

Pupil premium strategy statement – Cotgrave Church of England 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 for the academic year 2025-2026. 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	106
Proportion (%) of pupil premium eligible pupils	16.1%
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)	2025-2028
Date this statement was published	29/09/25
Date on which it will be reviewed	September 26
Statement authorised by	Helen Pearson
Pupil premium lead	Helen Pearson
Governor / Trustee lead	Julie Gerrard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36925
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
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>	£36925

Part A: Pupil premium strategy plan

Statement of intent

At Cotgrave Church of England Primary School, our vision—'Learn, Include, Flourish Every day'—shapes all that we do.

We believe every child is precious, unique, and made in the image of God: 'fearfully and wonderfully made'. We are committed to cherishing each individual, celebrating their achievements, and nurturing their personal and academic growth within a loving, inclusive school family.

Our mission is to develop happy, confident, independent, and caring young people who are enthusiastic about their learning, excited for their future, and empowered to reach their full potential. We foster an atmosphere of Christian love, encouraging respect for others and a positive attitude towards the world around us.

Our Christian values are at the heart of our school:

Thankfulness: We encourage gratitude for our gifts, opportunities, and each other, celebrating successes and learning from every experience.

Respect: We value and honour every individual, treating everyone with dignity and understanding, and embracing our differences.

Forgiveness: We nurture a spirit of reconciliation, helping children to learn from mistakes, seek forgiveness, and offer it to others.

Kindness: We promote compassion and empathy, supporting one another and building positive relationships throughout our school community.

Community: We work together as one family, fostering a sense of belonging and shared responsibility, and reaching out to support those around us.

Resilience: We encourage perseverance and courage, helping children to overcome challenges, learn from setbacks, and flourish in all aspects of life.

We are determined that all pupils, regardless of background or challenges faced, make excellent progress and achieve highly across all subjects. Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils, including those who are already high attainers or face additional vulnerabilities, receive the support they need to thrive. We are committed to supporting every child who receives Pupil Premium funding, whether or not disadvantage is immediately visible.

At the heart of our approach is Quality First Teaching, focused on the areas where pupils need the most support. Research shows that this has the greatest impact on closing the attainment gap, while also benefiting all pupils. Our aim is for every child's progress and attainment to be sustained and improved, regardless of their starting point.

Our approach is responsive to both shared and individual needs, rooted in robust assessment rather than assumptions.

To ensure our strategies are effective, we will:

- Challenge disadvantaged pupils in their learning;
- Intervene early when needs are identified;
- Adopt a whole-school approach, where all staff take responsibility for outcomes and raise expectations for every child.

Together, guided by our Christian values, we strive to ensure that every child learns, is included, and flourishes—every day.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and discussions with teachers suggest a need to narrow the attainment gap across Reading, Writing & Maths when comparing attainment of children in receipt of pupil premium compared with non-disadvantaged pupils.
2	Some of the children have low attainment in baseline assessments, especially in speech and language skills, this slows progress in many areas in Key Stage 1 and beyond.
3	Conversations with pupils suggest more limited life experiences and opportunities to participate in enrichment activities than for non-disadvantaged pupils, which in turn impacts negatively pupil's writing capability.
4	Discussions and observations recognize a significant challenge linked to parental engagement across a range of areas, notably homework, reading and spelling.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Lateness is also significantly higher with disadvantaged pupils being late more often than non-PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Pupils attainment in Reading, Writing and Maths is in line with national average.	LA data dashboard will evidence a closing gap each year, leading to attainment in reading, writing and maths to be in line with national average.
Pupils attainment in GPS at the end of Key Stage Two is in line with the national average	<ul style="list-style-type: none"> • Internal spelling assessments indicate a closing gap linked to spelling data. • LA data dashboard will evidence a closing gap each year, leading to attainment in GPS to be in line with national average.
Pupils make at least expected progress in writing.	<ul style="list-style-type: none"> • Gap will reduce in progress made between PP and non PP within writing assessments.
Pupils access a wide range of enrichment experiences both in and out of school.	<ul style="list-style-type: none"> • Pupil surveys reflect enjoyment in school and improved attitudes to learning. • Social skills, self belief, enthusiasm, perseverance and team work are developed. • This improvement is evidenced in writing moderation. • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • Significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Parental engagement is increased linked to academic activities.	<ul style="list-style-type: none"> • Parents indicate there are strong links between home and school and support is received for a wide range of needs. • Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. • Teachers report increased support with learning at home with academic subjects, e.g. reading, homework
PP attendance increases.	<ul style="list-style-type: none"> • Attendance of identified PP pupils increases and the gap between PP and non-PP narrows, particularly when assessing lateness.

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ➤ Quality first teaching for all pupils. ➤ Whole Staff CPD focusing creating an accessible and focussed curriculum. ➤ Maths and English (especially English Phonics and Spelling) are high priority on School Improvement and CPD plan. 	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. <p>Training and supporting highly qualified teachers deliver targeted support.</p>	1, 2, 3, 4
<ul style="list-style-type: none"> ➤ Maths and English co-ordinator attend English and Maths Networks. ➤ All class teachers to attend writing moderation with the multi-academy trust. ➤ Support for English given from multi-academy trust advisor. 		
<ul style="list-style-type: none"> ➤ TAs work with PP pupils using a variety of approaches to engage and support children's learning, within the classroom to support Quality First Teaching ➤ Additional CPD for 	<ul style="list-style-type: none"> ➤ Reading Comprehension Strategies (+ 6 months) ➤ EEF- Collaborative Learning (+ 5 months) ➤ EEF- Feedback (+6 months) ➤ Mentoring (+2 months) Meta Cognition (+7 months) 	

<p>Early Career teacher in reading and writing</p> <ul style="list-style-type: none"> ➤ Purchase of high quality texts throughout school to support the teaching of reading and writing. ➤ Additional CPD on the teaching of Phonics 	<ul style="list-style-type: none"> ➤ EEF Toolkit: an additional 6 month' progress per year of reading comp <p>e.g. emotionally powerful texts with strong narrative DFE What is the research evidence on Writing? DFE RR238</p> <p>EEF Toolkit: additional 5 months progress per year with phonics interventions based on extensive research.</p>	
--	--	--

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ➤ Meetings with identified parents to encourage them to engage and help them to overcome any barriers. ➤ Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> • EEF toolkit – Parental Engagement (+4 months) • EEF Toolkit- TA Intervention (+ 4 months) • Reading Comprehension Strategies (+ 6 months) • EEF- Collaborative Learning (+ 5 months) 	1, 2, 3, 4
<ul style="list-style-type: none"> ➤ TAs work with PP pupils using a variety of approaches to engage and support children’s learning, through the use of structured interventions and targeted support 	<ul style="list-style-type: none"> • EEF- Feedback (+6 months) • Mentoring (+2 months) • Meta Cognition (+7 months) 	

<p>➤ <i>ELSA trained TA working with children identified as most vulnerable through 1:1 and nurture groups.</i></p>	<ul style="list-style-type: none"> • <p>EEF Toolkit small group: extra 4 months impact over the year</p> <p>EEF Toolkit individual : extra 5 months impact over the year</p> <p>EEF Toolkit mastery learning : extra 5 months impact over the year</p> <p>EEF Toolkit digital learning : extra 5 months impact over the year</p>	
---	---	--

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

Budgeted cost: £ 5925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ➤ PP lead contacts all new families as they join the school, finds out needs and circumstances and offers support. ➤ Register of families and level of support required. ➤ PP families receive regular contact from PP lead or class based teacher or TA (dependent on relationships.) ➤ Termly meeting with PP lead and relevant class teacher to maintain fluid conversations. ➤ Signposting for support ➤ Recognition of need through discussions, supporting pupils with needs. 	<ul style="list-style-type: none"> • Parent/pupil surveys • Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. • EEF toolkit- Parental Engagement (+4 months) • EEF- School Uniform <p><i>Because School Uniform provision is often implemented within wider measures, its impact cannot be quantified in months of progress. However, it supports ethos and motivation as well as equity, making it a valuable part of our strategy.</i></p>	4, 5
<ul style="list-style-type: none"> ➤ Office Manager liaises with PP Lead if pupils not in school. ➤ Discussions with families to offer support where needed 	<ul style="list-style-type: none"> • Attendance data • EEF- Parental Engagement (+ 4 months) 	5

<p>through focused TA time.</p> <ul style="list-style-type: none"> ➤ PP Lead works closely with SLT, pupils below 90% are identified and protocols followed. ➤ PP Lead works closely with PP governor to support families with attendance and lateness. 	<ul style="list-style-type: none"> • Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. 	
<ul style="list-style-type: none"> ➤ Cultural capital experiences promoted in the curriculum. ➤ Significant reduction in cost of trips for PP. ➤ Residential trip cost is greatly reduced for PP. ➤ Sports events promoted to PP are encouraged to attend ➤ Outdoor learning encouraged ➤ Significant reduction in music lesson cost for PP ➤ A personal development curriculum is being developed to make sure all children have a range of extra-curricular experiences throughout their time at school. 	<ul style="list-style-type: none"> • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • Pupil surveys reflect greater enjoyment and engagement in school. • Enrichment activities offer children a context for learning and a stimulus to trigger their interest that can be evidenced in pupil books and data. • EEF – Sports Participation increases educational engagement and attainment. (+ 1 month) • EEF – Outdoor Adventure Learning shows positive benefits on academic learning and self -confidence. • EEF- Arts Participation (+ 3 months) 	3
<ul style="list-style-type: none"> ➤ Dedicated ELSA time every fortnight to support PP children in their social well-being and approach to school life 	<ul style="list-style-type: none"> • EEF Toolkit- Social and Emotional Learning (+ 4 months) 	4

Total budgeted cost: £ 36925

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

T&L & CPD

Staff continued to use Rosenshine training to ensure that misconceptions and gaps in learning were addressed. Teaching assistants also used these principles to deliver timely and appropriate interventions to identified pupils. English lead received CPD from multi-academy trust English lead and disseminated information and training to staff.

Targeted Support

PP children continued to be targeted within classroom interventions for English and Maths. PP children are supported in the classroom through TA support either 1:1 or in small groups. Early assessment and intervention was key in improving outcome for pupils.

Whole School Strategies

Enrichment activities such as drumming tuition was provided throughout a large proportion of the year and pupil feedback was highly positive linked to this opportunity.

External results at Key Stage Two showed, again, a significant improvement in Reading, Maths and GPS for PP pupils.

Internal Data indicates that pupils in receipt of Pupil Premium have begun to close the gap in Reading, Writing and Maths.

Pupils have been offered a range of enrichment activities this year and this has shown significant uptake from pupils in receipt of pupil premium funding. When reviewing with pupils their enjoyment of school through a governor visits and PP lead QA, pupils referenced enjoyment in school and improved attitudes to learning, linking to support given in class and the opportunity to take part in 'enrichment' activities in school (music lessons, clubs, trips). Alongside this, the use of ELSA to support pupils was greatly referenced and pupils could recognise the support given and the impact on their well-being.

Parental engagement continues to improve through persistent communication and interaction with key classroom staff. However, more needs to be done to involve parents in homework such as the learning of spellings using the online system.

Whilst approaches have been made to improve attendance of identified PP pupils through relationships with parents, the impact of this has not been seen this academic year and PP attendance was lower than non-PP attendance at 89.6% (95.4% non-PP). This was largely due to a small number of PP pupils whose attendance was below 80%. This remains a priority for all staff this year.