



Pupil Premium Strategy Statement

November 2021 - 2024

This strategy will be reviewed each year in the Autumn term – November
2022 review

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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.

School overview

Detail	Data
School name	Cookham Rise Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Helen Daniels Headteacher
Pupil premium lead	Helen Daniels Headteacher
Governor / Trustee lead	Gaynor Sprules, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1 345 x 21 (at time of funding) 25 pupils now £28 245
Recovery premium funding allocation this academic year	£3045
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	£31 290

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. As a school we have chosen the school led tutoring route.

This year (2021) 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

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	Underdeveloped oral language skills and vocabulary gaps
2	Greater difficulties with phonics
3	Well being
4	Behind age related expectations in writing and maths.
5	Attendance

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Continued consistent expert teaching of early reading	All staff (teachers and TAs) maintain their consistent expert teaching of RWI 90 – 100% of pupils pass Phonics Screening Check with the any pupils not passing in Year 1 passing by the end of KS1 Staff have successful strategies in place to support reading for pleasure and the vast majority of children report that they enjoy reading

<p>To develop maths mastery across the school</p>	<p>Staff are confident teaching maths using the maths mastery approach.</p> <p>The impact of maths mastery can be seen in our improved progress data</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • Boxhall profiles for specific children show improved scores
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • reduction in the percentage of all pupils who are persistently absent

Activity in the academic year 2021-22

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: **£8,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	<p>1, 2, 4</p>
<p>Ensure there is regular training for all staff teaching the RWI programme (weekly in school and termly through a RWI consultant)</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</p>	<p>1, 2</p>
<p>Maths Mastery NCTEM programme</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>4</p>

access Maths Hub resources and CPD (including Teaching for Mastery training).	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	
Continue to focus on life skills as a school. Embed the MindUp programme	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://mindup.org/	3
<p>Autumn 2022 review</p> <p>Staff didn't feel that we had found the right assessments and so we have now purchased NTS test in reading and maths for years 2 – 5. These assessments have more of a diagnostic element and will support our lowest 20% moving forwards. 2022–23: Use NTS tests and discuss what they are showing us at PPMs</p> <p>The teaching of phonics is strong. This was recognised in our April 2022 OFSTED inspection and in our PSC results that are above 90% despite a drop nationally to 75%. 2022–23: Continue</p> <p>The first year of maths mastery training has gone well and this year we are at the point of disseminating good practice to staff across the school. 2022–23: Continue with programme - lead staff will continue to attend external training and disseminate this back in school.</p>		

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional staffing to support smaller phonics groups in the morning plus 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.	https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf	2
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
<p>Autumn 2022 review</p> <p>Additional staffing has a hugely positive impact on the teaching of early reading. Evidenced as above.</p> <p>2022–23: continue</p> <p>School led tutoring money spent effectively – impact for individual pupils discussed at PPMs</p> <p>2022–23: Spend National Tutoring programme money effectively this year with a focus on Years 4 – 6</p>		

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

Budgeted cost: **£7,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice https://www.gov.uk/government/publications/school-attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<p>An additional ELSA trained so we have two in place to support across the school</p> <p>One ELSA to support across the school 2 x pms per week + additional planning time</p>	<p>We have seen the value of having an ELSA in school across the past ten years and now want to have another trained who knows our Reception and KS1 pupils really well</p> <p>https://educationendowmentfoundation.org.uk/public/files/EEF_Case_Study_SEL_Woodhall_Primary_School.pdf</p>	<p>3,5</p>
<p>Autumn 2022 review</p> <p>New ELSA trained and inducted, however, our established ELSA has left leaving us with one again. There have been huge benefits seen from the post. ELSA keeps details notes and feeds into plans such as PSPs. Impact reviewed and discussed at PPMs.</p> <p>2022–23: Continue with 2 x pms of ELSA support for children + relevant training</p>		

Total budgeted cost: £32 000

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

Information about the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year has been detailed below each section.

Externally provided programmes

Programme	Provider
RWI phonics	Read Write Inc
Maths mastery	NCTEM
MindUp	Mind Up