

Cottesmore St Mary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	434 [Feb 2025]
Proportion (%) of pupil premium eligible pupils	17% [73 pupils Feb 2025]
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)	Jan 2025 – Dec 2025 Jan 2026 – Dec 2026 Jan 2027 – Dec 2027
Date this statement was published	Jan 2025
Date on which it will be reviewed	Dec 2025 Dec 2026 Dec 2027
Statement authorised by	
Pupil premium lead	Cath McLoughlin
Governor / Trustee lead	Peter Gwilliam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,920 [Source: DFE PP funding allocation Dec 24]
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£116,920 [Source: DFE PP funding allocation Dec 24]

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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged 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 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 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
- Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

Challenges

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

Challenge number	Detail of challenge
1	Externally published data shows that whilst % disadvantaged pupils achieving ARE in reading, writing and maths [combined] by the end of KS2 is above national average, there is an attainment gap with peers of -27%. Internal data shows that maths is the most challenging area. [Sources: School information Pack Sept 2024, In school tracking December 2024]

2	Baseline data in EY shows low levels of attainment for disadvantaged pupils in reading, writing and maths: 100% below ARE in reading and maths, 80% below ARE in writing. [Source: baseline assessments Oct 2024]
3	ATTENDANCE Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils. In Dec 2024, of all persistent absentees, 21% are disadvantaged pupils, which is above 2024 national average [16%]. This figure above that of peers [10%].
4	Disadvantaged pupils often face multiple barriers that hinder their ability to access, engage with, and benefit from a broad and balanced knowledge-rich curriculum .
5	Assessments, observations and discussions with PP pupils and families have identified social and emotional difficulties, including mental health issues.

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
1. To close the attainment gap in reading, writing, and maths for disadvantaged pupils and ensure they make at least expected progress.	Attainment gap between disadvantaged pupils and peers is narrowed, so it is [at least] in line with national average.
2. For PP pupils in Reception to make accelerated progress from starting points in reading, writing and maths and to be in line with peers by Summer 2024	EYFS exit data for Reception shows that PP pupils have made accelerated progress in RWM, based on their starting points. Data shows that PP pupils' progress rates are in line with peers.
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The percentage of disadvantaged pupils who are persistently absent being below national and within 5% of peers [need a 6% drop].
4. All pupils have equal access to broad and balanced, coherent and well sequenced curriculum	Disadvantaged pupils have access to knowledge rich, sequenced and progressive curriculum including extra-curricular activities and educational visits.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025-2027 demonstrated by: - qualitative data from pupil voice, pupil and parent surveys and teacher observations - a reduction in disadvantaged pupils' unhelpful behaviour choices a reduction in the number of referrals for anxiety and trauma

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: approx. £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ <u>Read Write Inc.</u> structured phonics program, including daily interventions.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
Embed <u>The Write Stuff</u> structured approach to teaching writing.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on the selection of high-quality curriculum materials, building teacher knowledge and pedagogical expertise. Education Endowment Foundation guidance reports improving literacy at KS1 and KS2	1 2
Vocabulary Development: Implement word-rich environments, explicit vocabulary teaching, and tiered vocabulary strategies.	Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child's vocabulary is the best predictor of success on future tests. Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood. Oxford Language Report Oxford University Press OUP	1 2
Adopt structured maths programs like <u>White Rose Maths</u>	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on the selection of high-quality curriculum materials, building teacher knowledge and pedagogical expertise.	1 2

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	Education Endowment Foundation I guidance reports improving maths at KS1 and KS2	
Implement digital learning platforms (e.g., <u>Times Tables Rock Stars</u> , <u>Numbots</u>) for engaging practice.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on the selection of high-quality curriculum materials, building teacher knowledge and pedagogical expertise. Education Endowment Foundation I guidance reports improving maths at KS1 and KS2	1
Regular monitoring using Pupil Book Study approach, feeding into bespoke CPD for teachers.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf	1 2
To provide twice yearly diagnostic assessments in reading, SPAG and maths including gap analysis software and related intervention package.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	1

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

Budgeted cost: approx. £26,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional Wave 2 1:1 reading and phonics sessions for struggling	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	1 2

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readers, including at KS2	when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	
Deploy class teachers to deliver intervention sessions in core subjects during specialist lessons.	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 2
Provide before-school phonics booster sessions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk) And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1
Provide small-group writing booster sessions focusing on sentence construction, punctuation, and creativity.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk) And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1 2
Use daily arithmetic practice and pre-teach sessions to build confidence.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk) And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1 2
Provide phonics/reading workshops and videos for parents to support literacy at home.	Levels of parental engagement are consistently associated with improved academic outcomes. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.	1 2

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

Budgeted cost: approx. £26,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address poor attendance through regular monitoring, mentoring and pastoral support.	The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Address barriers such as low confidence through rigorous wellbeing curriculum, mentoring, pastoral support, and mental health interventions eg counselling support.	Counselling and related interventions are aimed at improving the mental health children. In the educational context they are linked to learning, achievement, attendance and behaviour [DfES 2001, DfES 2003, Ofsted 2004].	5
Ensure all pupils have access to a knowledge rich, sequenced and progressive foundation curriculum, centred on evidence led practice.	The EEF Cognitive Science Approaches in the Classroom: A Review of the Evidence The EEF's guidance reports	4
Ensure all children have access to breakfast club, and after school clubs.	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the Magic Breakfast programme.	4
Provide subsidised enrichment activities (trips, clubs, cultural visits) to broaden learning and cultural capital.	Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	4

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Regular data analysis , pupil progress meetings , and individual action plans to track impact.	The use of technology, for example, for tracking pupil data to improve learning. • The EEF's 'Using Digital Technology to Improve Learning' The EEF Toolkit and guidance reports.	1 2
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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