



## Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement for each academic year)</b>	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate Dawson
Pupil premium lead	Kate Dawson
Governor / Trustee lead	Rebecca Paskin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27, 590
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£27, 590</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Cowling Primary School, our core belief is that every pupil, regardless of background or the challenges they face, deserves the opportunity to make strong progress, achieve highly and be exposed to a wide variety of enrichment and extra-curricular activities. Our Pupil Premium strategy, therefore, is designed to ensure that disadvantaged pupils receive the targeted support they need to thrive in line with their peers. We also recognise the additional barriers faced by vulnerable groups, such as children with a social worker or young carers. The activities outlined in this statement aim to meet their needs too, regardless of whether they qualify for Pupil Premium funding.

High-quality approaches to teaching, learning and curriculum are the cornerstone of our approach with all our pupils. Likewise, all our pupils benefit from the following:

- A nurturing approach, including a Behaviour and PSHE curriculum that supports mental, emotional, social, and physical wellbeing.
- A tiered approach to pastoral care, which ensures that every pupil has access to the support they need.

Each academic year, we prioritise areas where our data shows disadvantaged pupils require the most support. Our strategy, however, is primarily built on the principle that improving attainment, particularly in Literacy and Numeracy, for disadvantaged pupils will improve their ability to transfer successfully to High School at age 11, as well as increase their future prospects and chance to thrive. When deciding upon expenditure we take a responsive, evidence-informed approach, rooted in robust diagnostic assessments.

To ensure our strategy is effective, we:

- Challenge all our pupils through high expectations and ambitious learning opportunities.
- Intervene early when needs are identified, ensuring timely and targeted support
- Embed a whole-school culture of shared responsibility, where every member of staff is committed to raising outcomes and aspirations for all pupils, but especially those who are disadvantaged.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The

focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. 35% of our disadvantaged pupils are below age-related expectations. This gap narrows but remains significant to the end of KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Across school 71% of our disadvantaged pupils were below age related expectations at the end of the last academic year.
4	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Across school 65% of our disadvantaged pupils were below age related expectations at the end of the last academic year
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high and 8 out of 17 are accessing additional support from Selfa.
6	Our attendance data shows that currently 41% of disadvantaged pupils are 'persistently absent.' Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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
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.
Improved Reading, Phonics, Writing and Maths attainment among disadvantaged pupils.	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"><li>• Ongoing formative assessments in individual, group or whole class reading, writing and maths lessons</li><li>• Summative half-termly phonic assessments</li><li>• Summative termly reading, writing and maths assessments.</li><li>• Monitoring of reading, writing and maths – observations of lessons, book scrutiny and pupil voice.</li><li>• Targeted support/intervention to support individual pupils</li><li>• Evidence of progress from the baseline assessments of specific interventions where relevant.</li><li>• Data from National assessments (EYFS profile in CAL, writing and number, KS1 Phonics check, Year 6 SAT data and Year 4 Multiplication Check) show increase in disadvantaged pupils achieving at least age related expectations.</li></ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Evidence related to individual pupils:</p> <ul style="list-style-type: none"><li>• Use of services offered by SELFA for identified children through Wellbeing Warriors groups and 1 to 1 sessions.</li><li>• Use of targeted adult support by those trained with Compass Buzz (now known as Compass Phoenix)</li><li>• Reduction of number of challenging behaviour incidents recorded on CPoms.</li><li>• Reduction in number of cause for mental health concerns recorded on CPoms.</li><li>• Referral to relevant services: Compass Phoenix, Inclusion Hub, Early Help, Healthy Child team, CAMHS, Selfa</li></ul>

	<ul style="list-style-type: none"> <li>• Data from NYCC Health and Wellbeing survey.</li> <li>• ELSA trained staff member to provide weekly targeted intervention to support children's mental health.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p><b>Improved Attendance Rates</b></p> <ul style="list-style-type: none"> <li>• Average attendance of Pupil Premium pupils increases from <b>89.37 % to at least 95%</b> by the end of the academic year.</li> <li>• The attendance gap between PP and non-PP pupils reduces by <b>at least 4 %</b>.</li> </ul> <p><b>Reduction in Persistent Absence</b></p> <ul style="list-style-type: none"> <li>• The percentage of Pupil Premium pupils classed as persistently absent (below 90%) reduces from <b>41% to 20%</b></li> </ul>

## 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:

White Rose Jigsaw - support with Maths in EYFS - £1438

Staff Release time -£1200 - White Rose Jigsaw Reception

Resources to implement White Rose Jigsaw Reception £750

Writing GLD programme

Staff release time- £1200

Resources to implement GLD writing programme £750

Employment of 0.5 HLTA to help reduce class sizes enabling us to teach in year groups and ensure an English curriculum with small progressive steps. £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and staff release time to monitor the reading, writing and maths across school.	Effective approaches to improve the teaching of Reading, Writing and Maths have a positive impact on all pupils including disadvantaged pupils <a href="#">EEF Toolkits for: EYFS and KS1 Literacy</a> <a href="#">KS2 Literacy</a> <a href="#">EYFS and KS1 Maths</a> <a href="#">KS2 Maths</a>	1, 2, 3, 4
Embedding writing throughout school, involvement in NYC GLD project	The project aims to support the government's ambition, outlined in <a href="#">Giving Every Child the Best Start in Life</a> (July 2025), to increase the proportion of children achieving GLD by the end of Reception. Nationally, the government have set a target of 75% for 2028 for all pupils.	1,4

	<p>As North Yorkshire performs above the national average, North Yorkshire Local Authority have been set a target of 80.2% GLD by 2028 by central government.</p>	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
Implementation of the ShREC approach to prioritising communication and language development.	<p>Development of children's communication and language through socially meaningful interactions should be prioritised. Children thrive on conversation with people they have a strong relationship with, focused on things they want to talk about.</p> <p>The ShREC approach provides us with a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice. We can use these strategies with every child, every day.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach">https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</a></p>	1,2

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

Budgeted cost:

Primary Intervention Programme - £600

Staff release time to deliver intervention -TA to deliver 2 intervention groups 3 times a week- £4056

Little Wandle- catch up £4500 to deliver and resource the intervention. Includes 0.44 TA

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p><a href="#"><u>Tutoring: guidance for education settings</u></a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#"><u>One to one tuition   Teaching and Learning Toolkit   EEF</u></a></p> <p><a href="#"><u>Small group tuition   Teaching and Learning Toolkit   EEF</u></a></p>	1, 2, 3, 4
<p>Additional Maths sessions targeted at disadvantaged pupils who require additional support in collaboration with the White Rose Maths hub</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#"><u>One to one tuition   Teaching and Learning Toolkit   EEF</u></a></p> <p><a href="#"><u>Small group tuition   Teaching and Learning Toolkit   EEF</u></a></p>	2
<p>Continued use of Launchpad to Literacy to plug the gaps for our disadvantaged pupils.</p>	<p>Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. In the short term, children who are better communicators at age five become better readers. In the longer term, they go on to achieve better exam results at age 16 and are more likely to gain higher-paid</p>	1

	employment as adults (Shuey and Kankaraš, 2018).	
Additional Phonics sessions targeted at disadvantaged pupils who require further phonic support. All children who did not achieve age related in Phonics to be assessed for gaps in Phonetical understanding and fluency.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted Phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.  EEF Phonics	1,2

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

Budgeted cost:

SELFA – No cost apart from administration.

ELSA - £500 + £1755 (release time for TA)

Craven SEMH Network - £942

Papyrus Training - £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on strategies for improving the well-being and behaviour for learning of all pupils.	Both targeted interventions and universal approaches can have positive overall effects.  <a href="#">EEF Behaviour interventions</a>	5
Additional adult support for pupils with SEMH, anxiety and other needs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.  <a href="#">EEF Social and Emotional Learning</a>	5
Monitor attendance - putting strategies in place to support families who need it.	Improvements in attendance can have positive overall effects  <a href="#">EEF Attendance Interventions</a>	6
Financial contribution to SELFA towards the cost of disadvantaged pupils accessing out of school and holiday clubs	Sutton Trust Report on Extra Curricular equalities	5

Additional adult support for pupils with SEMH and anxiety (Compass Buzz)	EEF toolkit for Social and Emotional Learning	5
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**Total budgeted cost: £29,691**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Last year's pupil premium strategy has delivered positive outcomes across our key priority areas. Our disadvantaged pupils have made measurable progress in reading, phonics, writing and maths attainment, demonstrating the impact of our targeted interventions and quality-first teaching approaches. Pupils have achieved at least expected progress and age-related attainment in foundation subjects, reflecting our commitment to a broad and balanced curriculum for all learners.

We have successfully widened access to enrichment activities, the broader curriculum and opportunities for spiritual, moral, social and cultural (SMSC) development, ensuring our disadvantaged pupils benefit from the full range of experiences our school offers. Additionally, we have seen improved well-being across the school, particularly among our disadvantaged pupils, through our enhanced pastoral support and mental health initiatives. However, we recognise that this is an ongoing journey. While we celebrate these achievements, we remain committed to sustaining and building upon this progress, continuously evaluating our approach to ensure that every disadvantaged pupil at Cowling Community Primary School reaches their full potential.

Our internal assessments during 2024/2025 suggested that the performance of disadvantaged pupils has improved slightly in Reading, Writing and Maths compared to performance in 2023/2024. Our assessment of the reasons for these outcomes is due to successful intervention and support for the pupils who need it. Although a significant proportion of our disadvantaged pupils are still working below age related expectations.

There has been a focus on supporting our disadvantaged pupils, socially and educationally although we still recognise that these children still need further support. We have put in several referrals for children to support their wellbeing and are now accessing more pathways for this.

Our assessments and observations indicate that pupil behaviour, well-being and mental health has improved since last year but there are still significant impacts on all children, particularly disadvantaged pupils. We used pupil premium funding to begin targeting these children and will further develop this in this academic year through accessing support from other agencies and increasing CPD for staff

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Launchpad for Literacy GLD	Launchpad for Literacy
Little Wandle letters and Sounds	Little Wandle
PSHE Association Membership	PSHE Association
Whiterose Jigsaw	Whiterose
GLD NYC programme	North Yorkshire Council
Mentoring	SELFA
Well-being Warriors	