

Pupil premium strategy statement – Cookham Rise Primary School

December 2025

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 some of our 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.

Last 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 teaching of early reading

Expert maths teaching

Support for children's emotional well-being

Continued professional development for all staff to maintain their expertise

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	Reading and writing

	<p>Discussions with children, parents and teachers show that reading at home can pose a range of challenges for some families. On entry to Reception, we have identified a vocabulary gap for some pupils which may stem from the range of communication a child has been exposed to as well as the range and number of texts that have been shared with them. We have identified that this can also impact their oracy and comprehension skills.</p> <p>Some of our children have had fewer opportunities to develop their fine motor skills and this has been seen to have an impact on the early stages of their writing.</p>
2	<p>Maths</p> <p>Maths is the area that parents tell us they feel less confident in and one in which they feel that teaching has changed significantly since they were at school. For some of our families this can lead to a more negative view of the subject as well as there being less support at home, time given to practice number facts etc.</p> <p>Our observations in school have also revealed gender gaps in some of our cohorts with some of our disadvantaged girls performing less well than their male counterparts.</p>
3	<p>Emotional regulation and well-being</p> <p>Our observations show us that many children at times during their school life will need some support with well-being and regulation. Evidence shows us that pupils with more chaotic home lives, higher levels of parental stress and/or difficult living conditions need more support with their emotional regulation and well-being than their peers.</p>
4	<p>Issues regarding general knowledge / lack of life experiences</p> <p>Our locality is an area of contrasts, and our Acorn data (geodemographic data) shows that we serve a 'low income living' population that sits alongside 'established affluence'. This can be difficult for some of our pupils who are not necessarily able to access the range of extra-curricular activities and enrichment activities that many of their peers have access to.</p>

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 reading and 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 full range of enrichment activities planned for each class.
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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
Mastering Number Programme for all staff in Reception, Years 1 and 2 + some KS2 staff – time out of class for training	There is evidence showing that successful implementation of the Mastering Number programme brings huge benefits to all pupils. https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/ https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1 This is echoed in an OFSTED 2023 review of mathematical success. https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report	2
Walkthrus Project – strategies	Teachers to have regular coaching sessions (every 3-4 weeks) and TAs to have eight sessions a year before school.	1

<p>chosen to support the development of writing in 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>	
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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 targeted at disadvantaged pupils who require further phonics support.</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>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.</p>	<p>1</p>
<p>Mastering Number Programme</p>	<p>To be used as a daily structured intervention with those pupils needing it in KS2</p> <p>https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/</p>	<p>2</p>

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

Budgeted cost: £9 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A trained ELSA 4 x pms a week to work with selected children 1:1 or in small groups</p>	<p>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.</p> <p>An example of some of the research can be found here -</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	<p>3</p>
<p>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</p>	<p>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.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	<p>4</p>

Total budgeted cost: £44 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Currently 94% of children in Year 1 are on track to pass PSC and most of Reception are where they need to be at this point to be on track.

March 2026 update – to secure an even stronger start for Reception we have added an additional teacher into the setting Mon – Fri to teach an extra phonics group meaning that they can be taught in smaller groups. This is already seeing an impact on e.g. pencil grip.

Maths mastery has had a positive impact on pupil outcomes in maths across the school. This can be seen in our Maths data as well as reported by class teachers from mental maths activities.

The Walkthrus project is having a significant impact on consistency across the school which supports our children in understanding expectations and routines as well as having access to quality first teaching. Learning walks have demonstrated as well as peer on peer observations from teachers reported in our coaching meetings.

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 compare very positively with other schools. 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 2025.

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

