

Pupil Premium strategy statement 2025-2026

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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School Name	Cotgrave Candleby Lane
Number of pupils in school	498
Proportion (%) of pupil Premium eligible pupils	26.1% (130 pupils)
Academic year that our current pupil Premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Lindsay
Pupil Premium lead	Alex Cooper
Governor / Trustee lead	Neil Robinson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£157,560 (PP) + £5,700 (EYPP) + £23,670 (LAC) + £10,520 (PLAC) + £1,050 (Service) = £198,500 Based on: <ul style="list-style-type: none"> • 114 eligible pupils (inclusive of 10 EYPP) • 3 Service children • 4 Post-LAC • 9 LAC
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	£198,500

Part A: Pupil Premium strategy plan

Statement of intent

We are committed to excellence in everything we do. Our three school values — **Unique, Exceptional, Sustainable** — guide us in helping every child achieve their full potential.

Our curriculum is built on the principles of **LOVE**:

- **Long-term memory** – helping children remember and build on what they learn.
- **Oracy rich** – developing strong speaking and listening skills.
- **Values based** – teaching children to live by positive values.
- **Experiential** – giving children real-life experiences to deepen their learning.

We want all children to enjoy learning. Our curriculum is broad, balanced, and exciting, giving pupils the knowledge, skills, and experiences they need to grow into confident, caring citizens of the future.

Every member of staff and our governing body takes responsibility for the progress of all children. We provide a safe, nurturing environment where children's academic, social, and emotional needs are met. We aim for every child to develop a lifelong love of learning and reach their full potential.

We know that some children eligible for pupil premium funding face extra challenges, such as:

- Lower levels of language and communication.
- Less exposure to reading and literacy.
- Social and emotional needs.
- Poor attendance.
- Lower aspirations.

We are determined to overcome these barriers. We recognise that some pupils may not have the same opportunities outside of our school environment as their peers, so our pupil premium strategy focuses on ensuring they receive the very best education. This includes:

- High-quality teaching.
- A knowledge-rich and experiential curriculum.
- Support for social and emotional development.

We are all champions for our pupil premium children and are passionate about their achievement and development. We are relentless in our commitment to raising the attendance of pupils eligible for pupil premium and go the extra mile to ensure they develop positive attendance habits and intervene swiftly where attendance drops.

Challenges

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

Challenge Number	Detail of challenge
1	Reading attainment and progress: Limited exposure to high-quality texts and vocabulary has created gaps in reading achievement.
2	Writing and presentation: Opportunities for sustained writing, handwriting practice, and a focus on presentation have been restricted for some pupils.
3	Mathematical knowledge: Gaps remain across the school, particularly in times tables fluency and the application of reasoning skills.
4	Cultural capital: Some pupils have fewer experiences outside of school, reducing opportunities to broaden their knowledge of the world and build cultural capital.
5	Language and oracy: Lower starting points in spoken language and communication are evident for a number of pupils.
6	Aspiration and attitudes to learning: A proportion of pupils demonstrate lower levels of aspiration and less positive attitudes towards learning.
7	Social and emotional well-being: Challenges include reduced self-confidence and difficulties in forming positive interactions and relationships with peers.
8	Attendance: Persistent absence remains a concern for some pupils. Targeted support from the Family Support Worker is in place to improve attendance and establish good habits

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 eligible for pupil premium funding make both expected and accelerated progress, enabling them to achieve at least the expected standard across all areas of learning.	<ul style="list-style-type: none"> • Attainment parity: The proportion of pupils eligible for pupil premium achieving age-related expectations (ARE) and above will be in line with their non-pupil premium peers. • Demonstrated progress: Pupils will show measurable progress as a result of high-quality first teaching and targeted interventions. • Knowledge retention: Pupil voice and discussions will evidence that pupils eligible for pupil premium are knowing and remembering more, consistent with what has been taught, and comparable to their peers. • Independent learning: Pupils will develop independence and the ability to self-regulate, selecting appropriate levels of challenge across all subjects.
A greater number of pupils eligible for pupil premium achieve Greater Depth.	<ul style="list-style-type: none"> • Increased attainment at greater depth: A higher proportion of pupils achieve greater depth within age-related expectations. • Raised aspirations and self-expectations: Pupils demonstrate higher levels of aspiration and set ambitious expectations for their own learning and achievement.
Prioritising the teaching of early reading ensures that a higher proportion of pupils eligible for pupil premium successfully meet the expected standard in the Year 1 phonics screening check.	<ul style="list-style-type: none"> • Phonics achievement: All pupils eligible for pupil premium successfully meet the expected standard in the Year 1 phonics screening check. • Reading progression: Pupils are provided with appropriately matched reading books and demonstrate consistent progress through the book bands. • Reading for pleasure: All pupils eligible for pupil premium regularly access school libraries and independently select books to read for enjoyment.
strengthen the language and oracy skills of pupils eligible for pupil premium, ensuring they can access the full curriculum and make sustained progress across all subject areas, leading to improved attainment.	<ul style="list-style-type: none"> • Confident communicators: All pupils demonstrate high levels of confidence in oracy, articulating their knowledge and learning with clarity. • Ambitious vocabulary use: Pupils consistently apply ambitious, curriculum-wide vocabulary in both spoken language and written work. • Contextualised language development: Oral language interventions and vocabulary enrichment are closely aligned to current curriculum content, ensuring new vocabulary is contextualised and actively embedded in pupils' spoken and written outcomes.
Develop the resilience and aspirations of all pupils eligible for pupil premium, fostering positive attitudes towards learning. Enhance social interactions and relationships with peers, while building confidence, independence, and a strong sense of self-belief.	<ul style="list-style-type: none"> • Emotional resilience: Pupils are able to manage strong emotions, adapt positively to challenges and change, and sustain good emotional health and wellbeing. • Growth mindset: Pupils eligible for pupil premium consistently demonstrate a growth mindset, evidenced through lesson observations, pupil voice, and work showing engagement with greater levels of challenge. • Measured impact of support: SDQ assessments conducted before and after ELSA provision demonstrate clear, measurable improvements for pupils accessing the intervention.

<p>Ensure that pupils eligible for pupil premium attend school regularly, so they can fully access learning opportunities and make the best possible progress.</p>	<ul style="list-style-type: none"> • Attendance parity: Attendance data confirms that the attendance of pupils' eligible for pupil premium is at least in line with that of pupils that are not eligible for funding. • Rapid response to absence: Any instances of persistent absence are swiftly identified and effectively addressed to secure improved attendance.
<p>Ensure that pupils eligible for pupil premium develop strong cultural capital by engaging with a rich, experiential curriculum. Alongside this, they will have access to a wide range of extra-curricular activities and leadership opportunities within school, enabling them to broaden their horizons, build confidence, and prepare for future success.</p>	<ul style="list-style-type: none"> • Full participation in enrichment: All pupils eligible for pupil premium attend school visits and residential, with financial barriers removed. • Access to wider opportunities: Pupils eligible for pupil premium funding benefit from music tuition and engage in a broad range of extra-curricular clubs, with cost never acting as a barrier. • Inclusive leadership representation: At least 25% of pupil leadership roles are held by pupils eligible for pupil premium, ensuring their voices are actively represented.

Activity in this academic year

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

Teaching

Budgeted cost: £61,223.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between quality first teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. EEF	1,2,3
Lesson design 'learning journey' in place to support granular learning and promote learning in the long-term memory.	Rosenshine's Principles of Instruction have influenced our lesson design. As has Sweller's Cognitive Load Theory.	1,2,3,5
Work with the FHP lead practitioners to support CPL to ensure teaching is high-quality and effective in English and Maths, teaching and learning, Pupil Premium and inclusion.	Effective Professional Development – EEF . Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	1,2,3
Mastery approach in Maths with investment in Power Maths.	Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average, mastery learning approaches are effective, leading to an additional five months' progress. EEF .	3
Key facts sessions in Maths including the use of Times tables Rockstars	Daily key facts sessions and dedicated sessions for time tables shows improved attainment in the previous academic year.	3
High-quality texts linked to enquiry learning	The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers.	1,5
Early Reading Leader to provide CPL and coaching for teachers and TAs	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	1,2
Classrooms and communal areas of school are language rich environments	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum.	1,5

Assessment procedures highlight gaps in learning to inform high-quality first teaching	Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy-EEF	1,2,3,5
Effective assessment and associated pupil progress dialogues in place across the curriculum to ensure children know more and remember more	What is a 'knowledge-rich' curriculum? written by Tom Sherrington, Consultant, Teacher head-consulting, UK https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf	4
FFT aspire targets used to provide ambitious targets for all pupils	We are ensuring that our pupils have ambitious targets to help ensure that the gap between pupils eligible for pupil premium funding and those that are not is closed.	1,2,3
Coaching and support in place for teaching staff, including all ECTs, to develop high-quality pedagogy and quality first teaching	Effective Professional Development – EEF . Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	1,2,3

Targeted academic support

Budgeted cost: £55,192.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in SHINE interventions to target gaps in learning from Year 1-6.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	1,3
Phonics interventions for pupils in EYFS and KS1.	Our phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year. 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.	1,5
Reading interventions and daily reading for spotlight readers	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1,5
Targeted intervention for pupils from CCLS 'Learning Champions'	Effective feedback has high impact on pupil outcomes of up to 8 months.	6,5,4
Targeted intervention for KS1 and KS2 pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3
Targeted support and feedback in lessons for pupils	Effective feedback has high impact on pupil outcomes of up to 8 months. EEF Feedback	1,2,3,6
Pre and post teach and feedback sessions	Teaching assistants trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have the same impact on learners.	1,2,3,6
Early Years Talk Boost interventions for pupils in F1 and F2	Research suggests that oral language approaches have a high impact on pupil outcomes of up to 6 months.	5

Wider Strategies

Budgeted cost: £82,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker & Assistant Family Support Worker to provide targeted support for children and families.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of three months' additional progress on attainment. (EEF). Parental engagement promotes a positive relationship with school which leads to better outcomes (impact on average of 4 months additional progress).	6,7,8
Pastoral interventions that target positive attitudes to learning, confidence and resilience, including ELSA, sports mentoring and CASY Counselling.	Social and emotional approaches have a positive impact on pupil learning of up to 4 months.	6,7
A clear, robust and graduated approach to improving attendance	EEF- Addressing the most significant non- academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	8
Family Support Worker and Attendance Lead are committed to going the extra mile to support positive attendance and impact positively on attendance.	We know that close relationships with our families results in better attendance and positive attitudes towards school. We know our community and embrace that being relentless in our support for families results in improved attendance at school.	8
Breakfast Club provision to provide support for punctuality and attendance	EEF- Addressing the most significant non- academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	8
School contribution to residential and class visits	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. EEF	4,7
Support to access extra-curricular activities and music tuition	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. EEF	4

Total budgeted cost: £198,500

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil Premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria
To enable pupils eligible for pupil premium funding to make expected, and accelerated progress to achieve at the expected standard.	KS2: School: National: <ul style="list-style-type: none"> • Reading = 77% 63% • Writing = 73% 59% • Maths = 77% 61% • Combined = 69% 47% <p>Attainment outcomes in KS2 were higher in all areas when compared to the previous academic year (24-25)</p> <p>PP eligible pupils at the end of KS2 achieved higher outcomes than PP eligible pupils nationally.</p>
	KS1: School: <ul style="list-style-type: none"> • Reading = 72% • Writing = 66% • Maths = 73% • Combined = 61%
	<ul style="list-style-type: none"> • The quality of learning in lessons and work in books of PP eligible pupils shows high levels of aspiration and progress during monitoring.
	<ul style="list-style-type: none"> • PP eligible pupils are knowing more and remembering more knowledge during pupil discussions.
To ensure a greater number of children achieve Greater Depth.	<ul style="list-style-type: none"> • Levels of aspiration are rising and pupils have more resilience to learning and more aspiration to achieve the higher standards of attainment.
	PP eligible pupils at end of KS2 achieving GDS: <ul style="list-style-type: none"> • Reading = 35% • Writing = 8% • Maths = 19% • GPS = 23% • Combined = 8%
To prioritise early reading so that a greater number of pupils eligible for PP funding pass their phonics screening in Year 1.	<ul style="list-style-type: none"> • 94% of PP eligible pupils achieved the expected standard in the Y1 phonics check. • Progress of PP eligible pupils in targeted interventions was positive. • Children have the correct reading books and are progressing through the book bands. • All Pupil Premium eligible pupils access our libraries and choose books for pleasure.
To improve language and oracy of children eligible for pupil premium enabling progress and attainment in all subject areas	<ul style="list-style-type: none"> • Phonics progress and achievement in Y1 was strong. 94% of PP eligible pupils achieved the expected standard in the Y1 phonics check. • PP eligible pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work.
	<ul style="list-style-type: none"> • PP eligible pupils demonstrate increasingly high levels of confidence in oracy and can discuss their knowledge and learning.

	<ul style="list-style-type: none"> • PP eligible pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work. • PP eligible pupils demonstrate increasingly high levels of confidence in oracy and can discuss their knowledge and learning.
To develop the resilience and aspirations for learning for all children eligible for pupil premium –to enhance social interactions, relationships with peers, positivity, confidence & independence.	<ul style="list-style-type: none"> • PP eligible pupils are continuing to develop their skills to manage strong emotions, be resilient to challenges & change. They respond positively to the targeted pastoral support – counselling, sports mentor sessions, ELSA. • 30/45 pupils accessing ELSA were PP eligible pupils = 66% • 6/19 pupils accessing sports mentoring were PP eligible pupils = 32% • Pupils eligible for pupil premium funding show a positive mindset evidenced from lesson observations, pupil interviews and work is showing a greater level of challenge being achieved.
To ensure our children eligible for pupil premium attend school regularly to maximise learning opportunities	<ul style="list-style-type: none"> • <u>Attendance data 24-25:</u> • PP eligible pupils 93% • Our systems in school for improving attendance of PP eligible pupils is rigorous and we go the extra mile to support families to attend regularly. • We are above both LA and National PP eligible attendance figures. • End of Autumn 2023 = 93% • End of Spring 2024 = 93% • End of Summer 2024 = 91% • Our target for 2025-2026 is that there is no gap between PP eligible pupils and pupils not eligible for funding and that the PP eligible attendance figure is above 95%.
To ensure our children eligible for pupil premium develop strong cultural capital and experience both an experiential curriculum and access extra-curricular and leadership opportunities in school.	<ul style="list-style-type: none"> • Educational visits and residentials are subsidised so that no pupil has cost as a barrier. • All PP eligible pupils attended school visits. All PP pupils were provided with the opportunity to attend residential visits. • Music tuition is subsidised so that cost is not a barrier. 4 PP eligible pupils benefited from music tuition. • Extra-curricular clubs are subsidised so that cost is not a barrier to attend. • Pupil leadership positions were not as well represented by pupil premium eligible pupils as in previous years and will be an area of focus for the academic year 25/26 • Pupil premium eligible children will be represented by at least one pupil in all student leadership groups in 25/26.

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
CASY Counselling and support for young people	CASY
Healthy Family's Team	NHS
Sports Mentoring	Next Level

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?	<ul style="list-style-type: none"> The school has a robust pastoral offer. The wellbeing of children who access this support includes those children who have a service indicator and linked funding. This is either through direct planned sessions or indirect. This depends on the current needs of the children at the time. Opportunities were created to contact regularly a parent who was away with military service and this was positively received by the family and had a positive impact on pupils in school.
What was the impact of that spending on service pupil Premium eligible pupils?	<ul style="list-style-type: none"> Building and maintaining relationships are a key aspect to ensuring children with this indicator feel that they can share their thoughts and work through them with a trusted adult in school. Parental feedback and feedback from the pupils were positive.