

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	Richard Cobden Primary School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ruby Nasser, Executive Headteacher
Pupil Premium Lead	Ruby Nasser, Executive Headteacher
Governor / Trustee lead	Deborah Isaacs, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,545
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	£307,545

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to fulfil our vision and aims for all pupils so that, irrespective of their background or the challenges they face, every pupil is:

- effectively taught and supported to make the accelerated progress needed to achieve the high expectations we have of them
- enabled to achieve English and mathematics outcomes in line with or above national expectations
- effectively supported to develop the key skills that enable them to successfully access all subjects supporting their achievement across the wider curriculum
- supported to achieve and maintain good school attendance habits

The focus of our pupil premium strategy is to support and challenge disadvantaged pupils, and other vulnerable pupils such as those with a social worker and those with SEND, to achieve the above goals, in order to be able to successfully progress in their education and development. In our drive to address the attainment gap, we have specifically considered the following:

- The attainment gap between disadvantaged pupils and other pupils in our school and nationally, looking particularly at outcomes in English, mathematics and language and communication.
- The impact of persistent absenteeism on pupils' learning and wellbeing.
- The longer-term impact of school disruption on learning, particularly on children who missed early development foundations.
- The longer-term impact of COVID disruption to school on confidence, resilience, attitudes, independence and positive behaviour for learning.

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. School development priorities are rigorously focused on our pupils' needs – the areas they need most support with. Staff know our pupils well. Implicit knowledge of pupils, supported by ongoing diagnostic assessment and monitoring ensures that our approach is responsive to common challenges and individual needs - focusing our attention on the correct priorities.

We will ensure the provision of a high-quality curriculum backed up by the expertise of excellent teaching and support staff. Integral to this is ensuring pupils have wide ranging enrichment experiences that support their curriculum learning, oracy development, creativity, physical and mental wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Lower academic starting points in reading, writing and maths
2	Lower attendance and punctuality
3	Less developed Oracy skills

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
Raise the attainment of disadvantaged children in reading, writing and maths	Disadvantaged children make accelerated progress in reading, writing and maths
Attendance and Punctuality to improve for disadvantaged children	Disadvantaged children come to school more regularly and arrive on time.
Improved oral language skills and vocabulary among disadvantaged pupils.	Increased engagement and participation of disadvantaged children in lessons. Assessments and observations show improved language skills.

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.

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

Budgeted cost: £289,695.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group teacher led interventions in reading, writing and maths</i>	EEF Teaching & Learning Toolkit	1,3
<i>Small group teacher led interventions in phonics</i>	EEF Teaching & Learning Toolkit	1,3
<i>Small group and 1:1 Teaching Assistant support</i>	Tuition targeted at specific needs and knowledge gaps can be an effective	1,3

<i>for disadvantaged children with SEND</i>	method to support low attaining pupils or those falling behind, both one-to-one:	
Speech and Language interventions to improve oracy skills and boost confidence	EEF Teaching & Learning Toolkit	1,3

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

Budgeted cost: £19,293.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance meetings with families of disadvantaged children</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
<i>Breakfast Club support</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

Total budgeted cost: £ 308,989.35

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 2023-2024 academic year.

In 2024 to 2025, we received £296,369 pupil premium funding.

72% of the 2023 Year 6 cohort was disadvantaged. We successfully used our pupil premium funding to maintain good progress, despite the continued challenges faced by the majority of our school community.

KS2 Attainment and Progress Information

Attainment Data							Average Scaled Scores		
	Children at the expected standard	Disadvantaged children at the expected standard	National Data	Children above the expected standard	Disadvantaged children above the expected standard	National Data	All children	Disadvantaged Children	National
Reading	85	86	75	46	43	33	107.5	107.4	106
Writing	79	79	72	10	7	13	There are no scaled scores calculated for KS2 writing as this is teacher assessed		
Maths	79	79	74	15	11	26	104.3	103.5	105
Combined (R,W,M)	79	79	62	5	4	8			

Attendance Information for 2025

The attendance of all children and disadvantaged children was in line with the previous year's national average in Autumn and Spring 2024.

All children	94.1%
Disadvantaged Children	93.9%
National	94.5% (23-24)