Pupil premium strategy statement – Covingham Park Primary School 2026

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	355
Proportion (%) of pupil premium eligible pupils	19.4%
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	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	James Wood
Pupil premium lead	James Wood
Governor / Trustee lead	Ray Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,561
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*	£94,561

Part A: Pupil premium strategy plan

Statement of intent

Our vision
At Covingham Park Primary School, we are committed to ensuring that every child has the opportunity to achieve, thrive and realise their potential. Our vision of developing children who are **Curious, Resilient and Inspired** underpins our approach to supporting disadvantaged pupils. We recognise that disadvantage can create or compound barriers to learning, attendance, participation and wellbeing. Our role is to identify these barriers early, understand their individual impact and respond with ambition, precision and care.

Our approach to Pupil Premium is founded on the belief that disadvantage should never define a child's future. We are committed to **accumulating advantage over time** through consistently high-quality teaching, targeted academic support and wider strategies that promote attendance, wellbeing, engagement and enrichment. Rather than viewing Pupil Premium as a discrete intervention programme, we embed support for disadvantaged pupils within our whole-school improvement strategy so that every decision contributes to improving outcomes for those who need it most.

At present, 19.4% of our pupils are formally identified as disadvantaged. However, we recognise that financial and social disadvantage is not always captured through statutory measures. Some families experience periods of financial insecurity, unstable employment, housing pressures or other circumstances that can affect attendance, wellbeing, engagement and readiness to learn without meeting the formal criteria for Pupil Premium. Our approach therefore considers the individual circumstances and barriers experienced by pupils, rather than relying solely on their funding status.

Pupil Premium eligibility
For the purposes of Pupil Premium funding, eligible pupils include: pupils who are currently eligible for Targeted Free School Meals (FSM); pupils who have been eligible for FSM within the previous six years (FSM Ever 6); looked-after children (LAC); and previously looked-after children (PLAC), including children who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care through a Special Guardianship Order or Child Arrangements Order.

From the 2026–27 academic year, eligibility for Free School Meals has been expanded to include additional pupils from households receiving Universal Credit. Pupils who qualify for FSM solely through the Expanded FSM provision do not attract Pupil Premium funding. However, we remain alert to the needs of these pupils and other children experiencing disadvantage through our wider inclusion and Learners Experiencing Disadvantage (LED) processes.

Our understanding of disadvantage at Covingham Park
Our approach is informed by a range of evidence rather than a single measure. We draw on: school assessment and progress information; attendance and persistent absence analysis; pastoral and safeguarding records; pupil voice; discussions with pupils, families and staff; SEND and inclusion information; and our Learners Experiencing Disadvantage (LED) mapping tool.

This enables us to identify both common patterns across groups of pupils and the individual barriers experienced by particular children. We recognise that disadvantaged pupils are not a homogenous group and that the barriers experienced by one pupil may be very different from those experienced by another.

The barriers we have identified

Our analysis indicates that the most significant barriers experienced by disadvantaged pupils at Covingham Park are linked to:

- reading fluency, including the development of automaticity and confidence;
- vocabulary and communication skills, which can affect pupils' ability to understand, articulate and engage with learning;
- mathematical confidence and mastery, including the secure understanding of key concepts and the ability to apply knowledge independently;
- belonging and wellbeing, including pupils' confidence, relationships and sense of being a valued member of the school community;
- attendance, engagement and readiness to learn for some pupils, where wider circumstances create additional barriers.

We also recognise the importance of consistent behaviours, routines and expectations. When these become automatic, pupils are able to devote more of their cognitive capacity to learning. Our strategy therefore seeks not simply to address gaps once they have emerged, but to remove barriers early and build the habits, knowledge, confidence and relationships that enable pupils to succeed.

Our strategic response

Our strategy places high-quality teaching at its centre, complemented by targeted academic, pastoral and wider support where this is needed. It is deliberately aligned with the four strategic priorities within our School Development Plan 2026/27: Culture, Quality First Teaching, Curriculum Excellence and Inclusion.

These priorities are informed by school-level evidence, professional expertise and the best available research evidence, including guidance from the Education Endowment Foundation (EEF).

1. Culture

Culture provides the foundation for success.

We establish high expectations, consistent routines and positive relationships so that disadvantaged pupils experience school as a calm, predictable and inclusive environment in which they feel safe, valued and ready to learn.
Through strong safeguarding, improved attendance, effective pastoral support, relational approaches and consistent behaviour routines, we seek to remove barriers that can prevent pupils from fully participating in school life. We recognise that predictable routines and clear expectations also reduce the cognitive load associated with navigating the school day, allowing pupils to focus more fully on learning.
Our aim is for every disadvantaged pupil to know that they belong at Covingham Park, that adults know them well and that they are capable of achieving highly.

2. Quality First Teaching

Quality First Teaching is our greatest lever for improving outcomes.

Disadvantaged pupils are entitled to the same ambitious curriculum and high expectations as their peers. We therefore prioritise high-quality teaching for every child, including adaptive teaching, effective assessment, explicit instruction, purposeful modelling, responsive feedback and carefully designed opportunities for practice and retrieval.
Professional development ensures that teachers understand the specific barriers faced by disadvantaged pupils and are equipped to respond effectively without reducing ambition or narrowing the curriculum.
Where pupils have gaps in knowledge or understanding, our first response is to strengthen classroom teaching and address misconceptions quickly. Targeted intervention is used where it is necessary and appropriate, but is not viewed as a substitute for consistently strong teaching.

3. Curriculum Excellence

Curriculum Excellence ensures that disadvantaged pupils have access to a rich, ambitious and carefully sequenced curriculum.

We prioritise secure foundations in reading, writing and mathematics while developing vocabulary, disciplinary knowledge and subject-specific understanding across the curriculum.
We recognise that strong literacy and numeracy provide an essential gateway to future learning and wider life opportunities.
Careful curriculum sequencing, effective assessment and responsive teaching enable pupils to build knowledge cumulatively, develop confidence and achieve mastery rather than simply addressing gaps through additional intervention.
We are committed to ensuring that disadvantage does not result in a narrowed curriculum. Disadvantaged pupils should experience the full breadth of school life and have regular opportunities to develop interests, talents and aspirations beyond the core curriculum.

4. Inclusion

Inclusion ensures that disadvantaged pupils are known as individuals and receive the support they need to participate fully in school life.

We work closely with pupils and families to understand individual circumstances and identify the barriers that may be affecting learning, attendance, wellbeing or engagement. Our LED mapping approach helps us to coordinate academic, pastoral and wider support so that provision is proportionate, timely and responsive.
We recognise the intersection between disadvantage and additional needs, including SEND, attendance difficulties and wellbeing. Where multiple barriers exist, we seek to understand the whole child rather than addressing individual needs in isolation.
We also recognise that opportunity matters beyond the classroom. We therefore actively promote participation in enrichment, educational visits, clubs, leadership opportunities and wider experiences that build confidence, develop interests, strengthen belonging and broaden pupils' understanding of what they can achieve.

Our ambition

Ultimately, our ambition is that disadvantaged pupils at Covingham Park do not simply overcome barriers; they develop the knowledge, habits, confidence and sense of belonging needed to thrive. By accumulating advantage over time through excellent teaching, strong relationships, high expectations and carefully targeted support, we want every disadvantaged pupil to leave Covingham Park as a curious learner, a resilient individual and an inspired young person, equipped with the knowledge, skills and confidence to succeed in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Reading assessment at KS2 in particular, indicates that while disadvantaged pupils make good progress from starting points, their attainment is below that of their peers (57% ARE+ for disadvantaged vs 78% ARE+ all pupils). Monitoring shows that these pupils often do read with accuracy but lack fluency, stamina and prosody which can limit comprehension.
2	Internal monitoring suggests that some disadvantaged pupils lack confidence in Maths and feel unprepared to master parts of the maths curriculum. This has a causal link to a deficit in communications proficiency as disadvantaged pupils within the school are generally less confident to articulate mathematical reasoning, explain using a metacognitive approach and apply prior learning.
3	Monitoring has shown that teachers can sometimes struggle to secure pupils' full attention, including that of disadvantaged pupils, resulting in key teaching moments being lost or not fully understood. Learning Walks have identified inconsistency in the application of routines across the school. This can have a disproportionately negative effect on disadvantaged pupils, who — often navigating disrupted home lives — find it harder to regulate positive learning behaviours where routines, culture and expectations are not applied consistently.
4	Participation data shows that disadvantaged pupils remain under-represented in leadership roles, clubs, performances and enrichment opportunities. Attendance - particularly for vulnerable and disadvantaged pupils - also remains a priority, so that recent improvements are sustained, persistent absence continues to reduce, and families are better supported to engage with attendance expectations. Parent survey responses point to a need for further progress in strengthening SEND co-production with families, particularly where SEND and disadvantage overlap.

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
Improving reading fluency and comprehension for all disadvantaged pupils.	By July 2027, the proportion of pupils meeting ARE in Reading will increase from 57% to at least 70%. Reading assessments, early identification of areas where strong foundations need strengthening in communication, and pupil conferencing will demonstrate pupils with improved stamina, prosody and confidence. The Trust Reading Fluency model is implemented consistently throughout Key Stage 2, resulting in improved fluency, accuracy and confidence, while disciplinary reading is embedded across foundation subjects, enabling pupils to access increasingly complex subject content and apply subject-specific vocabulary with confidence

Improved Mathematical Mastery	Quality First Teaching is consistently evident across the school, with a shared understanding of effective pedagogy underpinning high-quality learning experiences for every pupil. Agreed teaching and learning principles are embedded within planning and classroom practice, including explicit instruction, adaptive teaching, purposeful scaffolding, high-quality questioning, regular checks for understanding and retrieval practice – particularly in maths. Mathematics provision reflects a consistent mastery approach, with Mastering Number fully embedded, mathematical reasoning and vocabulary developed explicitly, and teaching adapted effectively to ensure appropriate challenge for all pupils, including those in mixed-age classes.
Culture of high expectations that is deliberately designed and maintained	A consistently calm, safe and purposeful school culture is embedded across Covingham Park Primary School, underpinned by high expectations, positive relationships and shared routines that foster pupils' self-regulation, resilience, responsibility, independence and intrinsic motivation. In addition, a relational approach to behaviour will be consistently evident across the school, enabling pupils to feel safe, valued and ready to learn. Learning environments, including classrooms, shared spaces and outdoor areas, are well organised, purposeful and reflect high expectations, promoting pride in the school community and supporting consistently high-quality provision.
Inclusion	Disadvantaged pupils access enrichment equitably, barriers to participation are identified and reduced, and families receive clear information that enables them to engage fully with the opportunities available. Pupil voice actively informs the ongoing development of the enrichment offer, ensuring provision reflects pupils' interests and needs while broadening experiences and aspirations. Participation rates for enrichment activities for disadvantaged pupils will increase from 55% average to 70% by July 2027 and a range of clubs will be offered that are carefully chosen to align with identified gaps in opportunity at home (Cookery, Debate and a range of exposure to different sports.) Attendance remains strong, with persistent absence reducing over time through rigorous analysis (Below 15%) early identification of concerns, timely engagement with families and targeted support that removes barriers to regular attendance, particularly for vulnerable and disadvantaged pupils.

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: £20,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency CPD for leaders and teaching staff	Monitoring suggests that a clearly designed reading fluency model would help to bridge the gap between decoding and full comprehension. This is supported by EEF research into effective teaching of reading (See SDP 2026/27)	1
Maths Network for Teachers and use of TLE for Maths to establish and monitor Mastering Number	Mastering Number has a strong research base for improving reasoning outcomes for pupils. This is most effective where implemented with fidelity and throughout the school. We will implement this from EYFS all the way through to Year 6. (See SDP 2026/27)	2
Whole-school instructional coaching focused on gaining and sustaining attention, communicating high expectations and developing culture	EEF evidence indicates that high-quality teaching has the greatest impact on disadvantaged outcomes. A fundamental principle of this is establishing effective routines with an understanding of how this can positively affect cognitive load. (See SDP 2026/27)	1,2,3

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

Budgeted cost: 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured reading fluency interventions for disadvantaged pupils below ARE	Targeted fluency interventions has strong evidence when linked to classroom provision (See EEF Research)	1
Targeted mentoring academic for Year 6	This will not only focus on subject-specific areas of intervention or catch up,	1,2,4

disadvantaged pupils informed by robust Pupil Attainment Meetings	but enable pupils to develop strong metacognitive habits that have been proven to improve outcomes (+8 months per EEF research)	
ELSA referral process established as early support in school for disadvantaged pupils experiencing emotional difficulties.	ELSA interventions have shown to have a positive impact on pupil's motivation, self-esteem and feeling of belonging in school. (Internal data)	3,4

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

Budgeted cost: £28,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and monitor a range of clubs and cultural enrichment opportunities and subsidise where needed	Participation analysis shows that disadvantaged pupils are less likely to engage in opportunities without targeted encouragement.	4
Relational attendance mentoring and first-day response systems	Attendance analysis suggests that trusted relationships and early intervention improve engagement with families more effectively that punitive sanctions (Fixed Penalties etc)	4

Total budgeted cost: £ 94561

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole-school context: disadvantaged pupils made up 19.5% of the roll, close to the Trust average (18.5%) but below the national figure (25%).

KS2 (Year 6) — 14 disadvantaged pupils (25% of cohort)

Reading: 57% expected+, against 78% for all pupils and 55% Trust average for disadvantaged pupils. A wide internal gap (21 points), though broadly in line with National performance for this group.

Writing: 79% expected+, against 82% for all pupils and 55% Trust average for disadvantaged pupils. This is the strongest outcome for the group - a narrow internal gap and well above national comparators.

Maths: 56% expected+, against 78% for all pupils and 54% national average for disadvantaged pupils. The widest gap of the three subjects, and the area of greatest concern suggesting Maths Mastery is inconsistently applied.

SEN pupils (12, 22% of cohort) show steeper gaps still (33% reading, 50% writing, 50% maths); given likely overlap with the disadvantaged group,

Wider outcomes

Participation data shows disadvantaged pupils are under-represented in leadership, clubs, performances and enrichment opportunities.

Attendance for vulnerable and disadvantaged pupils remains a priority, to sustain recent improvements, continue reducing persistent absence, and strengthen family engagement with attendance expectations.

Parent survey responses indicate a need to strengthen SEND co-production with families, particularly where SEND and disadvantage overlap.

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
N/A	

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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.