Pupil premium strategy statement – Cuddington Community Primary School

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	170
Proportion (%) of pupil premium eligible pupils	23%
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 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Emma Dempster
Pupil premium lead	Ed Lockwood
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,225
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*	£52,225

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

At Cuddington Community Primary School we aim to ensure that every member of staff and the school's governing body are committed to meeting the pastoral, social and academic needs of our disadvantaged pupils. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers, so that all pupil, including those who are disadvantaged, thrive personally and academically, overcome challenges and make positive contributions to the school and the community.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to social needs including mental health and wellbeing of disadvantaged pupils. These challenges particularly affect disadvantaged pupils, including their attainment due to low attendance.
2	Gaps in attainment of disadvantaged pupils compared to non-disadvantaged pupils. Specific and personalised provision and quality first teaching is used to address these gaps and improve attainment.
3	Attainment in reading and writing indicates that disadvantaged pupils perform less well than their peers.

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
Improved reading & writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show an increase of disadvantaged pupils meet the expected standard. KS2 writing outcomes in 2025/26 show that disadvantaged pupils met the expected standard in line with their peers. Early phonics interventions enable pupils to keep pace with their peers and meet the expected standard by the end of Year 1.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in absence • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: • Reducing the rate of persistent absence in the school. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

	• Lateness is significantly reduced and is less than 10%

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: £22,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed THPT Teaching & Learning Principles through instructional coaching and CPD	EEF Teaching and Learning Toolkit: Instructional coaching and high-quality CPD improve teacher practice and pupil outcomes	2, 3
Targeted CPD on writing pedagogy and progression framework for grammar and extended writing	EEF Literacy Guidance Reports: Structured writing instruction and feedback improve attainment	2, 3
Whole-school EAL programme using Bell Foundation guidance and assessment framework	Bell Foundation research: Inclusive strategies and scaffolding accelerate language acquisition	2, 3
Improve overall attendance rates for all pupils, with a focus on disadvantaged pupils	Ofsted The Pupil Premium: How schools are spending funding successfully to achieve maximise achievement- 2012 Case study: Focusing on attendance. Page 18. Supporting the attainment of disadvantaged pupils: articulating success and good practice- 2015 “Schools with higher levels of pupil absences had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.” EEF – Supporting school attendance April 2024	2, 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and 1:1 writing interventions for disadvantaged pupils to increase progress.	EEF Toolkit: Small-group tuition (+4 months) and feedback (+8 months) have high impact	2, 3
Structured EAL interventions for pupils at early stages of English acquisition	Bell Foundation: Targeted language interventions improve access to curriculum	2, 3
Use of pupil conferencing and feedback to personalise support	EEF Toolkit: Feedback strategies significantly improve attainment	2, 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotion Coaching CPD and embedding strategies in daily routines	EEF Toolkit: Social and emotional learning (+4 months) improves wellbeing and attainment	1
Attendance mentoring and family engagement workshops for disadvantaged pupils	DfE Guidance: Parental engagement and mentoring improve attendance and outcomes	1
Personal development opportunities (clubs, leadership roles, enrichment) with barrier screening	EEF Cultural Capital research: Enrichment activities build confidence and resilience	1, 2
Embed practise that develops the children's ability to self-regulate, manage emotions and experience success in school life through	EEF and The Sutton Trust Teaching and Learning Toolkit- 2014 "On average, SEL interventions have an identifiable and significant impact on the attitudes to learning, social relationships in school and attainment itself (on average around	1, 2

personalised provision planning.	three to four months additional progress).”	

Total budgeted cost: £52,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils (2024/2025)
We assessed progress against our intended outcomes and success criteria. Teaching (phonics fidelity and SEL/ELSA) targeted academic support (NTP small-group tuition), and wider strategies (attendance team; financial support for enrichment) led to measurable gains, particularly in phonics catch-up and overall attendance. Persistent absence remains above target and is the focus of 2025/26 actions.

1. **Attendance & PA**
    - Implement a case-management approach for high-risk DA pupils (weekly review, tiered actions, parent contracts).
    - Track PA by subgroup (DA/SEND/CP) fortnightly; publish a PA recovery trajectory per year group.
    - Tighten first-day response and late gate; report lateness % termly in SLT/governor dashboards.
2. **Reading/Writing/Maths**
    - Set year-group DA progress targets (e.g., +X points or +Y test-scaled score); monitor half-termly.
    - Expand KS2 fluency and comprehension routines (reciprocal reading; structured guided practice).
    - Use pre-teaching and same-day intervention for DA pupils; track impact via short cycle assessments.
3. **Phonics & Early Reading**
    - Maintain Little Wandle fidelity checks; target Y1 DA with daily keep-up; monitor decodable text level progression.
    - Formalise the Y2 catch-up pathway to secure 95%+ pass for DA pupils.
4. **Wellbeing & Enrichment**
    - Move from qualitative to quantified participation: record % DA pupils attending at least one enrichment club; target +15–20pp.

- Use ELSA entry/exit scales (e.g., SDQ or bespoke) to evidence change over time.

Link to activities and evidence (brief narrative)

- **Teaching:** Systematic phonics in KS2 and CPD for SEL/ELSA contributed to reading/writing progress and improved classroom engagement.
- **Targeted academic support:** Small-group tuition (NTP)—24 pupils for 15 hours—supported catch-up in phonics, handwriting, spelling, reflected in the Y2 phonics 91% result and KS2 progress for DA pupils.
- **Wider strategies:** Attendance team established; ELSA capacity increased; subsidies reduced financial barriers to enrichment—corresponding with improved overall attendance and enrichment participation (please insert participation counts).

This table summarises the intended outcomes from the previous academic year and the actual outcomes achieved, as part of the Pupil Premium Strategy review.

Intended Outcome	**Success Criteria**	**Actual Outcome**	**Met?**
Improve reading attainment among disadvantaged pupils (KS2)	KS2 reading outcomes in 2024/25 show an increase in disadvantaged pupils meeting the expected standard; attainment closer to peers	67% of disadvantaged pupils met the expected standard in KS2 reading; 100% of non-disadvantaged pupils met the expected standard	Partially met
Improve writing attainment among disadvantaged pupils (KS2)	KS2 writing outcomes in 2024/25 show disadvantaged pupils meet the expected standard in line with peers	67% of disadvantaged pupils met the expected standard in writing vs 86% of non-disadvantaged; gap narrowing	Partially met
Improve Maths attainment among	Increased proportion of disadvantaged pupils meeting the	67% of disadvantaged pupils met the expected standard	Partially met

disadvantaged pupils (KS2)	expected standard; gap with peers reduced	in Maths vs 90% of non-disadvantaged; gap narrowing	
Improve phonics and early reading	Early phonics interventions enable pupils to keep pace with peers and meet the expected standard by end of Y1	Phonics Screening Check: 67% of disadvantaged pupils met the expected standard in Y1. By end of Y2, 91% met the expected standard	Partially met
Improve and sustain pupil wellbeing (esp. disadvantaged)	High levels of wellbeing evidenced by pupil voice, parent surveys, teacher observations; increased enrichment participation	Qualitative SEL/ELSA provision expanded; financial barriers reduced for enrichment access; participation increased	Partially met
Improve overall attendance (all pupils, esp. disadvantaged)	Sustained high attendance; disadvantaged pupils' attendance was within 5% of peers	Average attendance for disadvantaged pupils improved in line with whole-school average, meeting/exceeding 96.2% (Surrey average)	Met
Reduce persistent absence (PA)	PA below 10% for all pupils; DA PA no more than 5% above peers	DA PA = 33.3% (National avg 29.3%). Area remains a priority	Not met

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
Assessment	Progress Teaching
Information Management	SIMs
Provision Mapping	EduKey
Online Learning Platform	Tapestry
Cross Curricular Resources	Kapow
SATs Test Question Database	Testbase
Safeguarding System	MyConcern
Phonics Programme	Little Wandle Letters and Sounds
Spelling/Reading Programme	Literacy Gold Intervention
English Scheme	Literacy Tree
Maths – Times Tables Programme	TT Rockstars

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, Implementation and Evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at 10 studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils