

Pupil premium strategy statement

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	Cockton Hill Infants' School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	50.3%
Academic year/years that our current pupil premium strategy plan covers	26/27
Date this statement was published	5.10.26
Date on which it will be reviewed	17/7/27
Statement authorised by	Tom Cuthbertson
Pupil premium lead	Tom Cuthbertson
Governor / Trustee lead	Robert Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,600
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	£111,600

Part A: Pupil premium strategy plan

Statement of intent

At Cockton Hill Infants' School, all staff and the governing body embrace the responsibility of supporting our 'socially disadvantaged' pupils, fully committed to meeting their pastoral, social, and academic needs within a nurturing environment. Guided by our core values of nurture, experience, respect, and community, we strive to foster a love for learning in every child, ensuring they gain essential skills and abilities through a rich, stimulating curriculum that promotes growth and connection.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of our children live in vocabulary poor households. For those children, their chances to develop the vocabulary they need to be effective readers has been hindered
2	Many of our families struggle to afford or access activities such as those on offer at school. Many of our families struggle to afford activities concerned with personal development or cultural capital
3	Many of our families cannot afford or do not have access to quality opportunities and experiences. The cost of living crisis has also limited opportunities in this area.
4	Our attendance data 2025-2026 indicates that 14% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers
6	Baseline data in Reception suggests that levels of numeracy and literacy are particularly poor on entry to our school, particularly among our disadvantaged pupils

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
To ensure that disadvantaged pupils make rapid progress in their literacy and language learning	- In school data will show a narrowing of the gap between disadvantaged and non-disadvantaged children in reading and writing.
Targeted Interventions including for disadvantaged children to allow them to make rapid progress	- In school data will show a narrowing of the gap between disadvantaged and non-disadvantaged children in all areas. - Intervention monitoring sheets will demonstrate progress for disadvantaged pupils from baseline points.
Ensure that our wellbeing/pastoral care offer addresses the significant issues that can impact on pupil well-being.	- CPOMS will document multi-agency working and attendance at TAF meetings - Referrals to other agencies and/or our behaviour support worker will be made swiftly. - CPOMS will document the improvement of behaviour/well being - Parental Engagement to improve
Our disadvantaged pupils will have the opportunity to attend high-quality curricular/extracurricular experiences that develop vocabulary, self-confidence and a range of other skills	- Registers for after school clubs will indicate high uptake by disadvantaged pupils - 100% of disadvantaged pupils will access at least three curriculum enrichment experiences during the academic year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	- The persistent absence rates of disadvantaged children will reduce

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish an SLA agreement with a speech and language therapist to work in school 1 day a week providing intervention for pupils	A significant number of studies have recorded the effectiveness of speech and language therapy (Ebbels et al, 2019). Furthermore, the links between speech and language development and literacy are well documented (Lewis et al, 2019; McLeod et al, 2019).	1,5,6
Speech and language therapist to deliver bespoke training to staff after identifying main areas of need when working with pupils.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language approaches may include: • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,6
- High staffing levels to ensure low adult: child ratios in Reception, Year 1 and Year 2. This will increase the number of adult child	As stated above, oral language approaches enable rapid progress for disadvantaged pupils. High staffing levels will allow staff to employ some of the approaches listed above. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2

interactions in order to model language.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support for PP children Academic interventions – 2 x TA's x 3 sessions	Education Endowment Foundation evidence suggests that TAs can have a positive impact on academic achievement. This is particularly true when they are utilised to deliver targeted support such as intervention groups. In school our interventions are planned by teachers and delivered by TAs.	1,6
- Language development - ICT Subscriptions - Phonics Play & Twinkl - Speech & Language support from dedicated TA	Our TA in school that is dedicated to speech and language utilises evidence-based programs devised by qualified speech and language therapists. This is supplemented by resources from some of our subscriptions.	1,2
Purchase books aligned with the soundwrite program for home reading	Research indicates that children that have greater access to books read more frequently and have greater reading motivation (Zucker et al, 2022). Storybook reading contributes to children's language, literacy and academic development.	1,2,5
	Recent research (Skipp and Hopwood, 2019) indicated that TAs	1,2,5

Structured Interventions and Maths and English.	can have a significant impact on attainment when utilised to deliver targeted support such as a speech and language program. This is particularly true when the program being delivered is evidence-based. Evidenced based TA interventions can have a significant impact on previously low attaining pupils help them to overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of Health, Wellbeing and Pastoral support	Previous work in school from our behaviour support worker has been very effective in positively impacting pupil behaviour and well-being both at home and in school. Clarke (2020) highlights the importance of such work, identifying a positive correlation	2

• Early Intervention/Behaviour Support Team • Milk for children • Parent Liaison Worker employed to help remove barriers to learning and engage parents in their child's learning • Parent Liaison employed to work with parents to remove barriers to good school attendance	between pupil well-being and academic achievement. A number of studies including Ma et al (2016) have concluded that parental engagement can have a positive impact on pupil attainment. The EEF have found some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils#:~:text=Evidence%20brief%20on%20improving%20attendance%20and%20support%20for%20disadvantaged%20pupils,-Newsletter%20signup&text=A%20new%20inquiry%20by%20the,facing%20schools%20across%20the%20country.	2 4
Extra-curricular activities • Hula Hooping • Forest Skills • Dance/Cheerleading • Craft activities involving parents • Homework Club	Dixon-Krauss (2001) identified that teachers can improve pupil vocabulary through helping pupils use new words in their speaking, listening, reading and writing. Quality shared experiences can be a catalyst for this, where new vocabulary can be discussed and applied.	1,2,3,4

Offer an enriched curriculum to provide a range of opportunities and experiences to develop vocabulary, self-confidence etc. • Birds of Prey • Living Eggs • Puzzle Days • BA College - Drama and Transport • Trips (subsidised) ○ Adventure Valley ○ Pantomime ○ Washington Wildlife area ○ Low Barns	Dixon-Krauss (2001) identified that teachers can improve pupil vocabulary through helping pupils use new words in their speaking, listening, reading and writing. Quality shared experiences can be a catalyst for this, where new vocabulary can be discussed and applied.	1,2,3,4
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Total budgeted cost: £112,000 (the additional £600 will be allocated from the school budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- Assessment information indicates that disadvantaged pupils make strong progress from their individual starting points. Within the current Year 1 cohort, only 16% of disadvantaged pupils were working at age-related expectations in literacy on entry to Reception. By the end of Year 1, 52% had achieved age-related expectations in reading and 41% had achieved age-related expectations in writing.
- For disadvantaged pupils currently in Year 2, only 10% were working at age-related expectations in literacy on entry to Reception. By the end of Year 2, 63% had achieved age-related expectations in reading and 48% had achieved age-related expectations in writing, demonstrating sustained progress over time.
- Outcomes in mathematics demonstrate similar improvements. Within the current Year 1 cohort, the proportion of disadvantaged pupils working at age-related expectations increased from 33% on entry to Reception to 65% by the end of Year 1.
- Reception outcomes indicate that many disadvantaged pupils made accelerated progress from low starting points. Literacy attainment increased from 26% at baseline to 53% by the end of Reception, whilst attainment in mathematics increased from 37% to 58%.
- Despite low starting points on entry, 67.6% of disadvantaged pupils achieved a Good Level of Development at the end of Reception, reflecting the effectiveness of early identification, targeted support and high-quality teaching.
- Targeted intervention programmes have enabled disadvantaged pupils to address specific barriers to learning. Internal assessment information indicates that pupils receiving additional support made progress in the areas identified for intervention.
- Access to a dedicated speech and language therapist has ensured that disadvantaged pupils receive timely specialist assessment and intervention. Structured programmes delivered by trained teaching assistants, alongside ongoing professional development for staff, have strengthened provision and contributed to improvements in pupils' speech, language and communication skills.
- Enhanced pastoral support has enabled disadvantaged pupils and their families to access timely assistance in relation to social, emotional and behavioural needs. The development of nurture provision has further supported pupils in improving emotional regulation, engagement and readiness to learn.
- Attendance for disadvantaged pupils during 2025–26 was 92.6%. A range of targeted strategies, including close monitoring, family engagement and early intervention, have supported attendance and reduced barriers to regular school attendance.
- The school's systematic approach to the teaching of phonics through Sounds-Write continues to have a positive impact. High-quality teaching, targeted intervention and access to carefully matched reading materials have supported disadvantaged pupils to make strong progress in early reading.

- Reading outcomes across the school indicate that disadvantaged pupils are making substantial progress from their starting points. This is particularly evident within Reception and Key Stage 1, where attainment has improved significantly during pupils' time in school.
- Curriculum enrichment remains a significant strength. A wide range of educational visits, visitors and first-hand experiences has provided disadvantaged pupils with opportunities to broaden their knowledge, develop cultural capital and extend their vocabulary. These experiences have been carefully planned to support and enhance curriculum learning.
- A broad programme of extra-curricular activities, including sport, cycling, craft and enrichment clubs, has enabled disadvantaged pupils to access wider opportunities beyond the classroom. Participation rates have remained high and staff report positive impacts on pupils' confidence, resilience and social development.
- Over time, disadvantaged pupils demonstrate clear evidence of sustained progress from their individual starting points. Whilst some attainment gaps remain, outcomes indicate that pupil premium funding is contributing positively to improved academic achievement, engagement and wider personal development.

Externally provided programmes

Programme	Provider

Further Information

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