Codicote C of E Primary School 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Codicote C of E Primary School
Number of pupils in school	245 full time & 21 Nursery children part time
Proportion (%) of pupil premium eligible pupils	16%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	12.11.25
Date on which it will be reviewed	30.10.26
Statement authorised by	Liz Pollard - Headteacher
Pupil premium lead	Liz Pollard – Headteacher & Kevin Browne – Deputy Head
Governor	Su Murley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,115
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62,115

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to ensuring that all children have equality of access to school life and learning, including educational and extra-curricular opportunities, so all can reach their potential. The pupil premium strategy is to support disadvantaged pupils to make the maximum progress possible to thrive, irrespective of their initial starting points, in all aspects of their educational experience.

Quality first teaching, and a broad and balanced curriculum, underpinned by quality experiences to enhance and support learning and well-being is at the centre of our approach. Through identifying the individuals, and groups of pupils facing additional challenges, or who have specific vulnerabilities, a range of tailored provision is put in place, to support their learning, well-being and development.

The approaches we use to fulfil these needs are multiple and varied, focussed on clear identification of need, and appropriate support and interventions to ensure all children are challenged and supported to achieve the highest possible outcomes. This applies to children who need additional provision to ensure they are on track to meet or exceed trajectories of progress and attainment.

All staff are committed to take responsibility for their role in achieving this, and to sustaining and improving outcomes for those who are disadvantaged, alongside those identified as non-disadvantaged. It is also recognised that there is a continuum of need which is not always reflected in funding given. Through knowing our children and families, this consideration is factored into the provision available for all children.

Key elements include:

- Early identification of need and provision put in place to meet this.
- High expectations of all children, with appropriate challenge and support
- Access to the whole curriculum and wider opportunities
- Specialist provision to address learning needs

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show a number of children with speech and language challenges and vocabulary gaps among many of our PP children, resulting in greater challenge in accessing the curriculum and in developing positive social interaction skills. .
2	A number of PP children's ability to decode and development of de-coding and comprehension skills are lower than non-PP children. This also has an impact on their writing skills.

3	A proportion of PP children have low attendance rates and often arrive late for school. This has an effect on their learning and progress as well as impacting on their social and emotional development.
4	A high percentage of our pupil premium pupils have SEN. This includes children who have EHCP or are awaiting an EHCP.
5	For some PP children, there is a lack of opportunities for wider experiences outside the classroom, resulting reduced first hand experiences which support learning in KS1 and 2 across the curriculum and restricted vocabulary. This has been exacerbated due to increased cost of living.
6	Some PP children have experienced emotional trauma for a range of reasons, and/or have mental health needs requiring mental health needs, meaning they need support in emotional regulation to be in a position to access learning more easily.

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
Improve spoken language skills to be in line with, or exceed age related expectations.	• Children eligible for PP develop age appropriate speaking and listening skills to enable them to access all areas of learning, in order to reach age expectations. • All children have access to wider learning opportunities and this is reflected in their confident use of an enhanced vocabulary.
Improve reading skills to ensure speed and accuracy in accessing all areas of the curriculum, in line with age related expectations.	• Reading outcomes for PP children ensure that children's progress is accelerated in relation to prior attainment, so that it is in line with, or above that of non-PP children. • Internal school data demonstrates good and sustained levels of progress with an increased number of pupils accessing age-related curriculum • Phonics screening outcomes in Year1 and End KS2 reading outcomes are broadly in line with national average for pupils who do not have other relevant identified SEND needs.
To achieve and sustain improved attendance and punctuality for our pupil premium pupils.	• Sustained high attendance demonstrated by overall attendance rate is broadly in line or better than national data (96%). • The attendance gap between disadvantaged pupils and non-disadvantaged pupils is narrowed. • Specific families are identified for individualised support resulting in improved attendance and punctuality.
A range of life experiences are provided/made accessible, which support and enhance learning and provide a context for extending and embedding vocabulary.	• Children from a disadvantaged background have opportunities to develop individual interests and passions and will benefit from significant cultural capital through first hand experiences which enhance learning and the curriculum, broadening aspirations for the future.

	• All children have equality of access to additional learning activities irrespective of cost. • School clubs and extra-curricular activities remain free to children. • Attendance at school clubs reflects the school population.
Provide mentoring, counselling and targeted support for children with attachment disorders/difficulty in accessing learning due to attention and focus.	• Improved levels of concentration skills and ability to focus in a typical learning environment will enable children to access learning effectively. • Improved self- esteem and ability to manage feelings will result in more secure relationships with peers, and adults, and reduced anxiety.

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

Budgeted cost: £ *30,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
First quality teaching. A: Building knowledge B: Motivating teachers C: Developing teaching techniques D: Embedding practice	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. What makes great teaching? - Sutton Trust https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improvi	1, 2, 4
Provide individual and small group SEMH interventions, including Art, Sand, Drawing and play therapies. Use evidence based programmes to: • Teach skills explicitly. • Expand emotional vocabulary.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance) Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search	1, 4, 6

• Teach self-calming strategies. • Discuss perspectives. Develop relationships. Practise problem solving strategies.		
Teaching Assistant time increased to provide additional structured interventions, including small group and 1-1 support within lessons, precision teaching and support in practising and consolidating basic skills. Increased hours to enable relevant training and CPD for support staff.	More TA support will allow teachers to plan specific interventions for PP children, and targeted teaching to enable further progress. TA support overseeing the classroom enables teachers to focus on specific skills with groups and individuals. Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk) Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment. https://www.google.co.uk/search?q=https%3A%2F%2Feducationendowmentfoundation.org.+uk%2Feducation-evidence%2Fguidancereports%2Fteaching-assistants&safe=active&ssui=on Research shows that TA talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
Further develop use of TWINKL phonics teaching for all pupils and to provide additional 'catch up to keep up' sessions leading to improved literacy outcomes. Fund staff CPD to support delivery	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly in the Early Years. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3
Whole school CPD on oracy Embedding	There is extensive evidence associating speaking and listening having a positive impact on attainment. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be	1. 2. 4.

opportunities for oracy across the curriculum. Supporting pupils to articulate key ideas, reason and extend vocabulary.	behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-lear ning-toolkit/oral-language-interventions	

Targeted academic support

Budgeted cost: £ *20,350*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide individual programmes of speech therapy for children with identified needs, under direction of speech and language therapist.	Developing individual skills of children will accelerate their progress, and improve access to learning in phonics, and basic skills in reading and writing. Children's focus, behaviour and concentration are significantly better when children have the receptive and expressive language skills needed access learning and social opportunities. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4
Provide catch up before school reading groups, and additional support within class guided reading sessions.	Evaluation of previous programmes used has shown that children accessing this resource have made significantly quicker progress from their individual starting points. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2
1-1 and small group teaching before school, and after school.	The gaps in knowledge and understanding are addressed so that learning builds on a firm base of knowledge, skills and conceptual understanding. Gaps in learning are identified and addressed. Children falling behind ARE need intervention to ensure their basic understanding is sound before they can make consistent progress in their learning. 1:1 tuition is proven to enable 5+ months impact on progress (EEF Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,4

Provide mentoring, counselling and targeted support for children who have experienced trauma/have disorders/difficulty in accessing learning due to attention and focus.	Improved levels of concentration skills and ability to focus in a typical learning environment will enable children to access learning effectively. Improved self- esteem and ability to manage feelings will result in more secure relationships with peers, and adults, and reduced anxiety.	6

Wider strategies

Budgeted cost: £ *11,265*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding for parts of trips – e.g. residential element - to broaden experiences of children and to support learning through high quality first hand experiences. Provision of a range of experiences to build cultural capital in school, such as live Opera and Theatre. Continue to provide a wide range of extra-curricular activities free to children across the year groups, including: sport, drama, dance music, art and media.	Learning in a practical context supports development of language skills, and provides opportunities for children to broaden their knowledge and experiences. Developing cultural capital in your primary school | Cornerstones Education The provision of clubs before, within, and after the school day, throughout the school week, enables children to access wider opportunities beyond the curriculum.	5
Rigorous monitoring of attendance and punctuality. Bespoke programmes for individual families tailored to identified, need. Advice and support from Attendance Improvement Officer	Evidence of monitoring and support demonstrates that attendance procedures in place to support families improve attendance and punctuality Improving School Attendance DfE 2021 advises that significantly reduced levels of absence and persistent absence can be achieved with investment in: • leadership and management	3

	• relationships and communication • systems and data • intervention • Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £62,115

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.

Improve spoken language skills through foundation stage and KS1:
An additional member of staff was trained to provide speech and language interventions – this enabled the school to further develop specialisms in supporting children at different key stages. Following programmes developed by speech and language therapists, children with a number of speech disorders were supported, including: immature speech, speech and language conditions, elective mutism and communication disorders. This had a positive impact on their speech and language, ability to access phonics and apply in writing and reading and on behaviour, as the children were able to negotiate play and unstructured times using their language skills.

Feedback from Speech and language agencies, including external staff training in school, has been extremely positive. Positive outcomes for children are reflected in key data and progress reviews.

Improve reading skills to ensure speed and accuracy in accessing all areas of the curriculum.
Reading outcomes and progress measures were strong for children in relation to prior attainment. Tracking of progress demonstrated an increase in the rate of progress made by children, and their ability to access learning across the curriculum, using their reading skills.

Achieve and sustain improved attendance and punctuality for our pupil premium pupils.
Rigorous following up of attendance below expectations and lateness, alongside identifying barriers and ways of overcoming these resulted in a significant improvement for targeted families in terms of attendance overall and punctuality. This resulted in the children able to access more key skills, such as phonics and also increased their rate of progress overall.

Life experiences which support and enhance learning and provide a context for extending and embedding vocabulary.
All children were able to participate in opportunities provided within school – through the provision of a wide range of free clubs and activities, as well as workshops and productions provided in school. All children were able to access, and attended school trips and activities,

including whole school visits, fully funded by the school. All PP children attended residential school visits.

Provide mentoring, counselling and targeted support for children with attachment disorders/difficulty in accessing learning due to attention and focus.

A wide range of therapeutic initiatives were available to all, and targeted pupils, including: Mindfulness sessions, mindfulness club, drawing and talking, sand therapy, Lego therapy and play therapy. These had a positive impact on the children's ability to focus on class and manage emotions and feelings. This was reflected in attainment and progress and records such as the Behaviour log. Evaluation of programmes was extremely positive. Number of referrals to external professionals was also reduced.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Pupil Premium pupils are fully represented in groups with additional responsibilities including: School Council, Eco Team, Librarians, Office staff at lunchtimes.