

Pupil premium strategy statement – Caversham Primary School 2025- 2026

This statement details our school's use of pupil premium (and recovery premium) funding for the 2025- 2026 academic year 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	414
Proportion (%) of pupil premium eligible pupils	4.7%
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)	2024- 2027
Date this statement was published	15 th December 2025
Date on which it will be reviewed	15 th June 2026 15 th December 2026
Statement authorised by	Clare Jones- King. Jo Grover Co- Headteachers
Pupil premium lead	Jo Grover
Governor / Trustee lead	Rosie Jarvie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,785

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils and groups of pupils, irrespective of the challenges they face or their background, across the school make good progress and achieve high attainment across all subject areas. Our pupil premium strategy is planned to support disadvantaged and vulnerable pupils to achieve that goal, including ensuring good progress for those who are already attaining highly in school.

Our approach is based on quality first teaching with a particular focus in areas in which disadvantaged pupils require the most support. We know from research that this approach has the most significant impact on closing the disadvantage attainment gap while also benefitting the non-disadvantaged pupils in our school. As disadvantaged pupils attainment and progress is improved, non- disadvantaged pupils attainment and progress will also be improved and developed.

Our strategy has been planned to respond effectively to common challenges across the school as well as individual needs, based on stringent assessment and thorough analysis of pupil need. The strategies we are putting in place work together to provide a holistic response to pupil need in order to ensure that all pupils achieve and succeed. To ensure success we will;

- ensure disadvantaged pupils are challenged in the work that they're set
- act early, through regular progress meetings and assessment, to intervene at the point need is identified
- as a whole school, have high expectations of achievement for disadvantaged pupils and make the progress and attainment of disadvantaged pupils the responsibility of all staff

Challenges

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

Challenge number	Detail of challenge
1	We have identified through assessments, observations and pupil progress meetings with class teachers a lower level of attainment in English including poor language acquisition, development of oral language skills and writing skills for a greater number of our disadvantaged pupils compared to our non- disadvantaged pupils.

2	Assessments and discussions have identified some gaps in understanding of key mathematical concepts and maths fluency for some disadvantaged pupils leading to less disadvantaged pupils reaching ARE in Maths when compared to non- disadvantaged pupils.
3	Analysis of data has shown that fewer disadvantaged pupils reach the higher standard in core subjects across the school.
4	Observations and discussions with staff, pupils and families have identified increased social and emotional need in some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non- SEND peers, requires staff training and support to ensure achievement for all pupils.
6	Reviews, evaluations and monitoring highlight the need to embed pedagogical expertise and our wider curriculum to respond to the needs of all our pupils. Observations and discussions with pupils and staff identified limited cultural capital and links with the local/ wider community.

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
Challenge 1 Improved oral language and written language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral and written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. KS2 reading and writing outcomes in 2026/27 show that an increased number of disadvantaged pupils met the expected standard and that the difference between disadvantaged pupils and their peers is diminished.
Challenge 2	Standardised assessments and class observations, along with book scrutiny indicate significant improvement in

Improved attainment in maths for disadvantaged pupils across the school and by the end of KS2	maths skills among disadvantaged pupils. KS2 maths outcomes in 2026/27 show that an increased number of disadvantaged pupils met the expected standard and that the difference between disadvantaged pupils and their peers is diminished.
Challenge 3 Increased attainment for more able disadvantaged pupils in core subjects with a greater percentage reaching 'working above'	KS2 outcomes for reading, writing and maths in 2026/27 show that an increased number of disadvantaged pupils exceeded the expected standard.
Challenge 4 Improved emotional health, wellbeing and resilience for all pupils in school, particularly disadvantaged pupils,	Qualitative data, including pupil, staff and parent surveys, lesson observations and pupil progress discussions and CPOMS records indicate improved levels of emotional health, wellbeing and resilience for pupils, especially those that are disadvantaged.
Challenge 5 Success for pupils with SEND	Individual assessment shows progress against personal targets. Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE.
Challenge 6 Improved provision of enrichment opportunities to broaden experiences and aspirations to increase cultural capital and develop links with the wider community for disadvantaged pupils	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as after school clubs, residential and educational visits.

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: £7,342

Activity	Evidence that supports this approach	Challenge number
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		(s) address ed
<p>Early reading and phonics-effective implementation of our SSP phonics scheme across EYFS & KS1.</p> <p>Continuing CPD for all teaching and non teaching staff (EYFS, KS1 and KS2) in the successful delivery of high quality phonics</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p><i>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</i></p>	1, 3, 5
<p>‘Book talk’/ story sessions to engage, develop reading for pleasure and increase vocabulary</p>	<p><i>“Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading”</i> The Reading Framework: Teaching the foundations of Literacy (DfE 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 4
<p>Implementation of Maths mastery NCETM programme across EYFS and KS1.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2, 3

Ongoing CPD for teachers.		
CPD for staff in 'best practice' teaching of maths across the school	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3	2,
'Quality First Teaching' CPD for teaching staff with a focus on using oral language skills to support reading and writing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4
Oral language interventions and whole class approach	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. 	1, 3, 6
Teacher and Associate Staff Development model – CPD program to develop reflection skills and embed new skills	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learningapproaches</p>	1, 2, 3, 4, 5, 6

introduced in training.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13,122

Activity	Evidence that supports this approach	Challenge number (s) addressed
Speech and language support from a Speech & Language therapist-programme setting for pupils delivered in school	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches <i>The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. EEF</i>	1, 3, 4, 5
Targeted 1:1 & small group additional phonics 'keep up' sessions each day	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics <i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i>	1, 3, 4
Conferencing with class teachers-focussing on successes and targets for	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback <i>Evidence shows that feedback (particularly verbal) has a high impact on learning outcomes and is most effective when delivered by a teacher.</i>	1, 2,

<i>next step learning</i>		
<i>NESSY spelling intervention</i>	https://helenarkell.org.uk/documents/files/Evaluating%20Impact%20UK.PDF	1, 3
<i>Booster interventions for phonics and reading/ Reading stars intervention</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.evidence4impact.org.uk/interventions/979	1, 3

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

Budgeted cost: £8,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapeutic Thinking approach to behaviour</i>	<p><i>There are an increasing number of pupils for whom their early experiences have an impact on their emotional health and therefore their ability to cope in school. Caversham Primary, as part of a LA wide initiative, have committed to the 'Therapeutic Approach'. Being therapeutic means that school policy and the day to day practice in schools are designed to provide experiences that create sustained prosocial feelings within all children, adults and in particular the non-typical and or unlucky young people in our school.</i></p> <p><i>LA Advisor to visit school and work with staff on developing therapeutic behaviour plans for individual children.</i></p> <p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
<i>Providing ELP role in the school. Ongoing</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-	4, 5

<p>CPD/ training of ELP. Weekly 1:1 or small group sessions to support pupils with SEL needs.</p>	<p>learning&utm_medium=search&utm_campaign=site_searchh &search_term</p>	
<p>Play therapist to support pupils' wellbeing in school</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>4, 5</p>
<p>Drawing & Talking therapy- Delivery of interventi on weekly</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>4, 5</p>
<p>Help with the cost of educatio nal trips and visits</p>	<p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>	<p>4, 6</p>
<p>Help with the purchase of a whole set of new uniform, to help develop a strong sense of self worth and increase</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>4</p>

<i>self esteem</i>		
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Total budgeted cost: £28,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: Improved attainment in reading for disadvantaged pupils across the school and by the end of KS2

The percentage of disadvantaged pupils across the school who are achieving ARE in reading has been increasing year on year. In 2023-2024 there was a significant increase in the number of disadvantaged pupils meeting age related expectations in reading. There has been another significant increase to 2024- 2025.

In 2022- 23, 53% of disadvantaged pupils achieved ARE in reading across the school.

In 2023- 24, 65% of disadvantaged pupils achieved ARE in reading across the school.

In 2024- 25, 75% of disadvantaged pupils achieved ARE in reading across the school.

Interventions focussed on securing basic foundation skills in phonics through KS1 and with pupils not yet at the expected standard in reading in KS2 have had a positive impact on attainment of disadvantaged pupils.

86% pass rate in Y1 phonics screening June 2023

0/ 2 disadvantaged pupils passed.

91% pass rate in Y1 phonics screening June 2024

2/2 disadvantaged pupils passed.

88% pass rate in Y1 phonics screening June 2025

4/5 disadvantaged pupils passed.

Outcome 1: Improved attainment in writing for disadvantaged pupils across the school and by the end of KS2

The percentage of disadvantaged pupils across the school who are achieving ARE in writing has increased from 2022- 23 although numbers dropped significantly in 2023- 24. There has been another significant increase to 2024- 2025.

In 2022- 23, 47% of disadvantaged pupils achieved ARE in writing across the school.

In 2023- 24, 35% of disadvantaged pupils achieved ARE in writing across the school.

In 2024- 25, 60% of disadvantaged pupils achieved ARE in writing across the school.

A focus on securing basic foundation skills in writing through KS1 and with pupils not yet at the expected standard in reading in KS2 is having a positive impact on attainment of disadvantaged pupils.

Outcome 2: Improved attainment in maths for disadvantaged pupils across the school and by the end of KS2

The percentage of disadvantaged pupils across the school who are achieving ARE in maths has been increasing year on year. It has dropped a little in to the year 24-25.

In 2022- 23, 60% of disadvantaged pupils achieved ARE in maths across the school.

In 2023- 24 68% of disadvantaged pupils achieved ARE in maths across the school.

In 2024- 25, 75% of disadvantaged pupils achieved ARE in maths across the school.

Interventions with a focus on securing foundation skills, such as number stacks are having a significant impact on attainment for this group of pupils.

Outcome 3: Improved emotional health, wellbeing and resilience for all pupils in school, particularly disadvantaged pupils.

Disadvantaged pupils have access to, and are prioritised for, a programme of emotional health and wellbeing support including Lego therapy, drawing and talking, ELP support, 1:1 SENDCo support and play therapy. Lesson observations and pupil progress meeting discussions indicate that disadvantaged pupils show improved mental health following these interventions.

All disadvantaged pupils attended a range of school trips which enabled them to access the full curriculum and act as a protective measure for mental health and wellbeing. Disadvantaged pupils are prioritised for club attendance e.g. homework club, story club. We continue to fund some places at clubs for pupils in receipt of pupil premium which has a positive impact on wellbeing and mental health.

Outcome 4: Increased attainment for more able disadvantaged pupils in core subjects with a greater percentage reaching 'working above'

In 2021- 22, 12% of disadvantaged pupils achieved Working above ARE in reading across the school.

In 2022- 23, 16% of disadvantaged pupils achieved Working above ARE in reading across the school.

In 2023- 24, 20% of disadvantaged pupils achieved Working above ARE in reading across the school.

In 2024- 25, 20% of disadvantaged pupils achieved Working above ARE in reading across the school.

In 2021- 22, 6% of disadvantaged pupils achieved Working above ARE in writing across the school.

In 2022- 23, 11% of disadvantaged pupils achieved Working above ARE in writing across the school

In 2023- 24, 5% of disadvantaged pupils achieved Working above ARE in writing across the school.

In 2024- 25, 5% of disadvantaged pupils achieved Working above ARE in writing across the school.

In 2021- 22, 11% of disadvantaged pupils achieved Working above ARE in maths across the school.

In 2022- 23, 16% of disadvantaged pupils achieved Working above ARE in maths across the school.

In 2023- 24, 16% of disadvantaged pupils achieved Working above ARE in maths across the school.

In 2024- 25, 20% of disadvantaged pupils achieved Working above ARE in maths across the school.

There has been a positive impact on the attainment of more able pupils in both reading and maths. We are continuing to work on closing the gap in writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA