



Our aim is as simple as **ABC - Achieving, Belonging, Caring**

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	Cubbington C of E Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Juliet Jones, Headteacher
Pupil premium lead	Juliet Jones, Headteacher
Governor lead	Louise Graham, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40820



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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, children who were previously looked after and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for pupil premium 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 also 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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



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Challenges

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

Challenge number	Detail of challenge
1	Our internal data indicates that some of children eligible for the PP grant also have SEND needs and are working below Age Related Expectations. All children are closely monitored to ensure they make good or better progress. Currently 32% of pupil premium children are on the SEND register, with specific needs and individual, small step targets to support a more gradual progress than their peers. A further 14% are being monitored for potential SEND.
2	Internal data indicates that a significant number of children who join our school from Y2 onwards are working below age related expectations for writing. 17 children have been identified for additional targeted support and 24% of these children are PP.
3	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been approximately 3% lower than for non-disadvantaged pupils. Attendance across the whole school has been just above national data but has been just below national data for disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. We need to support children who are challenged with attendance/transitions to ensure that they access the full curriculum each day. We need to work with families to understand and support need.
4	Through discussion with specific families some children do not have opportunities to access the same enrichment activities out of school as their peers. Additionally, families have indicated difficulties funding trips, activities, etc.



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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>Disadvantaged pupils to make strong/substantial progress in reading, writing and maths. Improve attainment for disadvantaged pupils. Disadvantaged pupils to continue to make expected or better than expected progress in phonics. Improved level of communication and language skills by the end of Reception.</p>	<ul style="list-style-type: none"> • Children eligible for the grant (without SEND) achieve at least Age-Related expectations in reading, writing and maths • Children eligible for the grant to achieve the Phonics Screening threshold in Year1 • Speech and Language links data indicates that levels of oracy have improved • Staff coaching and instruction with subject champions support • Staff share and evaluate progress regularly – next steps identified and implemented including interventions • Children demonstrate a deepening understanding of learning – book trawls, pupil voice, progress etc
<p>Disadvantaged pupils who join the school in KS2 to make accelerated progress</p>	<ul style="list-style-type: none"> • Pupils make accelerated progress by the end of the year • High-Quality Instruction and Intervention from key teaching staff (Eagles writing groups weekly) Staff share and evaluate progress regularly – next steps identified and implemented including interventions • Pupil voice shows increased confidence and positive attitudes toward learning within one term of joining. • Parent/carer engagement is established and followed up.
<p>PP – monitor, support behaviour expectations and attitudes to learning – including those with additional or complex need.</p>	<ul style="list-style-type: none"> • Improved wellbeing and engagement in all aspects of school life evidenced through parent feedback, pupil voice, staff observations, interactions and progress data • Rigorous monitoring schedule – observation, book looks, adaptations etc • Vulnerable learner reviews half termly • Reviewing CPOMS regularly – and actioning any observations
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • The % of disadvantaged pupils who are persistently absent is no more than 3% lower than that of their peers • Monitor attendance half termly • Monitor and review strategies for encouraging attendance and positive starts to the day/week
<p>PP children to be encouraged and supported to participate in wider school curriculum and additional activities – i.e. lunchtime groups and rainbows.</p>	<ul style="list-style-type: none"> • A significant increase in participation in enrichment activities amongst disadvantaged pupils • PP children given access to and accepting one Nest activity session-weekly • Monitoring other clubs – choir, sports and additional clubs • Children’s PSHE wellbeing survey
<p>To continue to support social and emotional need within whole school approach to mental health and wellbeing.</p>	<ul style="list-style-type: none"> • Access to regular Thrive/Nurture support • Children’s termly PSHE wellbeing survey • Monitoring CPOMS weekly • Forest school available as appropriate



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	<ul style="list-style-type: none">• Seesaw 'Tell Me' access to sharing anxieties, class talk boxes, worry monsters etc to give every opportunity for pupil voice
All parents/families are well equipped to support children with learning at home or supported in school with home learning tasks.	<ul style="list-style-type: none">• All disadvantaged children make good progress from their starting points• Children are not disadvantaged because parents cannot support them at home



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Activity in this academic year 2025/2026

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£20410**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Literacy Tree scheme for writing across the school (Y1-6)</p> <p>Training for staff to ensure planning is delivered successfully.</p> <p>Monitoring of implementation by subject leader and SLT. Evidence of impact will be seen in childrens books.</p>	<p>Recommendations 4 and 5 of EEF Improving Literacy In Key Stage 2</p> <p>Writing Approaches in Years 3 to 13: Evidence Review</p>	1, 2
<p>Further implementation of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Improve the quality of social and emotional learning.</p> <p>Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3,4



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Targeted academic support

Budgeted cost: **£12246**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted writing sessions for pupils who have joined the school during KS2		2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Particular focus on new joiners in KS2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2

Wider strategies

Budgeted cost: **£8164**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Whole school Team Teach training planned for March 2026.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,3
Whole staff training on attendance with the aim of developing our school ethos and improving attendance across school.		3
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Continue to improve the quality of play experience for all children at lunchtime	https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf	3,4



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Forest school activities to take place weekly for Year 2 children	Outdoor adventure learning	3,4
Engage with and promote Public Health Campaign (health and wellbeing topics)	Compass - Health and Wellbeing support for Warwickshire Families	3,4
Support for trips, music lessons, events and uniform where appropriate		All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £40820



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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.

The end of year outcomes for KS2 for 2024-2025 are as follows:

	Reading	Writing	Maths	Combined
All pupils (32)	91% Expected 50% GDS	75% Expected 13% GDS	94% Expected 50% GDS	71% Expected 13% GDS
PP Pupils (3)	100% Expected 67% GDS	100% Expected 0% GDS	100% Expected 67% GDS	100% Expected 0% GDS

Key Stage 2

CONTEXT	Cubbington CofE Primary School (3144)		Local Authority - Warwickshire		
	Value	Cov.	Value	Gap	Cov.
Cohort	3	-	1,734	n/a	-
Sex (Male)	100.0%	100.0%	51.8%	+48.2%	100.0%
SEN Support	66.7%	100.0%	29.1%	+37.6%	100.0%
EHCP/Statement	0.0%	100.0%	8.9%	-8.9%	100.0%
Ethnicity (BME)	0.0%	100.0%	15.5%	-15.5%	100.0%
Language (EAL)	0.0%	100.0%	10.1%	-10.1%	100.0%
Disadvantaged	100.0%	100.0%	97.2%	+2.8%	100.0%

ATTAINMENT & ASSESSMENTS

Subject	Level	Cubbington CofE Primary School (3144)		Local Authority - Warwickshire	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	100.0%		40.6%	+59.4%
	GDS/High Score	0.0%		2.6%	-2.6%
Reading	≥Exp.Std.	100.0%		58.1%	+41.9%
	High Score	66.7%		19.1%	+47.6%
Writing (TA)	≥EXS	100.0%		54.2%	+45.8%
	GDS	0.0%		4.2%	-4.2%
Maths (test)	≥Exp.Std.	100.0%		53.6%	+46.4%
	High Score	66.7%		11.8%	+54.9%



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Pupil Premium children at Cubbington performed exceptionally well in KS2 outcomes — far above local authority averages across Reading, Writing, and Maths.

Although the cohort is very small (3 pupils), the outcomes suggest highly effective provision and strong impact of PP support for this group.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over the last few years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that with the activities detailed in this plan.



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