



Pupil premium strategy statement – Cowley St Laurence CE Primary School

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	386
Proportion (%) of pupil premium eligible pupils	30.6%
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)	2025-2026
Date this statement was published	19 th December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	David Davies, Headteacher
Pupil premium lead	Laura Coady, Deputy Headteacher
Governor / Trustee lead	Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178,770
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£178,770

Part A: Pupil premium strategy plan

Statement of intent

- **Ultimate objectives for disadvantaged pupils**
 - Ensure that every disadvantaged pupil (pupil premium) at Cowley St Laurence is able to access and benefit from consistently high-quality teaching, targeted academic support and effective wider strategies so that they make at least expected progress from their starting points and achieve age-related expectations (and increased proportions reach greater depth) in Reading, Writing and Mathematics.
 - Close the attainment gap between disadvantaged pupils and their peers across all year groups, with particular focus on accelerating progress in Reading and Writing (including vocabulary and oral language) and Maths, and raise the proportion of disadvantaged pupils attaining greater depth.
 - Reduce the attendance and persistent absence gap for disadvantaged pupils so that attendance for disadvantaged pupils is at least in line with non-disadvantaged peers, enabling access to curriculum and pastoral provision.
 - Improve parental engagement and build family-school partnerships so parents/carers are informed, confident and able to support their pupil's learning and attendance.
 - Reduce barriers to learning relating to social, emotional and mental health so pupils are ready to access learning, resilient and supported.
- **How this strategy works towards those objectives**
 - The strategy is structured around the DfE's Menu of Approaches (High-Quality Teaching, Targeted Academic Support, Wider Strategies) to ensure coherence with national expectations and best practice [DfE guidance: Pupil premium](#) and the evidence summaries from the Education Endowment Foundation (EEF). Activities in each tier are selected because they are supported by robust evidence (EEF) and are designed to be implemented alongside whole-school improvement work (e.g., our school priorities: reading and writing curriculum development; strengthening Quality First Teaching via high-impact coaching; and cultivating courageous advocacy).
 - We will combine universal approaches (improving quality first teaching: talk, vocabulary, feedback, metacognition) with targeted interventions (Language Link in Reception; small-group tuition; targeted reading/writing interventions) and wider strategies (attendance casework, parental engagement, support and school clubs) so disadvantaged pupils receive the combination of support they need.
 - Implementation will be monitored through the school's existing leadership structures (SLT, SENDCo, Pupil Premium Lead), data reviews, termly pupil

progress meetings and a yearly review of the Pupil Premium Strategy's impact on outcomes and attendance.

- **Key principles of the strategy**

- Use evidence-led practice: select approaches from the EEF Menu of Approaches and DfE guidance, and monitor fidelity and impact [EEF guidance & DfE pupil premium guidance].
- Prioritise the highest-impact, cost-effective approaches (e.g., oral language work, explicit feedback and targeted tuition) while ensuring these are well-implemented, sustained and linked to classroom teaching.
- Start early: strengthen early language and attendance patterns in Reception and Nursery to secure long-term advantage.
- Combine universal (High Quality teaching) with targeted, short, intensive support based on accurate assessment and review.
- Address barriers holistically — academic, attendance and social-emotional — recognising interaction between them.
- Build capacity (training, coaching and deployment of LSAs) to sustain improvements beyond one-off interventions.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils (Reception → KS2). Observations and assessments show these gaps are more prevalent in disadvantaged pupils and are constraining reading comprehension and writing development. (See EEF: oral language interventions).
2	Attendance: disadvantaged pupils' attendance has historically been lower than non-disadvantaged pupils and absenteeism is negatively impacting progress (persistent absence risk). Although recent data shows improvement, the attendance gap and its impact on progress remain priorities. (See EEF: Supporting school attendance).
3	Lack of parental engagement: lower levels of parental engagement with learning and school processes reduce home support for reading, homework and attendance. This includes difficulties engaging families who have English as an additional language or who experience barriers to participation. (See EEF: Working with Parents).
4	Attainment gaps in Reading, Writing and Maths for disadvantaged pupils across the school (particularly in higher standards / greater depth). Y6 PPG RWM = 58% (2024–25) though above national PPG average; gaps

	remain in some year groups and at greater depth. Targeted academic support is required to accelerate progress. (See EEF: Tuition; High-quality teaching).
5	Pupils with social, emotional and behavioural needs (SEMH) among disadvantaged pupils creating barriers to effective learning and attendance; some pupils require targeted SEMH support to access the curriculum. (See EEF: Social and Emotional Learning).

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 early language and whole-school oral language/vocabulary so disadvantaged pupils can access reading and curriculum talk	By end of 2025–26: Reception disadvantaged pupils show measurable gain on Language Link; across KS1/KS2 increase the percentage of disadvantaged pupils at expectation in Spoken Language. Evidence of improved oral contributions in lessons recorded through learning walks and SLT monitoring.
Reduce attendance gap and persistent absence for disadvantaged pupils	By summer 2026: gap between disadvantaged and non-disadvantaged attendance reduced; persistent absence among disadvantaged pupils reduced compared to previous year.
Increase parental engagement with learning and school processes	By summer 2026: increase parental take-up of curriculum/learning workshops, reading at home reporting and attendance meetings; positive parental engagement scores in surveys.
Raise attainment and greater depth outcomes for disadvantaged pupils in R, W, M	By end of 2025–26: increase % of disadvantaged pupils achieving expected standard in RWM and increase % attaining greater depth across R, W and M. Yearly progress measures show accelerated progress. Additional year-on-year closing of gaps in specific year groups identified as below their peers.

Improve SEMH and reduce behaviour-related barriers for disadvantaged pupils	By summer 2026: Intervention evaluations and routine screening indicate improved regulation and social skills for targeted pupils; staff report increased confidence in implementing restorative/SEL strategies.
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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: £ 94348.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.1. Whole-school oracy & vocabulary programme: implement a sequenced oracy approach across EYFS → KS2 (daily talk routines, structured classroom talk, vocabulary instruction linked to subject plans). Use curriculum-aligned talk strategies; train all staff and embed talk-rich approaches in reading and writing sequences.	EEF — Oral language interventions: oral language approaches have high impact (+6 months) and are most effective when integrated with curriculum; training to support adult modelling is important. EEF — Oral language interventions	1, 4, 5
1.2. Implement Language Link intervention in Reception for targeted children	EEF — Communication and Language Approaches evaluated with positive effects for reception pupils and disadvantaged learners; costed and scale-up evidence provided. EEF	1, 4

	— Communication and Language Approaches	
1.3. High-impact instructional coaching and CPD (aligned to school improvement priority #2): train middle leaders and coaches in evidence-based CPD; focus on feedback, formative assessment, explicit instruction and metacognition.	EEF — High-Quality Teaching & CPD: best evidence indicates great teaching is the most important lever; structured PD with practice and follow-up improves teaching quality and pupil outcomes. EEF — High-quality teaching	1, 4, 5
1.4. Strengthen feedback and formative assessment practice across school; introduce consistent feedback principles and teacher planning for pupil responses to feedback (feedback → pupil action).	EEF — Feedback guidance: high impact when feedback focuses on moving learning forward, is timely and planned with pupil action. EEF — Using evidence to deliver feedback effectively	1, 4

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

Budgeted cost: £ 77922.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1. Small-group teaching for targeted disadvantaged pupils in Y1–Y6	EEF — One-to-one and small group tuition: can deliver +3–5 months; most effective when linked to classroom learning and targeted at identified gaps. EEF — One-to-one tuition	4
2.2. Targeted phonics and reading fluency	EEF — Phonics (Teaching & Learning Toolkit): phonics instruction	1, 4

support (small groups) and structured reading comprehension interventions for older pupils; ensure home reading kits and phonics resources for disadvantaged pupils.	has positive effects on early word reading and decoding; targeted small group support effective for struggling readers. EEF — Phonics	
2.3. Focused writing interventions: combine vocabulary/oracy work with targeted writing interventions (scaffolded modelling, sentence-level practice, feedback cycles) for disadvantaged pupils below expected standards.	EEF — Oral language and feedback evidence supports combined approaches: oral language interventions + quality feedback improve literacy outcomes. EEF — Oral language interventions ; EEF — Feedback guidance	1, 4
2.4. Teaching assistant deployment: train LSAs to deliver structured interventions	EEF — Making best use of teaching assistants guidance: LSAs can be effective when given structured programmes, training and clear links to classroom teaching. EEF — Making best use of teaching assistants	1, 4

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

Budgeted cost: £ 6499.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1. Whole-school attendance strategy targeting disadvantaged pupils: early monitoring, personalised contact ,	EEF — Supporting school attendance guidance: build holistic understanding, early intervention, personalised communications and monitoring; personalised messages	2

attendance plans and multi-agency support for persistent absence;	and letters can prompt improvements. EEF — Supporting school attendance	
3.2. Parental engagement programme: implement the EEF 'Working with Parents' recommendations	EEF — Working with Parents to Support Children's Learning: parental engagement can yield +3–4 months and shows promise when communications are personalised and provide practical activities. EEF — Working with Parents	3
3.3. Breakfast club and targeted breakfast places for disadvantaged pupils identified as at-risk of absence or poor concentration	EEF — Supporting school attendance and wider evidence on breakfast clubs as part of multifaceted attendance/wellbeing strategies. (See EEF attendance resources). EEF — Supporting school attendance	2, 4, 5
3.4. Social, Emotional and Mental Health provision: deliver targeted small-group support. Train staff in trauma-informed approaches and implement 'check-in' routines; liaise with CAMHS and LA services when needed.	EEF — Social and Emotional Learning (SEL): SEL interventions can improve SEL skills and academic achievement; whole-school and targeted approaches can be effective when well implemented. EEF — Social and Emotional Learning	4, 5
3.5. Enrichment and cultural capital opportunities: subsidised visits, residential and extracurricular clubs prioritised for disadvantaged pupils to broaden vocabulary, background knowledge and engagement	EEF — Oral language and knowledge-rich curriculum: enrichment that builds background knowledge and vocabulary supports comprehension; extracurricular enrichment can support engagement and attendance (e.g., visits that boost subject knowledge). EEF — Oral language interventions	1, 2, 5

Total budgeted cost: £ 178,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview and Context

The performance of disadvantaged pupils in the previous academic year has been assessed using national assessment data, internal summative and formative assessments, and wider school data on attendance, behaviour, and wellbeing.

National Assessment and School Data

- **KS2 Outcomes:** Disadvantaged pupils at our school achieved 58% at expected standard compared to the national average of 47% for disadvantaged pupils, indicating performance above national averages.
- **In Writing,** 65% of pupils were at the expected standard by the end of KS2 and 5% at Greater Depth which is a slight increase on the previous year.
- **Phonics Screening Check (PSC):** 100% of disadvantaged pupils passed the PSC by the end of Year 2, exceeding our success criteria of 90%.
- **Internal data** shows that attainment rose last year in the vast majority of year groups for disadvantaged pupils and the gaps are being to close as pupils move through the school.

Attendance

Attendance for disadvantaged pupils improved from 91.7% (2023/24) to 92.5% (2024/25), remaining above the national average for FSM pupils (89.4%). The gap between disadvantaged and all pupils narrowed slightly and we continue to work on improving attendance for disadvantaged pupils in order to narrow the gap even further with their peers.

Wider Issues

Behaviour and wellbeing monitoring indicate that disadvantaged pupils have benefited from targeted interventions and that the number of recorded behaviour incidents for disadvantaged pupils are in line with their peers.

Progress Against Intended Outcomes

- **Improved Oral Language Skills:** Observations and formative assessments show progress, particularly in EYFS and KS1, supported by phonics success.
- **Reading Attainment:** While phonics outcomes are strong, KS2 reading attainment for disadvantaged pupils remains below non-disadvantaged peers and national expectations and continues to be a focus for the school moving into this academic year.
- **Maths and Writing Attainment:** Gaps continue to narrow and the school are on track to meet the targets set.
- **Attendance:** Positive trend towards closing the gap and continued focus will support this.

- Phonics: Target exceeded with 100% pass rate for disadvantaged pupils by the end of KS1.

Analysis of Strategy Effectiveness

What's Working Well:

- Early intervention in phonics and oral language development.
- Attendance initiatives have had measurable impact.
- First Quality Teaching continues to be a strength and coaching support this year will enhance teaching to support disadvantaged pupils.

Areas for Improvement:

- KS2 attainment in reading and writing requires continued targeted support.

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
Times Tables Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Nessy	Nessy Learning
Spelling Shed	Ed Shed
My Maths	Oxford University Press