

# Pupil premium strategy statement – Cotsford Primary School

This statement details our school's use of pupil premium (and recovery 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	177
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025 – 2028 (Year 1 of 3 year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	R Cook, Headteacher
Pupil premium lead	R Cook
Governor lead	K. Averre & A. Simpson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,680
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>	<b>£169,680</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Cotsford Primary we want all of our pupils, regardless of their circumstances, to be:

- Aspirational
- Resilient
- Respectful
- Confident and
- Successful

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. Therefore, key interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium only. We reserve the right to allocate the Pupil Premium funding and to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our overall aim, when allocating funding, is that children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium or socially disadvantaged. Therefore, we aim:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To involve parents in their child's education, this includes the importance of attending school every day and on time.

We will work towards achieving these objectives by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Ensuring all pupils receive quality-first teaching by embedding regular coaching, in addition to CPD which reflects current educational practice and meets individual staff needs to strengthen teaching and learning
- Effective deployment of staff to support disadvantaged children
- Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given
- SEMH and wellbeing support for disadvantaged pupils and families through the work of our Safeguarding Leads, Parent Support Advisor and Place 2 Be Project Manager
- Supporting families financially through subsidised trips, breakfast and after school clubs, enrichment opportunities and experiences out of school.

- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

## Challenges

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

Challenge number	Detail of challenge
1	Children typically enter Cotsford Primary School with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and opportunities to have high quality conversations.
2	In some year groups and in some subjects, there is lower attainment by pupil premium/disadvantaged children resulting in gaps with their non-disadvantaged peers.
3	There are significant barriers to learning in terms of high levels of adverse childhood experience. This can affect their ability to concentrate on academic activities, be confident and resilient, and for knowledge to fully embed and be retained.
4	There is lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
5	High levels of issues with adult Literacy & Numeracy with low aspirations results in less engagement in supporting children at home. This means that staff have to ensure there are opportunities in school to support.
6	Some pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, stationery and technology.

## 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. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>2. Improved attainment in Reading, Writing and Maths which is comparable with non-disadvantaged peers.</p>	<p>Pupils make rapid progress from their individual starting points.</p> <p>The gap is narrowed in the attainment of PP and non-PP children.</p>
<p>3. Improve behaviours for learning, resilience and confidence through use of Place 2 Be, Jigsaw, Zones of Regulation and intervention.</p>	<p>Children can talk about and use strategies to improve their emotional wellbeing, self-regulation and to overcome challenges. Lesson observations will demonstrate pupils' positive attitudes and behaviours to learning.</p>
<p>4. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>There are increased attendance rates for Pupil Premium children and a reduced number of persistent absentees.</p>
<p>5. All pupils are well supported to meet their individual targets in English and Maths.</p>	<p>Pupils who lack support from home are provided with additional support in school to ensure that they maintain progress and attainment levels with their peers.</p>
<p>6. Pupils are exposed to a breadth of memorable experiences that will inspire and enable them to contextualise their learning.</p> <p>Pupils have access to a range of high quality and engaging resources to support their learning and develop their passions.</p>	<p>Children will be exposed to a wide range of memorable social, cultural, enrichment and sporting experiences within and outside of the school day to inspire and enhance learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p> <p>Pupils will have access to a range of online subscriptions such as Reading Plus, Nessy, TT Rockstars and Purple Mash to support their learning both within and beyond the school day.</p>

## 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: £39,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pedagogical thinking and practice of	Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to	1, 2, 3

<p>metacognition, working memory, executive functioning and knowledge retrieval (link to mental health).</p>	<p>engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1033/EEF_Metacognition_and_selfregulated_learning.pdf">EEF Metacognition and selfregulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Working memory plays an important role in children's development in general and in school achievement in particular. Children with high working memory capacities have better school achievement than children with low capacities.</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1033/Improving Working Memory   EEF (educationendowmentfoundation.org.uk)">Improving Working Memory   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Staff to access Talk 4 Writing CPD and coaching to develop knowledge and pedagogy.</p> <p>Release time for English Lead to coach and monitor impact.</p>	<p>The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. Analysis shows that Talk for Writing schools, despite serving more challenging areas, attain at a significantly higher standard than the national average.</p> <p><a href="https://talk4writing.com/research/">How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % % (talk4writing.com)</a></p>	1, 2
<p>New staff to access RWI training through portal to ensure consistency in this approach to phonics across the school.</p> <p>All staff to access portal to refresh training and hone skills.</p> <p>Pupils to access appropriate phonic videos at home and in the event of staff absence.</p> <p>Replenish resources and increase the reading material available for those who need longer at each stage.</p> <p>Release time for English Lead to coach and monitor impact.</p>	<p>Data already showing progress and impact of program / 1:1 intervention.</p> <p>Read write Inc is a DfE accredited systematic synthetic phonics programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1033/Phonics   EEF (educationendowmentfoundation.org.uk)">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 4
<p>All staff to complete training to develop oracy</p>	<p>Implemented strategies including Maths Talk are proving successful in supporting pupils to recall</p>	1, 2, 6

<p>across all subjects and to embed in wider aspects of school.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p> <p>Release time for English Lead/ Oracy Champions to provide support and additional CPD.</p>	<p>learning and have greater confidence when talking about their learning.</p> <p>The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their thoughts and communicate effectively.</p> <ul style="list-style-type: none"> <li>Over time, students develop significantly stronger oracy skills.</li> <li>Students make accelerated reading progress and Year 6 students in participating Voice 21 Oracy Schools were more likely to have an above average reading score than their peers nationally.</li> </ul> <p><a href="#">Voice21-Impact-Report-2024-web.pdf</a></p> <p>On average, oral language approaches have a high impact on pupil outcomes for 6 months' additional progress.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>All staff to complete RWI Spelling CPD.</p> <p>Purchase resources to maintain programme.</p> <p>Release time for English Lead to monitor impact.</p>	<p>The systematic approach to teaching phonics through RWI has proved successful in school which gives confidence in the spelling programme.</p>	2, 5

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant targeted support / intervention for Maths Phonics and Reading. TA time @ 74 hours (see targeted pupil lists)	Research shows that teaching assistant interventions can provide a large positive impact on learner outcomes but how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2, 5
Online subscriptions to provide home and school access to targeted reading and Maths support – Reading Plus (Yrs 4, 5 & 6), Nessy (Yrs 2 - 6),	Improves access to reading, spelling and maths activities at home.  Matches Reading and Maths demands, and is trackable.	1, 2, 5

TTRS (Yrs 2 - 6), Numbots (Yrs R, 1 & 2)		
Use of Reading Plus for pupils in Years 4, 5 & 6.	<p>The EEF document on Reading Comprehension Strategies has shown that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and to improve reading comprehension. Reading Plus does this by carrying out individual assessments, assigning appropriate age and levelled texts and an appropriate reading speed. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/research/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading Plus, identified through their own research, produces 2.5 years of growth in just 60 hours of personalised instruction when used regularly (3 x 30 minute sessions per week).</p> <p><a href="https://daisycampbell.com/wp-content/uploads/2018/05/Daisy-Education-Theoretical-framework-and-foundational-research.pdf">Daisy Education - Theoretical framework and foundational research.pdf</a></p>	2, 5
Teaching Assistant support in English & Maths lessons and intervention:	<p>Internal data shows good progress and pupils attainment improving.</p> <p>The Education Endowment Foundation research shows that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. In those cases, where teachers and teaching assistants work together effectively, this leads to increases in attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/research/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2
20x Y6 pupils to access weekly maths tutoring during Autumn & Spring terms. Y5 pupils to access weekly maths tutoring during Summer term.	<p>Small group tuition enables the teaching to focus exclusively on a small number of learners and their learning needs.</p> <p>The Education Endowment Foundation research shows that small group tuition has an average impact of three months' additional progress in primary maths over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/research/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Admin Assistant to:</p> <ul style="list-style-type: none"> <li>• Make daily calls re absence</li> <li>• Monitor daily attendance</li> <li>• Prepare letters re: attendance</li> <li>• Prepare AIT documentation</li> <li>• Prepare half termly attendance rewards/certificates</li> <li>• Update Dojo and attendance display</li> </ul> <p>Attendance rewards</p> <p>Embedding principles of good practice set out in the updated 2024 DfE's guidance on <a href="#">Working together to improve school attendance - GOV.UK</a> The</p>	<p>Robust monitoring and swift action required to support the attendance and punctuality of families where attendance is inconsistent or below average.</p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Place 2 Be counselling support</p> <p>(contribution – remainder met through school budget)</p>	<p>Some of our pupils find it difficult knowing how to socialise with their peers and have, or are, experiencing trauma. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Continue to employ a Parent Support Adviser to support parents with strategies to improve attendance, behaviour, outcomes for SEND, and engagement in learning.</p>	<p>Parents have valued support and shown improvements in understanding and managing their child's needs which has resulted in improved engagement and attendance. EEF research identifies up to 4 months additional progress.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
<p>Subsidised school trips, breakfast and after school clubs.</p> <p>Provision of essential clothing / equipment.</p>	<p>Experience has shown that there is greater engagement in school provided activities and events where there is a subsidised, or no, cost ensuring equal opportunity and access for all.</p> <p><a href="#">Evidence revealed on the impact of residential trips   Features   School Travel Organiser</a></p>	4, 6
<p>Cultural Capital experiences for each year group</p>	<p>Discussion with pupils and parents identifies that many of the memorable learning and personal development experiences have come from enrichment activities, particularly when they may not be readily accessible at home.</p>	2, 3, 6

	<p>Planning for all subjects and year groups reflects additional experiences for children linked to equality of opportunity/cultural capital.</p> <p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	
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**Total budgeted cost: £169,680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2025 - 2026

Improved oral language skills and vocabulary among disadvantaged pupils.	
Improved attainment in Reading, Writing and Maths which is comparable with non-disadvantaged peers.	
Improve behaviours for learning, resilience and confidence through use of Place 2 Be, Jigsaw, Zones of Regulation and intervention.	
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	
All pupils are well supported to meet their individual targets in English and Maths.	
Pupils are exposed to a breadth of memorable experiences that will inspire and enable them to contextualise their learning. Pupils have access to a range of high quality and engaging resources to support their learning and develop their passions.	

### 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
Talk 4 Writing	Talk 4 Writing – Pie Corbett
Read Write Inc	Ruth Miskin Literacy

Place 2 Be	Place 2 Be
TTRS & Numbots	Maths Circle Ltd
Reading Plus	Reading Solutions UK
Maths Tutoring	Action Tutoring
Voice 21 - Oracy	Voice 21
Nessy	ILT Education