



Pupil Premium Strategy Review DEC 2025

[Source: School Information Pack 2025]

Jan 2025 – Dec 2027 Targets

1. To narrow the gap between disadvantaged pupils and their peers at the end of KS2 in Reading, Writing and Mathematics combined , and ensure disadvantaged attainment is at least in line with national outcomes.
2. For all pupils, including disadvantaged pupils, who enter Reception off track at Baseline to make accelerated progress in Reading, Writing and Maths.
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
4. All pupils have equal access to broad and balanced, coherent and well sequenced curriculum .
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Review of Intended Outcome 1 Attainment in RWM KS2

Intended outcome: *To narrow the gap between disadvantaged pupils and their peers at the end of KS2 in Reading, Writing and Mathematics combined, and ensure disadvantaged attainment is at least in line with national outcomes.*

The intended outcome was partially achieved.

In 2025, disadvantaged pupils were above national and local averages for % achieving ARE in RWM by the end of Y6

% achieving ARE	Cottesmore	National	Local
2025	47	47	39
2024	52	46	39
2023	67	44	39

Disadvantaged pupils' attainment in RWM combined was in line with the national average for disadvantaged pupils (47%), successfully meeting this element of the intended outcome. Furthermore, the school's disadvantaged pupils performed 8 percentage points above the local authority average of 39%, indicating that disadvantaged pupils achieved stronger outcomes than those seen across the city.

In terms of comparison with their peers, at the end of Key Stage 2 in 2025, 47% of disadvantaged pupils achieved the expected standard in Reading, Writing and Mathematics combined, compared with 72% of their peers, resulting in a 25-percentage point attainment gap within the school. This represents a 2-percentage point reduction from the previous year, when the gap was 27 percentage points, demonstrating that the gap between disadvantaged pupils and their peers is continuing to narrow.

In conclusion, although a gap remains between disadvantaged and non-disadvantaged pupils, the reduction in the attainment gap, combined with disadvantaged pupils achieving



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outcomes in line with national averages and above local averages, demonstrates that the strategies implemented are having a positive impact. Further work will focus on increasing the proportion of disadvantaged pupils achieving the expected standard and continuing to reduce the gap so that outcomes are more closely aligned with those of their peers.

Review of Intended Outcome 2 Reception progress

[Source: School Information Pack 2025]

Intended outcome: *All disadvantaged pupils in Reception will make **accelerated progress** from starting points in RWM.*

NB This data is based on the 6 disadvantaged pupils in the 2024-25 Reception cohort, 4 of whom have SEND and 4 have EAL. 2 of these pupils have both SEND and EAL.

The intended outcome was **largely achieved**, although it was not fully met across all areas.

Outcomes for the 6 disadvantaged pupils in **Reading** were particularly strong, with **100% making accelerated progress**, demonstrating the highly effective impact of the strategies implemented to support early reading development.

In **Writing**, **67% made accelerated progress**. This represents strong progress for the majority of pupils, with over two-thirds exceeding expected rates of progress. However, as not all pupils achieved accelerated progress, there remains scope to further refine support to ensure consistently rapid progress for every disadvantaged child. However, it should be noted that 100% disadvantaged pupils made expected progress in writing.

In **Mathematics**, **50% of disadvantaged pupils made accelerated progress**. This indicates that a half exceeded expected rates of progress. Although this is a positive outcome, it falls short of the intended target for all pupils to make accelerated progress.

Overall, disadvantaged pupils made good or better progress across all three areas, with exceptional outcomes in Reading and strong outcomes in Writing. The strategies implemented have had a clear positive impact. While the ambition for every disadvantaged pupil to make accelerated progress is not fully realised yet, the high proportions achieving accelerated progress in Reading and Writing, alongside secure progress in Mathematics, demonstrate that the provision has been effective and has significantly reduced barriers to learning.

Further work will focus on increasing the proportion of pupils making accelerated progress in Mathematics [particularly] and ensuring this is consistently achieved across all areas of learning.

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Review of Outcome 3 Attendance

[Source: Heads Reports Oct 2025 and Feb 2026]

Intended outcome: *To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.*

The proportion of persistent absentees who were disadvantaged increased from **21% in December 2024 (9 of 29 pupils)** to **26% in December 2025 (8 of 30 pupils)**. Although the overall number of disadvantaged persistent absentees reduced by one pupil, their representation within the persistent absentee group increased by 5 percentage points.

This indicates that the attendance gap for disadvantaged pupils remains a concern and that further targeted action is required to improve attendance and reduce persistent absence. The school should continue to closely monitor individual disadvantaged pupils, identify barriers to regular attendance and provide appropriate early intervention and support.

Review of Outcome 4 Curriculum and enrichment

Intended Outcome: *All pupils have equal access to broad and balanced, coherent and well sequenced curriculum*

The school has continued to take a proactive approach to ensuring that disadvantaged pupils have equitable access to a broad, balanced and well-sequenced curriculum.

Financial support was provided to enable disadvantaged pupils to access rich extra-curricular opportunities that develop the whole child and nurture wider life skills, including cooperation, resilience and managed risk-taking. **Four Year 6 pupils (29% of the disadvantaged cohort) and two Year 5 pupils (18%)** received full funding, ensuring that financial barriers did not prevent participation.

Additionally, in 2025, our free school meal (FSM) pupils attended a total of 293 HAF-funded sessions, amounting to 1,832 hours of support. This amounted to 27% of our FSM pupils, which was above the city average of 22%. We received the following email from the Holiday Activities and Food Programme: *As a school that consistently overperforms in terms of the percentage of your eligible families who book and attend, we greatly appreciate the active role you've played in promoting the Holiday Activities and Food (HAF) programme to your families.*

In terms of curriculum, the school also introduced a **new writing scheme**, strengthening consistency and supporting a more evidence-informed approach to the teaching of writing. This was complemented by continued investment in our **school-wide phonics approach**, including additional hours for a trained teaching assistant to deliver targeted afternoon phonics interventions.



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To further support equitable curriculum access and address gaps in learning, the school continued to use **externally standardised assessments in reading, writing, mathematics and SPaG across Years 2–6**, alongside gap analysis. This provides teachers with reliable information to identify barriers and target teaching and intervention appropriately.

Alongside our thorough system of monitoring of teaching and learning, CPD for teachers, termly PP meetings [where disadvantaged children are individually discussed] and the provision of free access to each disadvantaged child to one extra-curricular club every term, these initiatives demonstrate a sustained commitment to removing barriers to learning and ensuring that disadvantaged pupils have access to the same rich curriculum opportunities and high-quality teaching as their peers.

Review of Outcome 5 Wellbeing

Intended Outcome: *To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.*

All pupils receive weekly RSHE lessons through the Ten:Ten Life to the Full programme. The carefully sequenced, spiral curriculum develops secure knowledge of emotional wellbeing, healthy relationships, healthy lifestyles, online safety, Protective Behaviours, equality, diversity and responsible citizenship. As a result, 95% (253 pupils) report that the school teaches them how to look after their wellbeing, 95% (253 pupils) how to keep healthy and 96% (255 pupils) how to keep safe online.

Wellbeing is embedded throughout the life of the school through Living Word Journals, Wellbeing Journals, daily meditation, mindfulness, half-termly wellbeing lessons, the Five Ways to Wellbeing, wellbeing awareness events and access to the Wellbeing Garden. Pupil voice and learning walks show that pupils confidently discuss strategies to support their wellbeing, regulate their emotions and seek help when needed.

Every pupil has opportunities to develop leadership, responsibility and service through roles including School Council, Mini Vinnies, Fairtrade Representatives, Eco Team and Sports Leaders. Leaders monitor participation carefully to ensure disadvantaged pupils, pupils with SEND and other vulnerable groups are represented and supported to access these opportunities.

Pupils know how to access pastoral support and are confident to seek help when needed. Survey findings show that 98% (261 pupils) report there is an adult they can talk to if they are worried, 96% (255 pupils) know who to go to if they feel unsafe and 95% (253 pupils) report that adults listen to what they have to say.

This is further reinforced through parent voice, with 97% (139 parents) reporting that their child feels safe at school, 94% (136 parents) agreeing that their child is well looked after and 94% (134 parents) saying the school responds well to any concerns they raise.



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Pupils report a strong sense of belonging and positive relationships. 94% (250 pupils) report that they feel they belong at school, 95% (253 pupils) report that teachers treat everyone fairly and 96% (255 pupils) report that teachers help them do their best.

Pupils demonstrate positive attitudes towards learning. 93% (247 pupils) feel comfortable asking questions in lessons, 94% (250 pupils) report adults support them to achieve their best and 96% (255 pupils) know they can ask for help if they are stuck.

Strong anti-bullying systems ensure pupils understand how to recognise, report and challenge bullying. Leaders analyse incidents carefully to identify patterns and implement preventative strategies where required. As a result, 94% (250 pupils) believe teachers deal well with bullying, 94% (250 pupils) believe the school deals effectively with bullying and only 4% (11 pupils) reported experiencing bullying during the term. These outcomes are reflected in parent voice, with 92% (128 parents) agreeing that the school deals effectively with bullying and 95% (137 parents) saying they would recommend the school to another parent.