



Pupil premium strategy statement

School overview

Detail	Data
School name	Cockerham Parochial C of E Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	9% (6 children)
Pupil premium allocation this academic year	£11840 updated funding £13635 (25-26)
Academic year/years covered by statement	2024/25 – 2026/27
Published date	September 2025 (updated Jan 26)
Review date	September 2026
Statement authorised by	Kathryn Hutchins (Headteacher)
Pupil premium lead	Kathryn Hutchins (Headteacher)
Governor / Trustee lead	Lesley Brookbanks (Chair of Governors)

Statement of intent

We want to ensure that all our pupils, but especially those who are or have been disadvantaged:

- Are happy, self-assured and resilient individuals who believe in themselves and their abilities
- Fulfil their potential as learners
- Have high aspirations for themselves now and in the future
- Leave our school as competent readers, writers and mathematicians, ready to face the challenges of their next phase of education with confidence

Our ultimate objectives for our disadvantaged pupils are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work,
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and outdoor learning
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

Disadvantaged pupil attainment for 2024-25 academic year

Subject Area	Below	Towards	On-Track	Deeper Learning	Num Pupils
Reading	2(33.33%)	0(0.00%)	4(66.67%)	0(0.00%)	6
Writing	1(16.67%)	3(50.00%)	2(33.33%)	0(0.00%)	6
Maths	0(0.00%)	1(16.67%)	5(83.33%)	0(0.00%)	6

Strategy aims for disadvantaged children

Disadvantaged pupil attainment for 2023-24 academic year

Subject Area	Below	Towards	On-Track	Deeper Learning	Num Pupils
Reading	2 (25.00%)	2 (25.00%)	4 (50.00%)	0 (0.00%)	8
Writing	1 (12.50%)	4 (50.00%)	3 (37.50%)	0 (0.00%)	8
Maths	1 (12.50%)	2 (25.00%)	5 (62.50%)	0 (0.00%)	8

Priority	Detail
1. Continued improvement of Quality First Teaching across school	<p>Training for the High-Quality Teaching and Learning lead – to be disseminated to teaching staff. Continue to maintain high levels of staff in each class to ensure misconceptions are addressed quickly and interventions follow on from class work.</p> <p>Ensure subject and class specific training is accessed and resources purchased to ensure QFT.</p> <p>Focus on engagement and how to be a good learner throughout the year (SIP – mental health and well-being/trauma informed support)</p> <p>Focus for teaching class provision of reducing class sizes and reflection on SEND/PP needs of the children when providing school staffing structure and sessions in pure year group for teaching.</p>
2. Ensure consistent use of Targeted Academic Support	<p>Continue to provide educational support (1:1 and groups) for children falling behind age related expectations in their learning. Provision for maths 'Ready to Progress' Fast Track 4 including staff training for class teachers and support staff for interventions</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2027/28 show that more than X% of disadvantaged pupils met the expected standard.</p>
3. Develop Wider Strategies to support behaviour for learning and pupil wellbeing	<p>Provide time with staff (both school and if required 'counsellor' and Play therapist for those in need directly. Provide opportunities for all disadvantaged children to access extra-curricular activities and visits.</p> <p>Engage in extra activities, resources to build disadvantaged children's self-confidence and emotional stability (SIP – outdoor learning/mental health)</p>
Potential barriers to addressing these priorities	
<p>Ensuring all staff consistently use strategies introduced as part of the High-Quality teaching and Learning training and cognitive learning strategies (including part time staff).</p> <p>Some parents disengaging with homework, hearing home reading and supporting with homework</p> <p>Attendance of some of our disadvantaged children.</p> <p>Parental disengagement of needs of sibling children of SEND/EHCP need</p>	
Projected spending	£11840 as part of staffing

Activity 2024-25 academic year

Strategy aims for disadvantaged children

Teaching

Priority – Quality Firstteaching	Action
Training for the High-Quality Teaching and Learning lead – to be disseminated to teachingstaff.	HT to access training, disseminate to staff and create in school actions – prioritising attitudes to learning and mental health support through trauma informed training. Actions to be monitored for impact and further actions introduced throughout the year to increase children’s engagement and attitudes to learning.
Continue to maintain high levels of staff in each class to ensure misconceptions are addressed quickly and interventions follow on from class work.	Maintain the staffing levels from last year – At least 1 per class every morning and most classes in the afternoons. Children needing support work with a familiar adult who knows what they have been taught. Marking and feedback is given orally, ensuring progress during the lesson – done effectively due to number of adults in classrooms.
Ensure subject and class specific training is accessed and resources purchased to ensure QFT.	Teachers attend LCC training and area and district cluster meetings specific to their subject/class. Teacher sources training from other professional bodies.
Ensure subject leaders drive progression forward for their subjects – broad and balanced, high quality curriculum.	Maintain teachers on role so that TEAM leaders from class to monitor their subjects. Release time for TEAM leads to ensure quality of teaching and learning is maintained
Projected spending	£11840 as part of staffing

Priority - educational support (1:1 and groups) for children falling behind age related expectations in their learning.	Action
High quality support during English and Maths lessons (including phonics in EYFS/KS1).	Continue to maintain the high levels of TAs to support children and ensure prompt and informative oral feedback during lessons – small groups or whole class, especially in writing and for the less able.
Support with misconceptions as soon as possible, if not during lessons.	Continue to maintain the high levels of TAs throughout the day to provide follow up sessions based on learning e.g. conference marking (editing 1:1 or groups). Feedback interventions vary in length; some function as short, targeted approaches that address pupil misconceptions within the space of weeks or even days. Training from Maths Hub lead – Ready to Progress/Small steps teaching for pin point in lesson intervention prior to independent session within mastery context.
Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils’ motivation to improve	Communicate with pupils, teachers, and parents, about practices and expectations that relate to feedback policies, Assessing pupil understanding, so that you know what needs to be improved, Consider the ‘opportunity cost’ associated with different feedback practices, Ensuring that feedback can be acted upon, for example through including specific information on what a pupil has done successfully or not, assisted with an explanation as to why,

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	Carefully considering how feedback will be received, including impacts on self-confidence and motivation, Providing opportunities for pupils to act-upon the feedback after it has been given, evaluating how effective the feedback has been
Extra interventions based on individual or group needs e.g. phonics, handwriting	Continue to maintain the high levels of TAs throughout the day to provide approved school interventions.
Support for disadvantaged children working below age related expectations.	Small per teach groups for children focusing on the needs of disadvantaged children – with a priority of maths in KS2.
Projected spending	£1795

Priority – behaviour, mental wellbeing and self esteem	Action
Children have 1:1 and group sessions to support mental well-being, social needs and self-esteem.	Support staff available at lunchtime for children to talk to if needed. Outdoor learning classroom for clubs to provide support for those who are struggling to maintain behaviours for learning and positive behavior at lunchtime. Links to play leaders run by Sports Partnership – Y6 children leading playtime learning and games. Senior Mental Health lead (Mrs Olley) to implement 'action plan' and HT trauma informed learning support resources for well-being and resilience.
Children with ACES receive tailored support.	Play therapist sessions when and if required to work with vulnerable children – research funding from inclusion panel
PSHE focus for disadvantaged children with siblings with SEND/EHCP after holiday period and at the start of the year (Sept).	Buddy sessions for siblings with SEND needs Offer 'Cre8' sessions for parents and children Spring term 2026 – (6 weeks of 1 ½ hours between 2:30-4pm Thursdays) Offer to PP parents first and monitor uptake
	Friendship group work – scheme bought in to support TA intervention groups and circle time Use of The Den and Peace room for sessions within mental health and educational needs. 1:1 provision for children as mentors – sessions weekly to 'touch base' around home/ school provision for 'talking' support and about work in school eg linked to homework time.
Aspirations days	Work in liaison with Primary Futures and cluster schools School Pupil Parliament to raise the aspirations of our disadvantaged children with opportunities to encounter roles/jobs and careers outside of known criteria. Work with Bleasdale House to raise understanding of SEND needs and interactions with other providers wider than their own school and area contextually. 'Singspiration' concert June 2026 – subsidy for t-shirt and tickets for concert
Wellbeing days	3 x ½ days per year off timetable, focusing on activities supporting wellbeing, outdoor care of our

Strategy aims for disadvantaged children

	<p>school grounds and spirituality – Welly Wednesdays.</p> <p>Mental health day – sessions around well being both physical and mental supported by MH lead and staff. PE links to local offer provision.</p>
Enabling disadvantaged children to access a broad and balanced curriculum and extra-curricular activities.	Support parents with cost of trips, clubs, instrument tuition, by subsidizing (this to be done in liaison with parents)
Build confidence and enthusiasm for writing across the curriculum.	<p>Exciting visits and visitors to support learning and create opportunities for all for writing.</p> <p>Increase in History resources boxes from 3 to 5 each year – enhancement of resources available for children to see and have hands on use of from Library Lending service.</p>
Projected spending	<p>£140 per session for Play Therapy – New Start/CANW</p> <p>Transport costs for mini bus requirements when needed £250 per session</p>

Wider Strategies

Monitoring and Implementation

Priorities	Challenges	Actions
1. Continued improvement of Quality First Teaching across school	Ensuring enough time is given over to allow for staff professional development.	Use of INSET, dedicated staff meeting time and training budget.
2. Ensure consistent use of Targeted Academic Support	Ensuring enough time for agreed interventions to be followed – time limited and evaluated.	Named staff deliver interventions, records of impact made – overseen by HT/Senior Mental Health Lead/SEND CO.
3. Develop Wider Strategies to support behaviour for learning and pupil wellbeing	Supporting all children's behaviour for learning and signposting families where needs are out of school.	Links made with outside agencies and information shared with parents. SEND pathway explained to parents.
<p>OFSTED (June 2023) reported that: Leaders have effective systems in place to identify the additional needs of pupils with SEND. Staff have benefited from the specialist training that they have received. Typically, teachers adapt learning activities well for pupils with SEND so that these pupils learn the same curriculum as their peers.</p> <p>Parental feedback summer 2025</p>		
The changes in both her confidence and abilities have been amazing and we really appreciate all that you do!	**** has had a fantastic first year at school.	***** loves school, his friends and his teachers. We are really looking forward to watching him flourish
Really appreciate everything you do!	***** finds school engaging and fun.	***** has made progress across the curriculum and she has been supported throughout the year with her emotional wellbeing.
It has been lovely to see the school participate on musical events	He has made amazing progress this year.	As parents we are pleased with the opportunities ***** has been given to boost her confidence

