED 2023 review of mathematical success.</p> <p>https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report</p>	<p>2</p>
<p>Walkthrus Project – strategies chosen to support the development of writing in school</p>	<p>Teachers to have regular coaching sessions (every 3-4 weeks) and TAs to have eight sessions a year before school.</p> <p>https://walkthrus.co.uk/how-does-it-work</p> <p>The Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms:</p> <ul style="list-style-type: none"> Build knowledge Motivate staff Develop teaching techniques Embed practice <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1</p>

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

Budgeted cost: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing to support smaller phonics groups in the morning plus 1:1 phonics sessions</p>	<p>There is a great deal of evidence for the effectiveness of the programme here</p> <p>https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</p>	<p>1</p>

targeted at disadvantaged pupils who require further phonics support.	In addition, our evidence is also in the fact that the programme has been so successful at school for a number of years now – seen in the progress of eh pupils as well as our PSC results annually.	
Mastering Number Programme	To be used as a daily structured intervention with those pupils needing it in KS2 https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/	2

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

Budgeted cost: £9 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
A trained ELSA 4 x pms a week to work with selected children 1:1 or in small groups	We have had an ELSA in place for more than ten years at school and have seen first-hand how much the role is needed to support our children. An example of some of the research can be found here - https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	3
Financial support for families so that pupils can access extra-curricular activities as well as to pay for the range of opportunities in place to enhance the curriculum	A range of positive outcomes result from attendance at clubs and other enrichment activities, including developing a sense of belonging, supporting attendance, developing relationships alongside the skills developed by the club itself. https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	4

Total budgeted cost: £44 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All of our disadvantaged pupils passed the PSC by the end of Year 2.

Maths mastery has had a positive impact on pupil outcomes in maths across the school.

All of the children identified by staff as needing ELSA support across the year were able to access it.

Attendance across the school has been very good and we were the school with the best attendance in the LA in December 2024. We have looked at reducing the gap between the whole school population and our PP children. This has moved to being less than 2% in December 2024.

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
Read Write Inc	Ruth Miskin Literacy Inc
Mastering Number	NCTEM
Walkthrus	Tom Sherrington