

Pupil premium strategy statement: Cockwood Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Cockwood Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	18.6% (16)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/8
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	A Roper
Pupil premium lead	A Roper
Governor / Trustee lead	Bob Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240 (16 pupils at £1515) + £350 (1 service child)
Recovery premium funding allocation this academic year (school lead tutoring income)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Cockwood Primary School is an inclusive, semi-rural village academy of 86 pupils organised into three mixed-age classes. Our vision — happiness, ambition, perseverance, reflection, respect and creativity — underpins our commitment that every pupil, including those eligible for Pupil Premium (PP), is supported to flourish academically, socially and culturally.

Ultimate objectives for disadvantaged pupils

- Close the attainment gap so disadvantaged pupils achieve in Reading, Writing and Maths at least in line with their peers by the end of their key stages.
- Rapidly improve early language, vocabulary and oracy so pupils can access the full curriculum with confidence.
- Improve emotional health, resilience and self-regulation so pupils attend well and benefit from classroom teaching.
- Widen cultural capital and environmental citizenship so disadvantaged pupils access the same breadth of experiences (oracy, outdoor learning, arts, environmental leadership) as their peers.

How this strategy works towards those objectives

- It follows the DfE Menu of Approaches: Tier 1 — High-quality teaching (CPD, curriculum development, resources); Tier 2 — Targeted academic support (small-group and one-to-one tuition, focused phonics & language interventions, carefully deployed TAs); Tier 3 — Wider strategies (attendance support, SEL, enrichment, family engagement).
- Evidence-led choices are prioritised (mainly Education Endowment Foundation guidance and evaluated programmes). Each activity is mapped to the barriers we have identified and given measurable success criteria.
- Interventions are not stand-alone: class teachers remain central; interventions are tightly linked to the classroom curriculum (to avoid missing curriculum time) and implementation is monitored (see Implementation and Monitoring below).

Key principles

- High-quality classroom teaching is the first and most powerful lever. Targeted interventions supplement excellent in-class practice.
- Interventions will be targeted, flexible and proportionate to need (individualised plans for oral language, phonics, SEMH and tuition).
- Use of experienced staff (trained teachers, trained TAs) for interventions to maximise impact, with coaching to sustain quality.
- Family and community engagement is core — attendance and SEMH strategies will work with families.
- Robust monitoring: progress data, attendance, parental feedback, implementation fidelity and proportional evaluation will shape and adapt provision.

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, speech and vocabulary gaps for many disadvantaged pupils, limiting comprehension, classroom participation and writing.
2	Attendance: 2 PP pupils are persistent absentees (<90%); 10 of 15 PP pupils are below 95% (Sept–Nov 2025). Non-PP YTD attendance 96.4% — PP attendance is substantially lower.
3	Social, emotional and mental health (SEMH) needs affecting wellbeing and learning (7 KS2 PP and 6 KS1 PP requiring additional SEMH support), leading to knowledge gaps and disrupted learning.
4	Additional phonics support required for 3 pupils in EYFS / Year 1 (poor on-entry phonics data).
5	KS2 outcomes in Reading, Writing & Maths for PP pupils need to be at least in line with whole-cohort expectations (current gaps in attainment/progress).

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
1. Improved language, vocabulary and oracy for disadvantaged early years and KS1 pupils	By end of the intervention cycle (termly reviews): targeted pupils make measurable gains on school language assessments (expectation: average additional progress equivalent to 4–6 months on oral language measures for targeted children); NELI/Talking Time or school measures show cohort improvement; Oracy skills evidenced across curriculum (teacher assessment and pupil voice). Evidence basis: EEF reports on oral language interventions show high impact (+6 months average) and NELI trials show multi-month gains. Education Endowment Foundation: Oral language interventions , Supporting early language development in England (NELI) .
2. Improved attendance and reduction in persistent absence for PP pupils	Reduce persistent absence among PP pupils to 0 by July 2026; increase proportion of PP pupils with attendance >=95% from current (approx. 5/15) to at least 80% by July 2026. Track via termly attendance reports and casework logs.

	Evidence: EEF Rapid Evidence Assessment on attendance interventions recommends tailored, responsive parental engagement and targeted approaches. EEF: Attendance interventions REA , EEF: Taking a tailored approach to improving attendance .
3. Improved SEMH and wellbeing enabling pupils to access learning	Targeted SEL interventions and pastoral support reduce SEMH incidents, improve wellbeing scores and lead to at least 3 months additional academic progress for pupils receiving targeted SEMH support over an academic year. SEL embedded across curriculum; monitored through termly wellbeing surveys and behaviour logs. Evidence: EEF SEL guidance shows average impact of +3–4 months. EEF: Social and emotional learning .
4. Phonics catch-up for EYFS / Year 1 pupils	All 3 targeted pupils receive RWI phonics intervention and achieve age-expected progress: pass the Phonics Screening Check (or make at least 1 year's equivalent progress) by the end of Year 1 or by the agreed review date. Evidence: EEF phonics guidance: +5 months average. EEF: Phonics, RWI evaluation .
5. KS2 PP attainment in Reading, Writing & Maths in line with cohort	By end of KS2 cycle (or next statutory/Trust assessment point): PP pupils' combined expected attainment (Reading, Writing, Maths) to be in line with whole cohort (gap closed). Interim targets: half-termly progress tracking shows catch-up trajectories; small-group/1:1 tuition demonstrates average improvement of at least 3–4 months per academic year for those targeted. Evidence: EEF small group & one-to-one tuition average impacts (1-to-1 ≈ +5 months; small group ≈ +4 months). EEF: Small group tuition

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: £13 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school Oracy & language CPD for all teachers (linking Oracy to reading comprehension and curriculum content). Allocate twilight meetings, termly coaching/observation cycles and StepLab coaching to embed	EEF: Oral language interventions have high impact on attainment and are most effective when integrated into the curriculum; training and teacher development increases impact. Education Endowment Foundation: Oral language interventions . Also links to Voice21 approaches to oracy, continued staff CPD	1

practice. Integrate oracy objectives into subject progression documents and SeeSaw assessment for non-core.	and embedding Voice 21 principles across the curriculum. End of unit assessments recorded on Seesaw as evidence of progress, in line with oracy objectives and outcomes. Voice21 / EEF summary on oral language .	
2. Update curriculum progression documents to make vocabulary & retrieval of prior knowledge explicit across subjects; ensure subject leaders (including new ones) receive CPD on curriculum sequencing and knowledge recall techniques (metacognition). Use EEF “A School’s Guide to Implementation” when planning rollout.	EEF guidance on implementation and metacognition: strong evidence that curriculum sequencing, retrieval and teacher expertise improve outcomes. EEF: A School's Guide to Implementation .	1, 5
3. Systematic Synthetic Phonics (SSP) whole-school alignment and teacher training (2 days INSET Sept 25 all staff delivering RWI; structured daily phonics for Reception/Year 1; Development days and time for Early Reading Lead). Embed decodable readers and link to home reading.	EEF: Phonics has a positive impact (~+5 months). Read Write Inc. has been subject to EEF evaluations and is a widely used SSP. EEF: Phonics , RWI evaluation (EEF) .	4, 1
4. Quality first teaching improvement via StepLab coaching for all teachers (focus on feedback, formative assessment, scaffolding and adaptations for mixed-age classes). Allocate PP funding to support release time for coaching cycles and peer observations.	EEF evidence: improving quality of teaching is the highest-leverage strategy and coaching/PD increases instructional quality and outcomes (see EEF Teaching & Learning Toolkit and Implementation guidance). EEF: A School's Guide to Implementation .	5, 1
5. Use structured classroom talk and dialogic teaching (planned whole-class discussion structures, ground rules for talk, teacher questioning) to strengthen comprehension and oracy across curriculum.	Continue to embed Voice 21 strategies for talk across the school. EEF: Dialogic teaching and structured classroom talk improve outcomes by promoting high-quality classroom interaction; integrates with oral language evidence. EEF: Oral language interventions , EEF: Guidance on Dialogic Teaching (Jay et al. report) .	1, 5

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

Budgeted cost: £6090

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Nuffield Early Language Intervention (NELI) or similarly evidenced targeted oral language programme for Reception & early KS1 PP pupils (small groups 4–6; trained TA delivery; 20-week programme). Individual language plans for those with speech & language needs.	EEF/NELI large-scale evaluations show consistent positive impact; scale-up evaluation reported average ~3–4 months additional progress for recipients. Supporting early language development in England (NELI) , EEF: Oral language interventions .	1
2. Targeted phonics catch-up sessions (1:1 or groups up to 4) for the 3 EYFS/Y1 pupils, delivered by trained TA/teacher, 15–20 minutes daily for an agreed block. Frequent assessment and movement between groups based on progress.	EEF: small-group and one-to-one phonics interventions produce significant gains; 1:1 has higher effect (+8 months) but small group (up to 5) also effective (+4 months). EEF: Phonics .	4
3. Small-group tuition (1:2 or 1:3) in Maths and Reading for KS2 PP pupils (targeted by diagnostic assessments and teacher judgement). Blocks of 6–12 weeks, frequent sessions (3 x weekly where possible), curriculum-aligned and planned with class teacher to maintain continuity.	EEF: Small group tuition has moderate impact (average +4 months); Tutor Trust and other trials show ~+3 months. Key ingredients: diagnostic assessment, alignment with classroom teaching, frequent, sustained sessions. EEF: Small group tuition , EEF: Tutor Trust trial .	5
4. One-to-one or 1:2 specialist tuition for pupils with greatest gaps (KS2 PP pupils flagged by assessments) — use internal experienced staff. Maintain 6–12 week blocks with progress monitoring.	EEF: one-to-one tuition offers the largest average impacts (up to +5 months or more) when well-matched to pupil need, frequent and sustained. EEF: Small group tuition / Tutoring guidance .	5
5. Structured reading comprehension interventions (paired reading, guided reading & targeted vocabulary instruction) for KS1/KS2 PP pupils, tied to oracy and curriculum text choices. Use	EEF: Oral language and reading comprehension strategies are mutually reinforcing; structured vocabulary and comprehension work support reading attainment. EEF: Oral language	1, 5

targeted book talk and teacher modelling. Including the daily use of Nesy to support spelling and sight-reading.	interventions , EEF: Improving literacy in KS1 guidance .	
6. Deploy TAs with targeted training and structured programmes (clarity of roles, coached delivery, monitored fidelity) to deliver interventions and tuition.	EEF: well-trained TAs, given structured programmes and oversight, can deliver effective small-group and 1:1 support. EEF: Making best use of Teaching Assistants (guidance) .	4,5,1

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance & family engagement package: personalised attendance plans, early phone/text prompts using personalised, non-blaming messages, our “attendance conversations” model and coordinated referrals to external support. Use targeted parental engagement and personalised communications (letters/messages stating days missed and consequences, positive encouragement).	EEF Rapid Evidence Assessment on attendance: evidence base is limited but indicates targeted, responsive approaches and personalised parental engagement show promise. EEF: “Taking a tailored approach to improving attendance” highlights parental communication and responsive casework. EEF: Attendance interventions REA , EEF: Taking a tailored approach to attendance	2
2. Whole-school SEL plan (SAFE): adopt an evidence-based SEL approach (or structured practises from EEF guidance) — weekly short SEL sessions, integrated SEL within curriculum and targeted small-group SEMH support. Train staff, implement monitoring and parent workshops.	EEF Guidance: “Improving Social and Emotional Learning in Primary Schools” gives six practical recommendations; SEL shows average impact +3–4 months and improves wellbeing. EEF: Social and emotional learning guidance , EEF SEL guidance report	3
3. Early help & pastoral support: expand access to in-school pastoral sessions play therapist / counselling partnerships (commissioned as needed), and parent/carer workshops to build capacity at home. Create Individual	EEF SEL and Behaviour guidance emphasise that targeted more intensive support plus whole-school ethos works best in combination; specialist input should be targeted. EEF: Social and emotional learning , [EEF: Improving Behaviour in Schools guidance].	3, 2

SEMH plans and reintegration plans for pupils with absence/anxiety.		
4. Breakfast club / targeted meal support for vulnerable families (priority PP places), and funded access to residentials, arts and clubs to increase cultural capital and environmental citizenship (Nature Park / Climate Leaders Award).	EEF attendance REA and wider evidence: meal provision shows mixed effects on attendance but can help engagement for some disadvantaged pupils; extracurricular activities can support engagement and cultural capital when targeted. EEF: Attendance interventions REA .	2, 3, 1

Total budgeted cost: £24590

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 2024 to 2025 academic year.

Throughout this year, we've been committed to ensuring rigorous and personalised learning for all our pupils.

Our assessment approach has been comprehensive, using standardised testing to provide detailed insights into pupil progress. We've implemented half-termly Star Reading and Star Maths tests, alongside Early Literacy assessments linked to Accelerated Reader and regular Read Write Inc. phonics evaluations. These tools help us precisely identify and address learning needs.

Our Pupil Premium Strategy continues to be a priority, with a strong emphasis on individualised learning interventions. As a small school, we have the unique advantage of tailoring support to meet each pupil's specific requirements. This has included strategic staff deployment to support high-needs pupils and ensure the safety and learning environment for all.

During the Spring Term, we engaged our Forest School Lead to deliver targeted sessions for our EYFS pupils. These sessions were designed to raise attainment in Communication and Language (CLL) and Personal, Social, and Emotional Development (PSED). We also used these sessions to support a high-needs child, helping to manage behavioural challenges and minimise disruption to other pupils.

Looking ahead, our focus areas will be writing development and vocabulary enhancement through oracy. We'll continue embedding the White Rose Maths programme, building daily number fluency, and using marginal gains interventions to address misconceptions swiftly. Last year, this approach proved successful, with our two Pupil Premium Year 6 pupils achieving 100% in Reading and SPaG, with one child narrowly missing the Maths, however making incredible progress from their starting points.

We were very proud to be recognised as a Centre of Excellence for Voice 21, which demonstrates we are striving to promote oracy in all aspects of the curriculum, which benefits every child. We are upskilling our staff and promoting high-quality dialogue across the curriculum. Our weekly Votes for Schools sessions have provided a platform for all pupils, including those from disadvantaged backgrounds, to engage with broader contexts.

We've recognised that speech and language needs are significant barriers to learning, and we're investing heavily in this area. In the coming year, we also hope to build stronger collaborative links with our partner schools to further enrich our curriculum.

End of KS 2 SATs Data

	<i>Reading</i>	<i>SPaG</i>	<i>Writing</i>	<i>Maths</i>
<i>Yr 6 PP (2 pupils)</i>	<i>100% (GD 50%)</i>	<i>100% (GD 50%)</i>	<i>50% (Teacher ass)</i>	<i>50% (1 child got 99)</i>

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
Voice 21	Voice 21