

Pupil premium strategy statement – The Cottlesloe School

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	1142
Proportion (%) of pupil premium eligible pupils	13%
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)	2024/25 – 2027/28
Date this statement was published	15/01/2025
Date on which it will be reviewed	15/06/2025
Statement authorised by	Simon Jones
Pupil premium lead	Simon Clawson
Governor / Trustee lead	Lucy Chidley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,000
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>	£8,839,244

Part A: Pupil premium strategy plan

Statement of intent

At The Cottesloe School, we are committed to providing every student with the opportunity to reach their full potential. We believe that every child, regardless of their background, deserves a high-quality education that equips them for life. Our leaders are **curious and tenacious** about the attainment and progress of all, ensuring that they receive the targeted support they need to thrive.

Our Vision

Our vision is to create a school environment where every student, particularly those eligible for Pupil Premium funding, feels valued, inspired, and empowered to succeed. We aim to provide a **transformative educational experience** that addresses their individual needs and aspirations.

Our Approach

Our Pupil Premium strategy is underpinned by the evidence-based recommendations of the Education Endowment Foundation (EEF). We will prioritise the following key areas:

1. **Effective Teaching and Learning:**

- **High-Quality Instruction:** Ensuring that all students receive high-quality teaching and learning experiences.
- **Professional Development:** Investing in the professional development of our staff to enhance their skills and knowledge.
- **Evidence-Based Practices:** Implementing evidence-based teaching strategies to engage and motivate students.

2. **Targeted Academic Support:**

- **Personalised Learning:** Identifying the specific needs of each student and providing tailored support using One Page Profiles (OPPs), tutoring plans and interventions as appropriate.
- **Data-Driven Interventions:** Using data to inform our decisions and allocate resources effectively, using both the MIS and SISRA to support data analysis with each curriculum area.

- **Small-Group Tuition:** Offering small-group tuition and one-to-one support to address individual learning gaps.

3. Parental Engagement:

- **Building Strong Partnerships:** Fostering strong relationships with parents and carers to support student learning, working with the pastoral team to develop parental engagement via the form tutors.
- **Regular Communication:** Providing regular updates on student progress and offering guidance and advice. We will continue to use the online Parents Evening system to increase the accessibility to meetings with subject staff.
- **Collaborative Partnerships:** Working with parents to create a positive learning environment at home, supported by 1-1 devices for all students, including those who are disadvantaged.

4. Mental Health and Wellbeing:

- **Promoting Positive Mental Health:** Prioritising the mental health and wellbeing of all students.
- **Access to Support Services:** Providing access to counselling and mental health support services.
- **Building Resilience:** Equipping students with the skills and strategies to build resilience and cope with challenges.

5. Wider Curriculum:

- **Enrichment Opportunities:** Offering a broad and balanced curriculum that includes enrichment activities and experiences, using our Cottesloe Opportunities Fund to support disadvantaged students to access the full Cottesloe School journey.
- **Encouraging Extracurricular Involvement:** Encouraging participation in extracurricular activities, such as sports, music, and drama, to develop talents beyond the curriculum.

By implementing these evidence-based strategies, we aim to:

- **Close the Attainment Gap:** Reduce the attainment gap between disadvantaged students and their peers.

- **Raise Standards:** Further improve academic outcomes and raise standards across the school.
- **Enhance Life Chances:** Equip students with the skills and knowledge they need to succeed in education, employment, and life.

We will continuously monitor and evaluate the impact of our Pupil Premium strategy to ensure that we are making a positive difference to the lives of our students. We will review current progress twice per year, to monitor the effectiveness of our strategy. Through our collective efforts, we will empower our students and their families to **Prepare, Aspire, and Succeed** on their **Cottesloe School Journey**.

Challenges

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

Challenge number	Detail of challenge
1	Students from a disadvantaged background may not have the wider opportunities to develop their cultural capital, supporting their understanding of the context of what they are learning and their understanding of opportunities and possibilities beyond school.
2	Students not eligible for the FSM & Pupil Premium may still experience disadvantage due to the high cost of living. This can lead to difficulties with obtaining resources to support learning & the sense of belonging, including access to Chromebooks, uniform and PE kit.
3	Disadvantaged students do not achieve as well as their peers at GCSE. They make less progress against FFT targets than students of a similar ability who are not considered disadvantaged.
4	Disadvantaged students' attendance averages lower than their peers. Our overall attendance for non-disadvantaged students is 8% higher than for disadvantaged students.
5	Students in receipt of pupil premium have lower engagement than non-disadvantaged students, averaging lower attitude to learning scores in assessment point reporting data. Parents will typically find it harder to engage with school.

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
Student & parental engagement will increase <ul style="list-style-type: none"> Students from disadvantaged backgrounds will have attitude to learning scores at or above the school average for non-disadvantaged students. Parental engagement will increase with technology 	Average Attitude to learning grades will be in line with the rest of the school Parent's evening attendance via Parent Cloud will be in line with the rest of the school. FTEs given to PP students will be in line with their peers.
Improve Student outcomes at GCSE to continue to reduce the gap between PP and non-disadvantaged students	A sustained reduction in P8 variance will be seen over the three years of this plan.
Provide increased opportunities for PP students to access extra-curricular and wider learning	Extra-Curricular registers will show a high uptake amongst PP students.
Improve attendance of PP students	Attendance of PP students will be in line with their peers.

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: £ 9,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to support teaching and learning using a consistent	Well-crafted lessons with consistent expectations across the school have been found to improve behaviour and engagement in learning. (EEF, 2024). OFSTED (2024) notes that the high quality teaching has a long term benefit to students lives	3,5

whole school approach to lesson delivery	and that it is important that all teachers access development opportunities that are based on the latest evidence.	
Creation of a Student Experience TLR to lead on the Cottesloe Journey,	Rich curriculums and extra-curricular offerings create a cultural capital that students can draw upon to increase engagement in learning and improvement in attainment. The EEF's guide the pupil premium (2024) highlights that enhancing the access to trips, arts and non-classroom-based activity can lead to a better overall sense of wellbeing and increased aspirations.	1, 3, 4, 5
Recruitment and retention of high quality teachers	High quality teaching for all is considered the most impactful way to improve outcomes. Research suggests that specialist teachers in key subjects deliver higher attainment for all students. (RJ Francis, UCL, 2019).	3,4,5

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

Budgeted cost: £ 63,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to materials, 1-2-1 devices and supporting online resources to enable effective learning and revision	The provision of devices for students and the providing of resources that support students' own learning creates more ownership and responsibility over when and where a student learns and revises content. (Dr F A Smith, SecEd, 2022). Students' exam performance can be impacted by several factors including how confident they are in their preparedness (Cross, Whitlock et al, 2016). Ensuring all students have access to a range of materials can support this.	2
Provide Subject specific revision sessions & interventions, after school revision and the availability of a Quiet Study Room (QSR) at lunchtime.	Students from disadvantaged backgrounds may find it challenging to access revision spaces, where structured and meaningful revision can take place (DfE 2017). Students may also struggle to attend sessions after school. Providing a location to revise and a programme of revision based on data analysis can remove these barriers. (EEF, 2022).	2,3,4,5
Targeted interventions in reading, writing and maths to KS3 students	Reading interventions in small groups and individually show substantial positive results in various studies (DfE, 2018). Carefully planned maths interventions, when linked to classroom subjects, can be highly effective (EEF, 2022).	3,5

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

Budgeted cost: £ 136530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a dedicated Pupil Premium Champion to support delivery of PP funded support</p> <p>Review PP support regularly and monitor the impact of PP related activities with stakeholders including parents & carers, students and staff.</p>	<p>A PP champion is essential to successful implementation of any PP strategy. A dedicated person can manage, support and monitor the programmes being used to support PP students (EEF, 2024). Providing support such as access to school uniforms and equipment can support increased attendance (House of Commons Education Select Committee, 2023)</p>	<p>1,2,3,4,5</p>
<p>Provide assisted access to trips, visits and wider curricular experiences to remove barriers to PP students' participation</p>	<p>Many students from a disadvantaged background may have limited access to wider opportunities, social networks and wider aspects of personal development. These in turn limit aspiration and achievement (Mark Rowland, 2024)</p>	<p>1, 2, 5</p>
<p>Provide wellbeing support and pastoral care to vulnerable students and maintain systems to track and monitor wellbeing.</p>	<p>Being able to gather and analyse information about students' wellbeing is crucial to being able to provide effective support to overcome barriers (EEF, 2024). Providing effective school or college-based targeted support for children and young people with mental wellbeing needs can help to improve their attendance and behaviour, their engagement and progress in education, and enable them to fulfil their potential. (Anna Freud Mentally Healthy Schools, 2024)</p>	<p>3, 4, 5</p>
<p>Target attendance activities through our school attendance officer, Heads of year and pastoral team</p> <ul style="list-style-type: none"> ● Provide enhanced transition support to include highlights in attendance issues and forward planning where these are identified ● Provide support to PP parents to understand and improve issues relating to poor attendance ● Support to overcome any barriers to attendance 	<p>students from low-income families are more likely to miss school due to health issues, lack of food, and the cost of school supplies. Additionally, students from low-income families may have difficulty focusing in school due to stress and other factors related to poverty. (SecEd, 2024). Providing support directly to families with attendance difficulties has been shown to be an effective way of improving attendance (House of Commons Education Select Committee, 2023).</p>	<p>2, 3, 4</p>

<ul style="list-style-type: none">• A4Y programme for Year 8 students to support building confidence and resilience.		
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Total budgeted cost: £ 209,643

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment gap

The P8 attainment gap between PP and non PP students has reduced. It was lower in 23/24: -0.69 vs -0.71 in 22/23.

Attendance difference

The attendance of PP students in 2023/24 was 85.1% vs 93.7%. The Cottesloe School attendance is higher than the national average.

Attitude to learning

PP students average Attitude to learning score, across all Assessment Points was 3.13 vs 3.36 for non PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Year 8 A4Y	Action 4 Youth

Further information (optional)

This statement is the start of a new 3 year cycle. There have been changes in post holders and governance for Pupil Premium this academic year. This statement & strategy will be reviewed and refined between 24/25 and 27/28 academic years.