

Pupil premium strategy statement – Covingham Park Primary School 2025- 2028

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 | 361 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| 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 | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Joanna Crabbe |
| Pupil premium lead | Joanna Crabbe |
| Governor / Trustee lead | Ray Williams |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Pupil premium funding allocation this academic year | £93125 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ |
| 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> | £93125 |

Part A: Pupil premium strategy plan

Statement of intent

We aim to use pupil premium funding to help us narrow the gap for disadvantaged pupils at our school to ensure that there are no barriers to achievement. We will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: phonics, reading, writing, oracy and maths.

Our expectation is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. The approaches we have adopted complement each other to help pupils to excel.

High-quality teaching is at the heart of our approach, which 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage in the following way:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In addition, we will provide pastoral support for pupils identified by school as vulnerable or in need. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Curriculum and Cultural Capital</p> <p>Our observations and discussions with pupils and families identify a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment as parents cannot afford additional life experiences such as trips and days out. Therefore, all children need access to all a broad and balanced curriculum, which offers experiences and opportunities to enhance learning and oracy.</p> |
| 2 | <p>Reading</p> <p>Evidence shows that pupils often read less at home and have less opportunities to be heard read by an adult; this has a negative impact on their fluency skills, which then impacts their ability to read and retrieve information from texts.</p> <p>KS2 reading data 2025 shows a significant difference in attainment of disadvantaged pupils to non-disadvantaged pupils. KS1 data shows a similar pattern in reading. Phonics data for 2025 shows a similar pattern.</p> <p>QLA identifies that children have difficulty with vocabulary in context and inference.</p> |
| 3 | <p>Attendance</p> <p>The attendance of our disadvantaged children across the school is lower than non-disadvantaged children.</p> |
| 4 | <p>Maths</p> <p>End of KS2 data shows a gap in attainment for disadvantaged pupils versus non-disadvantaged pupils.</p> |

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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Curriculum and Cultural Capital</p> <p>To achieve and sustain improved wellbeing and cultural capital for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>*No child who is entitled to pupil premium will be excluded from a trip, visit or club through financial hardship. All disadvantaged pupils will have the offer of activities paid</p> <p>Children in receipt of the PPG will be signposted towards out of school enrichment activities at the request of parents.</p> |
| <p>Reading</p> <p>To close progress gap between disadvantaged and non-disadvantaged children in reading by</p> | <p>*KS2 reading outcomes in 2025/26 show that the gap in disadvantaged pupils and their non-disadvantaged peers is below National average.</p> |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| continuing to develop a rigorous and sequential approach to reading curriculum develops pupils' fluency, confidence and enjoyment in reading. | <p>*Evident that most disadvantaged pupils are working at Age Related Expectations for their year group.</p> <p>*Disadvantaged pupils make progress in line with their non-disadvantaged peers</p> |
| <p>Attendance</p> <p>To improve the attendance of disadvantaged pupils.</p> | <p>*Termly monitoring per class and whole school shows a decrease in the gap between attendance rates of PP and Non-PP pupils.</p> |
| <p>Maths</p> <p>To close progress gap between disadvantaged and non-disadvantaged children in maths attainment through ensuring that all pupils have a solid basics of the 4 operations, have improved problem solving skills, and a good mathematical vocabulary.</p> | <p>*KS2 maths outcomes in 2025/26 show that the gap in disadvantaged pupils and their non-disadvantaged peers is in line with National average.</p> <p>*Evident that the majority of disadvantaged pupils are working at Age Related Expectations for their year group.</p> <p>*Disadvantaged pupils make progress in line with their non-disadvantaged peers</p> |

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: £37,296

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Phonics | <ol style="list-style-type: none"> 1. KS1 Phonics leader attendance at courses with Ramsbury hub - CPD. 2. KS1 Phonics leader release time 3. KS1 Phonics leader release time to work with Ramsbury Hub staff 4. TLE support in Phonics from Blue Kite Trust | 2 |
| Reading | <ol style="list-style-type: none"> 1. KS2 reading lead- Reading for Fluency courses through Ramsbury Hub and disseminate to KS2 staff 2. Staff meeting time to deliver training to staff. | 2 |

| | | |
|-------|----------------------------------------------------------------------------------------------------------------------------------------|---|
| | 3. Advice and support from the NLT and the Ramsbury Reading Hub. 4. Purchasing of additional Little Wandle books for fluency at KS2 | |
| Maths | 1. TLE support in maths from Blue Kite Trust | 4 |

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

Budgeted cost: £23,310

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Structured interventions to support PPG pupils | 1. Purchase of IDL to support Literacy and Maths interventions 2. Teaching Assistant support interventions for PPG pupils such as Precision Teaching, NumBots, IDL, TT Rockstars | 2, 4 |
| Phonics intervention in Y3 to Y6 | 1. All TAs in KS2 trained in Little Wandle intervention | 2 |

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

Budgeted cost: £ 32,634

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Cultural Capital and Curriculum Provision | 1. School to cover the costs of education visits for all PPG pupils – including residentials and curriculum experiences in school 2. School to pay for PPG pupils to attend extracurricular activities such as clubs, sport and music lessons | 1, 3 |
| Attendance | 1. Attendance officer dedicated time to monitor and improve the attendance of PPG pupils | 1, 3 |
| Nurture support | 1. Additional hours for TA to support children coming into school- nurture breakfast time 2. TAs to support identified children with additional nurturing times | 3 |

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021- 2024 targets:

To close the gap in reading between PPG V Non PPG pupils

| Groups | School (Expected + %) | | | | Trust (Expected + %) | | | |
|---------------|-----------------------|----|----|----|----------------------|----|-----|----|
| | Pupil Number | R | W | M | R | W | GPS | M |
| All Children | 57 | 67 | 75 | 60 | 73 | 73 | 72 | 74 |
| Pupil Premium | 12 | 58 | 58 | 33 | 60 | 57 | 55 | 60 |
| Boys | 34 | 68 | 71 | 62 | 73 | 70 | 69 | 75 |
| Girls | 23 | 65 | 83 | 57 | 74 | 77 | 75 | 72 |
| SEN | 14 | 43 | 36 | 21 | 38 | 30 | 30 | 38 |

In KS2, 67% of pupils achieved EXP+ in Reading. However, 58% of PPG pupils achieved EXP+ in Reading.

| Groups | School (Expected + %) | | | | Trust (Expected + %) | | |
|---------------|-----------------------|-----|-----|-----|----------------------|----|----|
| | Pupil Number | R | W | M | R | W | M |
| All Children | 56 | 70% | 63% | 70% | 77 | 71 | 78 |
| Pupil Premium | 11 | 73% | 55% | 64% | 61 | 50 | 60 |
| Boys | 32 | 66% | 59% | 69% | 75 | 66 | 79 |
| Girls | 24 | 67% | 67% | 67% | 81 | 76 | 77 |
| SEN | 5 | 0 | 0 | 0 | 39 | 27 | 42 |

In KS1, 70% of pupils achieved EXP+ in Reading; 73% of PPG pupils achieving EXP+ in Reading.

To close the gap in Phonics between PPG V Non-PPG pupils

Phonics Screening Data

| 2022 | | 2023 | | 2024 | | 2025 | |
|------------|---------------|------------|---------------|------------|---------------|------------|-------------------|
| All pupils | Pupil Premium | All pupils | Pupil Premium | All pupils | Pupil Premium | All pupils | Pupil Premium |
| 69% | 40% | 82% | 40% | 74% | 71% | 68% | 2 out of 7 29% |

In Year 1, 68% of pupils passed the phonics screen; 29% of PPG pupils of pupils passed the phonics screen.

To close the gap in Maths between PPG V Non-PPG pupils

| Groups | School (Expected + %) | | | | Trust (Expected + %) | | | |
|---------------|-----------------------|----|----|----|----------------------|----|-----|----|
| | Pupil Number | R | W | M | R | W | GPS | M |
| All Children | 57 | 67 | 75 | 60 | 73 | 73 | 72 | 74 |
| Pupil Premium | 12 | 58 | 58 | 33 | 60 | 57 | 55 | 60 |
| Boys | 34 | 68 | 71 | 62 | 73 | 70 | 69 | 75 |
| Girls | 23 | 65 | 83 | 57 | 74 | 77 | 75 | 72 |
| SEN | 14 | 43 | 36 | 21 | 38 | 30 | 30 | 38 |

In KS2, 60% of pupils achieved EXP+ in Maths. However, 33% of PPG pupils achieved EXP+ in Maths.

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

| |
|-----------------------------------------------------------------------------|
| |
| The impact of that spending on service pupil premium eligible pupils |
| |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.