

Pupil premium strategy statement

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

School overview

Detail	Data
School name	Cookridge Holy Trinity C of E (A) Primary
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	9.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	31 st October 2024
Date on which it will be reviewed	Annually
Pupil premium lead	SMT
Governor / Trustee lead	Nicky Smithson-Brook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53280
Recovery premium funding allocation this academic year	£1233
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	£61,190

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our Pupil Premium Children are that their achievement and outcomes are in line with our non-pupil premium children

Barriers to learning are:

Attendance

COVID-19 caused issues relating to limited progress and emotional wellbeing

Emotional difficulties – this could be due to issues around home (family break up etc) or poor self image.

Some children come in to school at a lower starting point than their peers they tend to have poor language skills evidenced in vocabulary, inference and comprehension, which are barriers to progress.

Some children come in to school at a lower starting point than their peers in number and numeracy skills.

Some children are identified as having SEND

Financial difficulties in providing for school trips and/or music tuition and curriculum enhancing experiences.

The key principles of our strategy plan are:

Higher rates of progress for pupils eligible for PP across KS2 to ensure that they make progress at least in line with national with focus on reading and maths from their starting points. In line or above National Benchmarks. In line with Non-PP Children in school.

Narrow gaps in attainment closed between all groups of learners, including those eligible for Pupil Premium with focus on improving reading outcomes and improving inference and vocabulary. In line with Non-PP Children in school.

Well balanced and self regulated children emotionally who are able to articulate well.

Limited impact of COVID-19 upon end of key stage outcomes for children

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Emotional difficulties – this could be due to issues around home (family break up etc) or poor self-image
3	Some children come in to school at a lower starting point than their peers they tend to have poor language skills evidenced in vocabulary, inference and comprehension, which are barriers to progress.
4	Some children come in to school at a lower starting point than their peers in number and numeracy skills.
5	Some children are identified as having SEND
6	Financial difficulties in providing for school trips and/or music tuition and curriculum enhancing 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
Higher rates of progress for pupils eligible for PP across KS2 to ensure that they make progress at least in line with national with focus on reading and maths from their starting points. In line or above National Benchmarks. In line with Non-PP Children in school.	Measures put in place to support the outcome through QFT and strategic interventions
Narrow gaps in attainment closed between all groups of learners, including those eligible for Pupil Premium with focus on improving reading outcomes and improving inference and vocabulary. In line with Non-PP Children in school.	Progress Matters meetings ensure that children are making the progress and sometimes better progress than they need to QFT ensures that children are making rapid progress Support for children is timely and makes a difference to pupil achievement and progress
Well balanced and self-regulated children emotionally who are able to articulate well.	Incidents of red cards (school behaviour policy) are low
Limited impact of COVID-19 upon end of key stage outcomes for children	Catch up interventions are in place and meet the needs of children
Children have attendance rates in-line with non PP children	Learning Mentor monitors attendance rates and puts early intervention when required
Children have access to the wider curriculum such as attendance at after school clubs, trips and residential trips	Full funding for school trips and a significant contribution for residential trips

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alive and Kicking Theatre company workshops @£6,500	To work with children and staff (CPD) and parents on creating cross curricular and creative learning experiences – the workshops impact on children giving opportunities for quality writing	2,4,
STARs training for all staff	To enable staff to recognise and support children who have ASC traits	5
Recruitment of additional staff to support children's additional needs	More staff available to support children's gaps in their learning	1, 2, 4, 5

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

Budgeted cost: £ 58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave 3 Teacher support £10,000	We have increased the hours of the SENCo so that she is now full time to address children's learning needs. The additional time will be spent supporting children who require wave 3 support. This is an ongoing support for children. Children identified through FSM, Progress Matters Meetings, Vulnerable groups, closing the gap.	1, 2, 4, 5
HLTA/TA hours to enable T.A. support across the school with a particular focus on closing the learning gap and nurture £20,000	Children either identified through FSM, vulnerable or closing the gap in particular in Reading and Maths with in class support.	1, 2, 3, 4, 5
1 to 1 Tuition £5,000 Tutor Trust/White Rose Maths	This work is targeted at those children working just below age related expectations in Key Stage 2 Children receive 10 hours of either literacy (reading and writing) input or Mathematics input. It focuses on where the child is now and addresses gaps in their understanding. Working with Tutor Trust (in Maths) this started as part of a research topic to enable children in year 6 maths to achieve ARE 1 to 1 tuition led by staff who work on a 1 to 1 basis with children on RW or M to ensure that gaps are closed	1, 2, 3, 4, 5
Learning Mentor Support £15,000	Working with children in nurture groups coaching children to help them develop skills of negotiation and helping to promote restorative justice. To monitor attendance across school – particularly those children in receipt of pupil premium to ensure that their attendance is as good as possible.	1, 2, 3
Chatterbugs Speech and Language £6000	Working with identified children to help develop clear language skills	5
5 Beanstalk Volunteer Readers £2500	To work with 15 children PP, Closing the learning gap, vulnerable Reading support twice a week for each child.	1, 2, 3, 4, 5

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alive and Kicking Theatre company workshops @£6,500	To work with children and staff (CPD) and parents on creating cross curricular and creative learning experiences – the workshops impact on children giving opportunities for quality writing	1, 2, 3, 4, 5
Funding for trips/residential £120 per child @£2500	To enable families to afford the two residential trips in year 5 and year 6 and children throughout the school to take part in school offsite trips. Also to pay for all school trips for PP children.	3, 6
Re-development of the Nurture room in readiness for the start of the school year £2000	The revamping of the Nurture space in school enables us to have a bespoke space for children who need additional support such as Art Therapy/Sand play or Learning Mentor time	1, 2, 3, 4, 5, 6
OPAL (Outdoor Play and Learning) £5000	Supporting outdoor play so that children have engaging and productive, happy playtimes that reduce the numbers of behaviour incidents and accidents	1,2,5

Total budgeted cost: £72,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

KS2 Data 2024				
56 children	Expected Standard		Greater Depth	
	School 2024	National 2024	School 2024	National 2024
READING	89%	74%	27%	28%
WRITING	82%	72%	16%	13%
MATHS	82%	73%	29%	24%
COMBINED	73%	61%	9%	8%
2 children joined school in year 6 – 1 in September and the other in January When we take them out of the data results would be: 76% RWM				
Standardised scores				
Reading	106	105		
Maths	106	104		

Pupil Premium 6	Expected Standard		Greater Depth	
	School 2024	National 2024	School 2024	National 2024
READING	67%	74%	0%	28%
WRITING	33%	72%	0%	13%
MATHS	67%	73%	17%	24%
RWM	33%	61%	0%	8%

Phonics 2024	
Year 1	
School	National
92%	79%
Year 2	
54%	51%

EYFS 2024 Assessment judgements changed this year to: Met/Not Met		
Subject	On Entry	Summer Term
GLD	30%	69%
Communication and Language	42%	79%
Personal Social and Emotional Development	36%	85%
Physical Development	40%	84%
Literacy	33%	74%
Maths	50%	78%
Understanding of the World	47%	81%
Expressive Art and Design	37%	85%

Many children joined Reception this year with limited access to full time Nursery learning – many children attended Nursery for 2 or 3 days.
3 children joined EYFS in summer term – all were WTS

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Small group tuition	Tutor Trust
Individualised reading support	Beanstalk
Yoga for children	Tatty Bumpkins

Further Information

Nurture support at lunch time to support children (including those in receipt of PP) with emotional difficulties at lunchtime. The Nurture area was re-developed during COVID 19 Lockdown so that school could meet the needs of children returning to the school environment.

P4C is taught across school and is linked closely with our PHSE curriculum and our Christian Ethos statements (where appropriate).