

Pupil premium strategy statement



...where we all flourish

Cookham Dean Primary School

2024-2027

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This statement details our school's use of pupil 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 last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	7% 15 pupils 1.5% PLAC 3 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)	2024- 2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2027
Statement authorised by	Fenella Reekie
Pupil premium lead	Fenella Reekie
Governor / Trustee lead	Neil Strain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,410
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>	£20,410

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face have the necessary knowledge, skills and understanding to be safe, develop spiritually, emotionally and physically to flourish regardless of the level of disadvantage they experience. that all disadvantaged pupils feel that they can achieve their ambition; that they do not feel disadvantaged compared to their peers and that they feel included. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Our strategy is part of the wider school development focus to achieve positive outcomes for all of our pupils

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support – maths and writing. 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.

Following analysis and parental/pupil voice, the following are our key priorities within this strategy

High quality first teaching
Targeted academic support
Wider school strategies

Challenges

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

Challenge number	Detail of challenge
1	Attendance/lateness 2 out of 14 disadvantaged pupils have an attendance rate of 88% - below our school target of 97%. All other disadvantaged pupils have excellent attendance of at least 95%. Reasons behind poor attendance is generally ill health but may also include term time holidays. Poor attendance has an impact on their sense of belonging, access to the curriculum and how they view themselves as learners.
2	Low self esteem/anxiety We have identified 9 pupils with low self esteem or anxiety. Being disadvantaged is not the only cause of low self esteem as there are other factors that are present in these families. These children are not always

	confident to put themselves forward for opportunities in school or in the classroom ; they are less confident at answering questions in front of their peers and need encouragement by teachers to take part in class discussion.
3	Low attainment on entry particularly reading writing and maths 6 of our disadvantaged pupils have low attainment in 2 or more subjects – across all year groups in 2026. 4 of our pupils did not meet the ELG in reading, writing and maths. 7 of our disadvantaged pupils did not start at our school in reception. Writing is a particular area where our disadvantaged pupils are working below ARE (8 pupils in total). Out of the 15 pupils there are other barriers to attainment particularly in writing eg. speech and language, EAL, attachment, dyslexia.
4	Cultural Capital Some of our disadvantaged pupils have not had the same opportunities as our non-disadvantaged pupils eg. Going to the theatre, hearing live music, attending concerts, seeing plays.
5	Engaging families with school Some of our disadvantaged pupils find difficulty engaging with school eg. parents evening or meetings with teachers. This may be due to a language barrier, their availability or it maybe their relationship with school.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for 2 pupils currently at 88% will be increased by the end of the academic year 2026 to 90%
Improved writing attainment among disadvantaged pupils.	School target to close the gap between school disadvantaged and national non disadvantaged. Current data shows that school disadvantaged making expected standard is 71% and national non-disadvantaged is 78%
Improved maths attainment among disadvantaged pupils.	School target to close the gap between school disadvantaged and national disadvantaged. Data from the last 3 years show that we are significantly below in this subject. Our current school disadvantaged

	data is 43% against a national disadvantaged of 60%.
Improved reading attainment among disadvantaged pupils	School target to close the gap between school disadvantaged and national non disadvantaged. Current data shows that school disadvantaged making expected standard is 71% and national non-disadvantaged is 80%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	All disadvantaged pupils enjoy coming into school; they attend a school club ; they take part in sports competitions ; they are well and feel safe. Learning walks evidence that our disadvantaged pupils are engaged, take part and show resilience in their learning. Pupil voice show 100% of our disadvantaged pupils are involved in school life.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To embed the BBO Maths Hub in EYFS and KS1. Time to be given to staff to train/evaluate/observe</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
<i>CPD through Tom Sherrington Walkthrus</i>	There is evidence from the EEF that that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged. The focus for the walkthrus will be ensuring all children have a chance to share their ideas (think pair share/cold calling) ; that they have have good modelling (I do, we	3

	do, you do) ; they are able to articulate their ideas (metacognitive talk) and they have support when needed (scaffolding). https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	
<i>Introduce and embed new scheme of work for the teaching of reading ensuring a rich reading curriculum</i>	There is evidence from the EEF The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. Successful approaches are carefully tailored to pupils' reading capabilities. A systematic approach to the teaching of phonics will ensure that our disadvantage pupils in year 1 have a good start to their reading journey. The Little Wandle scheme used by our school ensures high quality training for all staff and a programme that includes keep up teaching to ensure that our lower attainers have access to support. From year 2 to year 6, we are working with Take One Book to ensure that all children have access to good quality texts and teaching of those texts. TOB ensures that all children start with the same contextual knowledge to a text regardless of background. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional staffing to support smaller phonics groups in the morning plus</i>	Evidence from EEF	3

<i>1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	Small group tuition has an average impact of four months additional progress over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<i>1:1 sessions targeting times tables.</i>	Evidence from EEF Small group tuition has an average impact of four months additional progress over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3

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

Budgeted cost: £ 5,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</i> 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.	1
<i>Targetted support for those needing emotional support via ELSA or nurture group</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
<i>Providing school uniform</i>	EEF evidence Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms..	5
<i>Paying for school trips and cultural experiences</i>	Ensure that no disadvantaged pupil misses out on the same opportunities as non-disadvantaged. To improve the cultural capital for disadvantaged pupils.	4
<i>Training for staff in nurture principals and ELSA</i> <i>Training for pupil Emotional Wellbeing Ambassadors</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	1

	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
<i>Providing opportunities for disadvantaged pupils to join an after school club</i>	After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11. Nuffield Foundation	1 and 4
<i>Support from external agencies eg virtual school, Mulberry Trust, Educational Psychologist, Educational Welfare Officer, Early Help</i>	Low literacy skills, poor attendance, and social, emotional and mental health (SEMH) and wellbeing needs are the most frequently cited barriers to attainment for socio-economically disadvantaged pupils, according to a new analysis of schools' Pupil Premium statements ⁽¹⁾ . EEF	1,2 and 3

Total budgeted cost: £ £20,410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

60% of our disadvantaged pupils passed the phonics screening test in year 1 2024.(3 out of 5 children)

In Summer 2025, 75% of our disadvantaged pupils achieved the expected standard in reading and 50% in maths and 50% in writing.

All of our disadvantaged pupils enjoyed school trips paid for from PP funding.

Attendance for PP children was 93% whereas non-disadvantaged was 95%.

Teaching

Progress made

Good progress



Average Progress



Minimal progress



- 1) Embed BBO maths in EYFS and KS1.

The reception teacher has continued her training in BBO maths and this has been introduced as part of the curriculum in year 2. 50% of children are achieving ARE in maths academic year 2026.

Action : year 1 teacher to attend training 2026-2027

- 2) CPD through Tom Sherrington Walkthrus

Walkthrus have continued this year and are evident in all classes. New teachers have been trained in the walkthrus already established in our school.

Action : revise and revisit core walkthrus to ensure that they are done well

- 3) Introduce and embed new scheme of work for the teaching of reading ensuring a rich reading curriculum

Introduction of Take One Book curriculum planned for Summer 2026

Targetted academic support

Progress made

Good progress



Average Progress



Minimal progress



- 1) Additional staffing to support smaller phonics groups in the morning plus 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.

Additional staff were employed for early morning intervention for a period in the Autumn term.

2) 1:1 sessions targeting times tables in KS2

Current data shows that the MTC results will be above last years national class average.

Wider strategies

Progress made

Good progress



Average Progress



Minimal progress



- 1) Embedding principles of good practice set out in the DfE's Improving School Attendance
School has increased the attendance target from 95% to 97% to ensure high expectations. Work with one family and EWO continues to improve the attendance from 88% to 90%.
- 2) Targetted support for those needing emotional support via ELSA or nurture group
2 teaching assistants have been trained in ELSA making this 3 in total thus decreasing the waiting list – disadvantaged pupils are given priority.
- 3) Providing school uniform
Some disadvantaged pupils have accessed this but not every child.
Action : to ensure that all families are aware of this provision
- 4) Paying for school trips and cultural experiences
Some disadvantaged pupils have accessed this but not every child
Action : to ensure that all families are aware of this provision
- 5) Training for staff in nurture principals and training for pupil Emotional Wellbeing Ambassadors
Training completed which has ensured nurture group can target those children who need it with priority given to disadvantaged pupils. Emotional wellbeing ambassadors has now been rolled out to KS1 (friendship ambassadors). Training for current EWA has been completed
Action : to ensure that this is consistently available.
- 6) Providing opportunities for disadvantaged pupils to join an after school club
Some disadvantaged pupils have accessed this but not every child
Action : to ensure that all families are aware of this provision
- 7) Support from external agencies eg virtual school, Mulberry Trust, Educational Psychologist, Educational Welfare Officer, Early Help
Work with these external agencies has had a positive impact on the wellbeing for our disadvantaged pupils and their families including parenting courses, cognitive assessments, SEMH coaching.

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
Walkthrus	Tom Sherrington
BBO Maths	Maths Hub
Emotional Wellbeing Training	RBWM
Nurture training	RBWM
ELSA	RBWM
Take One Book	Just Imagine