

Pupil premium strategy statement 2025-2028

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	Data
School name	Cuckney C of E Primary School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	11.57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa Crossland Head Teacher
Pupil premium lead	Rebecca Worboys
Governor lead	Margaret Lovell Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,610 (£10,360 PP + £680 SC + £2,570 PLAC)
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,610

Part A: Pupil premium strategy plan

Statement of intent

At Cuckney C of E Primary School, it is our intention that all pupils make strong progress and achieve high attainment across all subject areas, regardless of their background or individual circumstances. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are supported to achieve this goal, including those who are already high attainers, so that every child can reach their full potential.

We recognise that each pupil's circumstances are unique, and our strategy reflects both individual needs and the broader context of our school, including the challenges of a small rural setting. Our approach is informed by evidence from the Education Endowment Foundation (EEF) and other research on effective strategies for supporting disadvantaged pupils.

Barriers to Learning

Common barriers that may affect disadvantaged pupils at our school include:

- Limited support at home and reduced parental engagement with school.
- Gaps in language, communication, and early literacy skills.
- Social, emotional, and behavioural difficulties.
- Attendance and punctuality challenges.
- Limited access to cultural and enrichment opportunities beyond the school context.

While most pupils have returned to consistent schooling, we acknowledge that some pupils—both disadvantaged and non-disadvantaged—may still experience residual effects from past disruptions to learning and wellbeing, including impacts on mental health. Our strategy takes these factors into account without placing COVID-19 at the centre of our planning.

Our Approach

Our strategy is underpinned by a **tiered approach**, ensuring that support is proportionate, evidence-informed, and responsive to pupil needs:

1. **High-Quality Teaching** – Ensuring all pupils benefit from excellent classroom teaching, including explicit focus on language development, early reading, mastery in mathematics, and the use of assessment to identify and address gaps.
2. **Targeted Academic Support** – Providing additional interventions for pupils with identified gaps or learning needs, including small-group tuition, 1:1 support, and pre-teaching.
3. **Wider Strategies** – Addressing non-academic barriers to learning through pastoral support, social-emotional interventions, enrichment opportunities, attendance support, and family engagement.

Implementation Principles

- All teaching staff are actively involved in analysing pupil data and identifying those in need of support, ensuring they are fully aware of strengths and areas for development across their classes and the school.
- We act early to provide interventions at the point of need and adopt a whole-school approach, where every member of staff shares responsibility for disadvantaged pupils' outcomes.

- Our planning considers both common challenges relevant to our context (rural isolation, limited enrichment access) and individual needs, including any residual impacts on well-being or learning.
- We aim to foster high aspirations, resilience, and social-emotional development alongside academic progress, so that all pupils leave our school confident, capable, and prepared for the next stage of their education.

Intended Impact

Through this strategy, we aim to:

- Sustain or improve attainment and progress for all disadvantaged pupils.
- Narrow gaps between disadvantaged pupils and their peers.
- Support social, emotional, and cultural development to ensure pupils are well-rounded and confident learners.
- Engage families and the wider community to create supportive learning environments both in school and at home.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Challenges</p> <ul style="list-style-type: none"> • Lower starting points in early language, vocabulary and communication skills compared with peers. • Limited access to books, digital technology, and quiet spaces for learning outside school. • Gaps in learning and knowledge retention due to inconsistent attendance or disrupted routines.
2	<p>Social and Emotional Challenges</p> <ul style="list-style-type: none"> • Low confidence, self-esteem, and aspiration due to lack of wider role models and opportunities. • Potential stigma attached to being identified as disadvantaged in a small school setting. • Potential for social isolation, where friendship groups are limited by small cohort size.
3	<p>Participation and Enrichment Challenges</p> <ul style="list-style-type: none"> • Fewer opportunities for enrichment activities (sports clubs, cultural trips, music tuition) due to financial constraints. • Transport difficulties in rural areas limit access to after-school provision and extra-curricular clubs. • Reduced exposure to diverse cultural experiences beyond the immediate village context.

4	<p>Family and Community Challenges</p> <ul style="list-style-type: none"> • Financial hardship (e.g., seasonal work, fuel poverty, unemployment) affecting wellbeing and readiness to learn. • Limited access to local services and support networks compared to urban areas. • Reduced parental confidence and engagement with school due to their own negative experiences of education or logistical constraints.
---	--

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>1. Academic Outcomes</p> <p>1a. Disadvantaged pupils make accelerated progress in oracy and reading so gaps with peers narrow from the earliest stages.</p> <p>1b. Disadvantaged pupils achieve outcomes in line with, or above, national expectations in reading, writing and maths.</p> <p>1c. Pupils have equitable access to high-quality texts, technology and learning support both in school and at home.</p>	<ul style="list-style-type: none"> • EYFS and KS1 PP pupils demonstrate improved language skills (assessed through baseline and end of year vocabulary/oracy assessments). • The proportion of PP pupils meeting the expected standard in phonics is at least in line with national average. • PP pupils achieve at least expected progress from their starting points in all core subjects. • KS2 PP attainment is in line with, or above, national figures for non PP pupils. • All PP pupils have access to reading materials and digital resources. • Homework and remote learning engagement among PP pupils matches that on non-PP peers.
<p>2. Social and Emotional Outcomes</p> <p>2a. Pupils demonstrate resilience, positive learning behaviours and belief in their ability to succeed.</p> <p>2b. Pupils feel included, supported and able to form positive friendships despite small cohort sizes.</p>	<ul style="list-style-type: none"> • Pupil surveys and teacher observations show increased confidence and participation in class. • Reduction in behaviour incidents linked to low self-esteem or disengagement. • PP pupils report positively on friendships and belonging in pupil voice surveys.

<p>2c. Pupils report feeling safe, happy and supported in school, with access to targeted pastoral support where needed.</p>	<ul style="list-style-type: none"> • Increased participation of PP pupils in collaborative and group activities. • PP pupils identified with pastoral needs engage regularly with support sessions. • Attendance and punctuality data shows sustained improvement.
<p>3. Participation and Enrichment Outcomes</p> <p>3a. Disadvantaged pupils attend school trips, clubs and cultural experiences at the same rate as their peers.</p> <p>3b. Pupils develop knowledge, skills and experiences beyond the rural context, broadening horizons and aspirations.</p> <p>3c. Barriers such as transport or cost do not prevent disadvantaged pupils from attending after-school or extra-curricular provision.</p>	<ul style="list-style-type: none"> • 100% of PP pupils attend all curriculum trips. • Uptake of after-school clubs and activities by PP pupils is proportionate to peers. • Pupil voice indicates increased awareness of wider opportunities and careers. • PP pupils engage in enrichment opportunities (e.g. music, sport, art) beyond the statutory curriculum. • Financial or transport support is provided where needed. • Club attendance records show sustained PP participation.
<p>4. Family and Community Outcomes</p> <p>4a. Families are supported to overcome rural and financial barriers to ensure consistent access to learning.</p> <p>4b. Parents feel welcomed and confident in supporting their child's learning at home.</p> <p>4c. Families are connected with appropriate agencies to reduce the impact of rural isolation and financial hardship.</p>	<ul style="list-style-type: none"> • Attendance of PP pupils is at least in line with national figures. • Persistent absence for PP pupils reduces year on year. • Increased parental attendance at workshops, meetings and school events. • Parents report greater confidence in supporting learning through surveys/ feedback. • PP families access external support services where needed. • Case studies show positive impact of agency involvement.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £6,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD for all staff on vocabulary, scaffolding, adaptive teaching and effective feedback.	<i>EEF evidence:</i> “Feedback” (+6 months) and “Metacognition & Self-regulation” (+7 months) are among the most impactful strategies.	1
Recruitment and retention of high-quality teachers with opportunities for subject leadership in a small school context.	<i>EEF evidence:</i> “High-quality teaching” is the single most effective lever schools have to improve outcomes for disadvantaged pupils.	1
Consistent, evidence-informed phonics teaching (Twinkl Phonics) across EYFS and KS1.	<i>EEF evidence:</i> “Phonics” approaches have a high impact (+5 months) on early reading.	1
Embedding a mastery approach in maths supported by subject leader training and collaboration with local Maths Hub.	<i>EEF evidence:</i> “Mastery learning” can add +5 months progress when carefully implemented.	1
Use of formative assessment strategies to identify and address misconceptions quickly.	<i>EEF evidence:</i> “Assessment for learning” approaches support strong progress when consistently applied.	1

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

Budgeted cost: £3,402.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group reading interventions for pupils falling behind in KS1.	<i>EEF evidence:</i> “Small group tuition” (+4 months).	1
1:1 tuition and precision teaching for pupils with significant gaps in phonics, reading or maths.	<i>EEF evidence:</i> “1:1 tuition” (+5 months).	1
Additional maths interventions (targeted at identified gaps in reasoning and problem-solving).	<i>EEF evidence:</i> “Small group tuition” (+4 months), “Mastery learning” (+5 months).	1
Pre-teaching and catch-up sessions led by TAs trained in structured intervention programmes.	<i>EEF evidence:</i> “Teaching Assistant Interventions” are effective when structured and well-linked to classroom learning (+4 months).	1

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

Budgeted cost: £3,402.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision and pastoral support to develop resilience, confidence and self-esteem.	<i>EEF evidence:</i> “Social and emotional learning” (+4 months).	2
Subsidised access to trips, clubs and enrichment activities including residentials, music lessons and sports clubs.	<i>EEF evidence:</i> “Arts participation” (+3 months), “Sports participation” (+2 months), “Outdoor adventure learning” (+4 months).	3

Breakfast club provision for PP pupils to improve attendance, punctuality and readiness to learn.	<i>EEF evidence:</i> “Extending school time” (+3 months) where linked to academic support.	4
Parent workshops and targeted engagement (phonics, reading, maths, wellbeing) to increase parental confidence.	<i>EEF evidence:</i> “Parental engagement” (+4 months).	4
Attendance monitoring and early intervention with personalised family support.	<i>EEF evidence:</i> While EEF notes mixed evidence for direct attendance interventions, early identification of barriers combined with pastoral support is recommended.	1, 4

Total budgeted cost: £13,610