

Pupil premium strategy statement

This statement details our school's use of pupil premium funding, from September 2025, 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	Codnor Primary School
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	22.95%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1-year plan
Date this statement was published	22/9/2025
Date on which it will be reviewed	September 2026
Statement authorised by	James Blake
Pupil premium lead	Becky Hibbitt/Becky Wilson
Governor / Trustee lead	Chris Howe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,115
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	£107,115

Part A: Pupil premium strategy plan

Statement of intent

Codnor Primary School



Let Your Light Shine! Matthew, 5:16

"A purposeful journey for the whole child, which equips our pupils with the skills and knowledge necessary to excel in all aspects of life, both inside and outside of the classroom."

Pupil Premium Statement of Intent:

Values:

"Codnor Community Primary School, Church of England Controlled, is committed to attaining high standards by creating a happy, secure learning environment in which all members of the community can grow in self-esteem, achieve full potential and develop spiritual awareness within the Christian faith."

Aims:

"The Pupil Premium has one central aim: to raise the educational outcomes of disadvantaged pupils. In doing this, it also supports our mission to close the wide and persistent gap in achievement that separates children who grow up in poverty from their more affluent peers." (EEF 2025)

At Codnor Primary School, we pride ourselves on being an inclusive environment, where all children can excel in all aspects of life, regardless of their circumstance. We provide a purposeful journey for the whole child throughout their education at Codnor, valuing the uniqueness of each and every pupil, and preparing them for life after Year 6, after education and beyond. We are fully committed to ensuring all pupils have opportunities to thrive and succeed and recognise the importance of the social and personal development of a child, alongside the academic development. We have always believed in providing our children with an enriching curriculum, which delivers a variety of experiences providing pupils with a thirst for learning, an understanding of their world and a value on their own education.



Curriculum Intent; Codnor Primary School

Our personalised curriculum knowledge plans set out the importance of balanced opportunities for our children. An equal focus on The National Curriculum, My Place in the World and Enrichment showcases our priority in providing pupils with an education which offers more than simply academic progress. Our focus on behaviour for learning in all areas of school life prioritises children's metacognition, supporting them in becoming independent and resilient members of our community. In the year 2025 - 2026, we have used our in-depth knowledge of our pupils alongside research-led approaches to organise our allocation of the PPG, in order to achieve our curriculum intent aim of all members of our community achieving their full potential. We pride ourselves on ensuring that disadvantaged pupils receive the highest quality of education, yet we recognise they may face a wide range of barriers to learning, which not only impact on academic progress, but also on the mental health and wellbeing of these pupils. Therefore, we are using our 25-26 PPG to support our vision of ensuring all pupils achieve their full potential in all areas of our school curriculum.

Key principles:

- Every child with his/her individual needs is unique and special.
- All members of staff, including teachers, teaching assistants and governors, accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- Staff take the time to know the children in school on a personal basis, as individual pupils.
- Teaching and learning opportunities in school meet the needs of all pupils.
- Ongoing assessment enables teachers to best react to the needs of all pupils within school.
- We recognise that disadvantaged pupils face a wide range of barriers which they must be supported in overcoming.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Pupil premium funding will be allocated to support priority classes, groups or individuals.
- We also recognise the continued impact of Covid-19 on our disadvantaged cohort, particularly the cohort who were in EYFS at the time of the pandemic (current Year 4 and 5) plus children who were in their pre-school stages of development who missed opportunities to develop and reach milestones regarding academic, social and emotional skills.

Ultimate objectives:

- To improve the attainment in Reading, Writing and Maths for disadvantaged pupils.
- To engage more disadvantaged pupils in enrichment activities throughout the school.
- To create stronger links between parents/guardians of disadvantaged pupils, to heighten levels of parental support.
- To improve the well-being of disadvantaged pupils, across the whole school.
- To remove the barriers to learning for disadvantaged pupils within school.
- To ensure staff have training in order to run provision and support pupils effectively.

Achieving these objectives:

- The dedicated Pupil Premium team with members of the SLT and Governors will continue to drive provision for disadvantaged children forward.
- Providing all teaching staff with a rigorous CPD programme to ensure that pupils have access to consistent, high quality adaptive teaching.
- Provide targeted intervention and provision to quickly address identified gaps in learning.
- Target funding so that all children in school receive high-quality enrichment opportunities throughout school.
- Provide opportunities for all pupils to develop their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in Reading, Writing and Maths in comparison to non-disadvantaged pupils
2	Lower engagement in enrichment activities in comparison to non-disadvantaged pupils
3	Lower levels of parental support in comparison to non-disadvantaged pupils
4	Lower well being
5	Barriers to learning which are not academic, including social and emotional health
6	Ensure staff have training in order to run provision and support pupils effectively: high-quality adaptive teaching

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 improve the attainment in Reading, Writing and Maths for disadvantaged pupils	- Where pupils begin the year working towards national expectations, they will attain this by the year-end. - Where pupils begin the year in line with national expectations, they will maintain or exceed this by the year-end. - Where pupils begin the year exceeding national expectations, they will maintain this by the year-end. - Where pupils are working below their own curriculum year, they will make good progress relative to their starting points, and considering their specific needs. - Gaps between Pupil Premium and all children are being closed. - Disadvantaged children are making more than 3 points progress in reading, writing and maths compared to all children's progress that is targeted at 3. - Staff receive up to date data analysis at least three times a year regarding the attainment and progress of all pupils including those that are disadvantaged. - disadvantaged pupils working at pre key stage expectations will be measured against the formation footprints or the engagement model. - support staff throughout school will be re distributed according to the needs to children across the whole school in reading, writing and maths. - new and effective interventions are in place to support staff and children.
To engage more disadvantaged pupils in enrichment activities throughout the school	100% of disadvantaged children have been on a school trip. - Monitoring of engagement of disadvantaged children's participation in sports clubs shows an improvement on the last academic year. 100% of disadvantaged children have engaged with and taken part in wider sporting activities. 100% of Year 6 pupils take part in an overnight residential.

	75% of disadvantaged children attend a further (non-sporting) extra-curricular club.
To create stronger links between parents/guardians of disadvantaged pupils, to heighten levels of parental support	- Parents will play a bigger part on the school life and education of their children. - Where 100% of parents/guardians of disadvantaged pupils have attended parents' evening or have been spoken to via telephone appointment. - Where a higher % of parents/guardians attend school sessions e.g. workshops on spelling support, separation anxiety in children, toileting. - Lines of communication between staff and parents are maintained, especially due to the increased security measures, allowing parents to feel that we are easily contactable; class emails, phone calls, appointments arranged, Dojo, Parent Hub.
To improve the well being of disadvantaged pupils across the whole school	- Disadvantaged children with low wellbeing scores will have been targeted for wellbeing club. - When disadvantaged children's wellbeing scores will have improved. - Assess disadvantaged children accessing ELSA or drawing and talking in school. - Staff ensure that children requiring additional well-being interventions are swiftly referred to the ELSA team.
To remove the barriers to learning for disadvantaged pupils within school	- The mental health and wellbeing co-ordinators have been established. - The provision mapping system shows interventions based on overcoming barriers to learning. - The provision mapping system reflects the impact of overcoming barriers to learning. - Attendance officer monitors the attendance of all children including those disadvantaged children whose % attendance could be dropping below 95%.
To ensure staff have training in order to run provision and support pupils effectively	100% of staff to engage with in-house and external CPD to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. - Provision maps show that pupils are making progress in their wave 2 interventions. - Provision maps show up to date impact scores to judge the effectiveness of current interventions.

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: £88,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
A rigorous staff CPD programme to develop high quality adaptive teaching and wave 2 interventions. 100% of staff in school are receiving CPD throughout the academic year, in line with the EEF research to develop their high-quality adaptive teaching and to improve the effectiveness of interventions delivered in school. Cost: £10,000	▪ "Schools must endeavour to do 'fewer things better'. In doing so, they can take a step closer to ensuring that all pupils, regardless of their background or circumstances, have access to high-quality, evidence-informed education". [EEF, 2025] ▪ "The best available evidence indicates that great teaching is the most important lever schools have to improve attainment and future outcomes." [EEF, 2025] ▪ "Evidence tells us that developing quality practice and supporting every educator to keep improving, are both especially important for socio-economically disadvantaged pupils." [EEF, 2025] ▪ "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed research tells us that quality teaching can narrow the disadvantaged gap." [EEF, 2025] ▪ "A child 'doing an intervention' is not a success criterion in and of itself; the pupil making progress and being better able to thrive in their learning are often appropriate criteria for success." [EEF, 2025] ▪ Our programme of staff CPD focuses on improving first-quality teaching in school and developing our staff to deliver effective wave-two interventions ▪ 100% of staff are scheduled to receive CPD regarding Reading, in line with our school improvement plan ▪ Our ECT has a rigorous programme of provision to ensure she is fully supported in delivering first-quality teaching ▪ This £10,000 CPD budget is an increase from the £8,000 budget in the previous academic year	▪ Challenge 1 ▪ Challenge 4 ▪ Challenge 5 ▪ Challenge 6
The cost of 3.5 x HLTAs and 3.5x TAs, as a priority, to ensure there is a high-quality adaptive teaching assistant in every classroom. HLTAs used effectively to supplement the teacher resulting in more targeted focuses. In addition to this, HLTAs and TAs used to deliver effective, high-quality adaptive interventions throughout the school day.	▪ "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year." [EEF, 2025] ▪ "Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key". [EEF, 2025] ▪ "Teaching assistants should supplement – not replace – the teacher." [EEF, 2025] ▪ "Supporting pupil independence should be a key consideration of teaching assistant deployment." [EEF, 2025] ▪ "Ensuring teachers and teaching assistants are well prepared to work in these roles increase the likelihood that teaching assistant deployment can have a positive impact in pupils." [EEF, 2025] ▪ Our heavily-weighted % of pupil premium children in KS2 [77%] require deployment of teaching assistants for structured interventions and high-level support from TAs which supplements teaching ▪ The cost of HLTAs and TAs in KS2 ensures there is both an effective teacher and teaching assistant in every classroom	▪ Challenge 1 ▪ Challenge 4

Cost: £38,500	The HLTAs and TAs are used to effectively supplement the teacher in core subjects, resulting in staff providing higher-quality interactions and improving the quality and quantity of personalised learning and feedback	
The cost of 1.5x HLTA and 3.5x TAs for EYFS and KS1, as a priority, to ensure there is a high-quality adaptive teaching assistant in every classroom. HLTAs used effectively to supplement the teacher resulting in more targeted focuses. In addition to this, HLTAs and TAs used to deliver effective, high-quality interventions throughout the school day Cost: £17,650	<i>"The attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary and doubles again by end of secondary. A key focus of your Pupil Premium strategy should be to intervene early to prevent gaps from growing". [EEF, 2025]</i> <i>"Investing in quality should be a top priority for EYPP spending." [EEF, 2025]</i> <i>"It's also positive for every child to experience quality in the early years. This is a powerful example of how getting the provision right for disadvantaged children means getting it right for every child." [EEF, 2025]</i> <i>"Wise investment of the EYPP can drive meaningful and lasting improvements in practice." [EEF, 2025]</i> <i>"EYPP should be used to improve the life chances of all your socioeconomically disadvantaged children, by supporting their strengths and meeting needs: from those who are developing well to those who might need extra help." [EEF, 2025]</i> <i>"The average impact for reducing class size is around 1-month additional progress over the course of an academic year." [EEF, 2021]</i> - The cost of HLTAs and TAs in KS1 ensures there is both an effective teacher and teaching assistant in classes that present the most need - The HLTAs and TAs are used to effectively supplement the class teacher in core subjects, resulting in staff providing higher-quality interactions and improving the quality and quantity of personalised learning and feedback. For example, in Phonics, TAs are deployed effectively, resulting in all groups, including teacher-led, having smaller amounts of children in them, resulting in more targeted provision, high-quality interaction and more effective feedback.	- Challenge 1 - Challenge 4
Appointment of a PE/Sports Coach Cost: £17,983 [taken from Sports' premium funding - £8,792 specifically for disadvantaged children]	<i>"There is a small positive impact of physical activity on academic attainment (+2 months). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides." [EEF, 2025]</i> <i>"There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention." [EEF, 2025]</i> <i>"Physical activity has important benefits in terms of health, wellbeing and physical development." [EEF, 2025]</i> <i>"Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them." [EEF, 2025]</i> - The appointment of a PE/Sports Coach provides quality-first teaching for all pupils in school at least once per week. In addition to this, the coach offers high-quality CPD, through opportunities such as team-teaching, at least once per week to ensure all staff in school provide high quality adaptive teaching of physical education. - The sports coach is responsible for the sports enrichment programme within school, ensuring that 100% of Pupil Premium children are receiving provision throughout the academic year. - Affiliation to AVSSP.	- Challenge 2 - Challenge 5 - Challenge 6
Reading and phonics improvements Cost: £4,000	<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 of children from disadvantaged backgrounds." [EEF, 2025]</i>	- Challenge 1 - Challenge 2 - Challenge 3 - Challenge 4

(part funded)	▪ <i>"It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken words and books read in the home. Targeted phonic interventions may therefore improve the decoding skills more quickly for pupils who have experienced these barriers to learning."</i> [EEF, 2025] ▪ <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> [EEF, 2021] ▪ <i>"The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year."</i> [EEF, 2021] ▪ <i>"Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support."</i> [EEF, 2021] ▪ With our historical focus on Reading continuing, our budget reflects the provision we have put in place to support Reading development in school, including the purchasing of high-quality texts for each classroom, effective CPD for staff. ▪ Importantly, developing the school library so parents can utilise this area of school is one of our main focuses: <i>"For young children, promoting shared book reading should be a central component of any parental engagement approach."</i> [EEF, 2021]	▪ Challenge 6
Maths improvements due to impact of Covid-19 Cost: £733	▪ <i>"Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games."</i> [EEF, 2021] ▪ <i>"Effective early numeracy approaches typically increase learning by about seven months."</i> [EEF, 2025] ▪ Our children struggle to retain some mathematical recall facts, the purchase and running of high-quality resources, such as Times tables rockstars and White Rose Maths in school supports staff. Terrific tens have been set up across the whole school to promote 'sticky maths knowledge'.	▪ Challenge 1

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

Budgeted cost: £5,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
A rigorous, tutoring booster programme which is run in-house by our experienced teachers TAs before and after school. ▪ 2 x TAs ▪ 4 x teachers	▪ <i>'Research has shown that pupils learning has been affected by school closures'</i> (EEF, 2021) ▪ <i>'For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.'</i> (EEF, 2021) ▪ <i>'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.'</i> [EEF, 2021] ▪ <i>"Small group tuition has an average impact of four months' additional progress over the course of a year."</i> [EEF, 2021]	▪ Challenge 1 ▪ Challenge 4

▪ 45minutes sessions ▪ 1 – 5 times a week Cost: £5,684	▪ <i>"The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year." [EEF, 2021]</i> ▪ <i>"Short sessions of around 30 minutes or so, several times a week are most effective." [EEF, 2021]</i> ▪ Our Teaching Assistants pride themselves on knowing and understanding our children on a personal level, alongside an academic level, therefore they are best placed for running additional tutoring sessions. ▪ Provision mapping data showed, in the previous academic year, pupils made greater progress in TA-led interventions than when using previously sourced tutor programmes, for example NTP.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase wider life experiences and enrichment to build the cultural capital of all pupils within school, in line with our curriculum intent regarding enrichment. Cost: £4,000 (part funded)	▪ <i>"The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility". [2013, Secretary of State for Education]</i> ▪ <i>"Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." [EEF, 2021]</i> ▪ Personalised curriculum development to match the individualised needs of pupils within school in response to previous pupil voice. ▪ Frequent enrichment opportunities mapped out throughout the year.	▪ Challenge 2
A more rigorous focus on the social, emotional side of our pupils, including supporting their children's mental health and wellbeing. Dedicated ELSA support for vulnerable children. Dedicated wellbeing and mental health co-ordinators established within school Cost: £2,000	▪ <i>"These gaps affect more than education and employment outcomes. Higher achievement is also tied to better health and wellbeing throughout our lives beyond education." [EEF, 2025]</i> ▪ <i>"Effects [of social and emotional learning approaches] tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months)." [EEF, 2021]</i> ▪ <i>"Children in receipt of Pupil Premium are far more likely to have social and emotional difficulties – perhaps as a result of extra caring responsibilities, parents with mental health issues or just the strain that worrying about money causes within homes." [Third Space Learning, 2021]</i> ▪ ELSA support dedicated for all vulnerable pupils within school, from EYFS – Year 6. ▪ Dedicated time/support (1:1 and group) to help build emotional development and resilience. ▪ Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. ▪ Implementation of drawing and talking provision.	▪ Challenge 1 ▪ Challenge 2 ▪ Challenge 4 ▪ Challenge 5 ▪ Challenge 6

	▪ Heightened awareness across the whole school of children's mental health during weeks such as children's mental health week 9th – 15th Feb. 2026.	
Every child in KS2 has an opportunity to play a musical instrument Cost: £1,500 (part funded)	▪ <i>"Participation in music activities can be extremely beneficial in terms of providing disadvantaged children with an accessible learning environment while also supporting their language and communication skills."</i> [Music Mark, 2022] ▪ <i>"Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum."</i> [EEF, 2021] ▪ <i>"Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. Improved outcomes have been identified in English, mathematics and science."</i> [EEF, 2021]	▪ Challenge 2
Subsidised school trips Cost: £1,205	▪ Our aim is for 100% of pupils to go on an educational visit in this academic year	▪ Challenge 2
Development of the outdoor area Cost: £1,200 (part funded)	▪ <i>"Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes."</i> [EEF, 2021] ▪ <i>"Children who don't connect with nature before the age of 12 are less likely as adults to connect with nature. They therefore lose out on the resilience nature provides when you're really stressed."</i> [Dr William Bird, National Trust.] ▪ Our outdoor area needs developing, to provide pupils with an area to explore and build their cultural capital.	▪ Challenge 2 ▪ Challenge 5
Increase attendance for child with severe illness Cost: £660	▪ <i>"Spending time considering the nature of communication with families is one low-cost way that schools can work towards stronger relationships based on clarity and partnership".</i> [EEF, 2023] ▪ <i>"Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy – that they are equal partners and can make a difference."</i> [Working with Parents to Support Children's Learning, p. 7] ▪ Liaising with parents and the relative authorities to support an increase in attendance	▪ Challenge 4 ▪ Challenge 5 ▪ Challenge 6
Improve areas within school to help children's well-being, develop a sensory room with designated time for disadvantaged children who also have SEN £2000	▪ Sensory space developed ▪ <i>"Pupils' needs will change as they move through different environments and life experiences. 'Environment' does not just mean the physical environment in the school; it refers to the activities that pupils take part in and the interactions they have with staff and other pupils. Environmental factors can play an important role in creating barriers that compromise a pupil's experience at school"</i> [EEF, 2021]	▪ Challenge 4 ▪ Challenge 5 ▪ Challenge 6

Total budgeted cost: £107,115

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 previous academic year.

End-of-year data from pupil premium children: 2023-2024

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
Year 6 – 80%	Year 6 – 80%	Year 6 – 100%
Year 5 – 50%	Year 5 – 50%	Year 5 – 63%
Year 4 – 70%	Year 4 – 46%	Year 4 – 62%
Year 3 – 73%	Year 3 – 55%	Year 3 – 82%
Year 2 – 44%	Year 2 – 44%	Year 2 – 55%
Year 1 – 80%	Year 1 – 60%	Year 1 – 40%
Reception GLD for disadvantaged children was 43%		

Strengths from our previous strategy:

<u>Previous target</u>	<u>Progress against this target</u>
‘All pupils receive high quality adaptive teaching, pitched accurately with appropriate challenge’ - on our previous strategy, we identified that quality-first teaching needed improving, so there was an effective classroom teacher in each classroom. There also needed to be a more rigorous approach to differentiation.	Significant improvements have been made in this area, with learning walks/lesson observations showing that there is good or better teaching in almost all classrooms within school. The ‘chilli challenge’ method of differentiation has been embedded throughout the school, ensuring that all pupils are suitably challenged in an age-appropriate way. Quality-first teaching is evident in each classroom and it is rigorously monitored both by curriculum teams and the SLT to ensure it continues.
‘Provision mapping enables carefully-targeted intervention and provision for disadvantaged pupils and identified groups’ – our previous strategy identified the importance of provision mapping for wave 2 interventions, including monitoring the impact.	Provision mapping in school is embedded to an excellent standard. All pupils in school are identified on the provision maps, including pupil premium children who are prioritised in receiving quality wave 2 interventions. All staff in school monitor provision maps frequently, updating children’s barriers to learning and

	they effectively put on the impact scores from the provisions in place. The needs analysis has been used to distribute staff more effectively aiding in the outcome of 100% of disadvantaged children in KS2 achieving the expected or better standard in maths.
'A more rigorous focus on the social, emotional side of our pupils, including supporting their children's mental health and wellbeing.' Our previous strategy focused on the importance of mental health, well-being and enrichment opportunities for our pupils.	There is rigorous monitoring of the mental health and well-being of pupils in school. Disadvantaged children are monitored closely throughout the year. They are offered personalised support through ELSA and drawing and talking. Pupils attend wellbeing clubs and parents are involved.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One child in Year 5 received first quality teaching and additional interventions to ensure that they reached the expected standard in reading, writing and maths at the end of July 2025. A HLTA support member of staff was designated to the class and worked in small group and 1:1 provision to ensure that the expected standard was met.
What was the impact of that spending on service pupil premium eligible pupils?	The Year 5 children ended that year ready to start Year 6 being at the expected standard in reading, writing and maths.

Post adopted pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

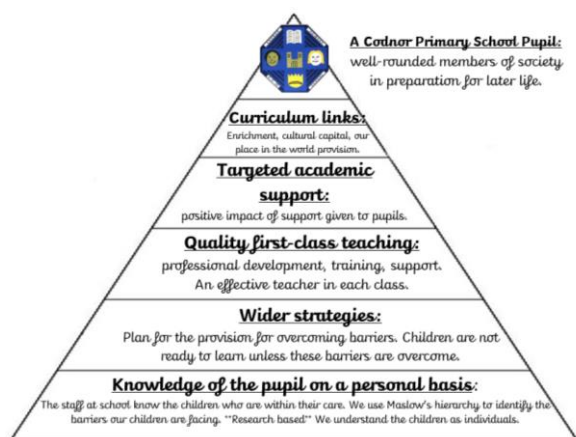
Measure	Details
How did you spend your post adopted pupil premium allocation last academic year?	One child ended KS1 having achieved the expected standard in Reading, Writing and maths. This was achieved through specifically tailored interventions in reading and maths as set out on the provision maps. This child was also identified as needing additional wellbeing support and attended weekly wellbeing club for the duration of the academic year and has been referred for ELSA ready for the start of KS2. Another child ended Year 1 having passed their phonics screening check having not been on track to achieve this at the start of the year. They received additional 1:1 and small group time with support staff to aid with their phonics and reading. They ended Year 1 being at the expected standard in reading. They too attended wellbeing club for the duration of the year. One child of Nursery age was phased into a Nursery setting with the support of a 1:1 TA. Their time spent in our Nursery setting was increased from 1 day a week to 2 days a week during the 2024 – 2025 academic year. Their timetable has been increased to 2.5 days a week ready for September 2025 with full 1:1 support.
What was the impact of that spending on post adopted pupil premium eligible pupils?	One child is able to attend Reception for 2.5 days a week. One child has started KS2 being at the expected standard in reading, writing and maths. One child passed their Year 1 phonics screening having not been on track to do so at the start of the year.

Further information (optional)

Codnor Primary School



In order to support our pupil premium children, we have fully utilised the pupil premium and recovery premium funding to reflect with our whole school ethos on ensuring every child can reach their full potential, regardless of their circumstance. Many of these challenges require additional support beyond the allocated budget for pupil premium and recovery premium. Our whole-school hierarchy [please see below] identifies the pathway we take in supporting children in becoming well-rounded members of society, in preparation for later life. We have therefore utilised our budget in other areas of school life in order to support pupil premium children in accessing each step within our hierarchy. Some of the provision we have put in place is part-funded by our pupil premium/recovery funding and part funded by our budget from other areas.



- **Curriculum expenditure budget:** it is imperative that our pupils access a rich and well-resourced curriculum, delivered by quality first-class staff. We pride ourselves on providing pupils with opportunities to have new experiences, ensuring enrichment is at the heart of our curriculum. Therefore, our curriculum expenditure budget has been used to part-fund musical instrument tuition, sport provision and the development of our reading provision.

- **Outdoor buildings and contents budget:** the development of our outdoor areas, to provide pupils with enrichment opportunities, is partially funded by our outdoor buildings and content budget alongside our pupil premium funding.
- **Sports premium budget:** we use £17,920 from our sports premium budget to employ a sports coach who works full time within school. The sports coach is responsible for offering enrichment activities and after-school clubs to all children, in particular aiming to ensure that 100% of pupil premium children are receiving additional enrichment throughout the academic year. We also use the sports premium budget to ensure our pupils can go swimming, with an aim of 100% of pupil premium children leaving year 6 being able to swim 25m.