

# Pupil premium strategy statement – The Cottesloe School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	1191
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Simon Jones, Headteacher
Pupil premium lead	Alberto Passaro, Assistant Headteacher
Governor / Trustee lead	Carolyn Stirk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,498
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£176,498

# 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.

We are committed to strategically utilising the Pupil Premium funding to ensure equity and excellence across the school. Our vision is to cultivate an environment where every eligible student feels valued, inspired, and empowered to succeed, aligning directly with our core school ethos.

We deliver a transformative educational experience by ensuring every Pupil Premium student can:

- **Prepare:** Systematically dismantle barriers to learning and participation, thereby equipping students with the requisite knowledge, resources, and foundational skills necessary for optimal engagement and progression.
- **Aspire:** Actively foster high ambition and self-efficacy by broadening cultural capital, exposing students to diverse pathways, and challenging them to set and pursue demanding academic and personal goals.
- **Succeed:** Drive measurable parity of outcome by providing targeted, evidence-based interventions and high-quality teaching, thereby eliminating the attainment and progress gap between Pupil Premium students and their non-eligible peers.

## 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
<p>Student &amp; parental engagement will increase:</p> <ul style="list-style-type: none"> <li>• Students from disadvantaged backgrounds will have attitude to learning scores at or above the school average for non-disadvantaged students.</li> <li>• Parental engagement will increase with technology</li> </ul>	<p>Average Attitude to learning grades will be in line with the rest of the school.</p> <p>Parent's evening attendance via Parent Cloud will be in line with the rest of the school.</p> <p>FTEs given to PP students will be in line with their peers.</p>
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 whole school approach to lesson delivery	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 and that it is important that all teachers access development opportunities that are based on the latest evidence.	3, 5
Inclusive Attendance CPD program for all staff	<p>DfE Research Report (March 2025): "The Link between Attendance and Attainment in Assessment Year". This report demonstrates that pupils with 95–100% attendance are 1.9 times more likely to achieve a Grade 5 in English and Maths GCSE compared to those with 90–95% attendance.</p> <p>EPI Report (2024/2025): "Breaking Down the Gap". This paper identifies pupil absence as a "growing driver" of the disadvantage gap. It concludes that if disadvantaged pupils had the same attendance as their peers in 2023, the attainment gap at age 16 would have been over four months smaller.</p>	1, 2, 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: £103,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a dedicated Pupil Premium Champion to support delivery of PP funded support Review PP support regularly and	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	1, 2, 3, 4, 5

monitor the impact of PP related activities with stakeholders including parents & carers, students and staff.	support increased attendance (House of Commons Education Select Committee, 2023)	
Provide assisted access to trips, visits and wider curricular experiences to remove barriers to PP students' participation	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)	1, 2, 5
Provide wellbeing support and pastoral care to vulnerable students and maintain systems to track and monitor wellbeing.	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)	3, 4, 5
Target attendance activities through our school attendance officer, Heads of year and pastoral team	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).	

**Total budgeted cost: £ £176,498**

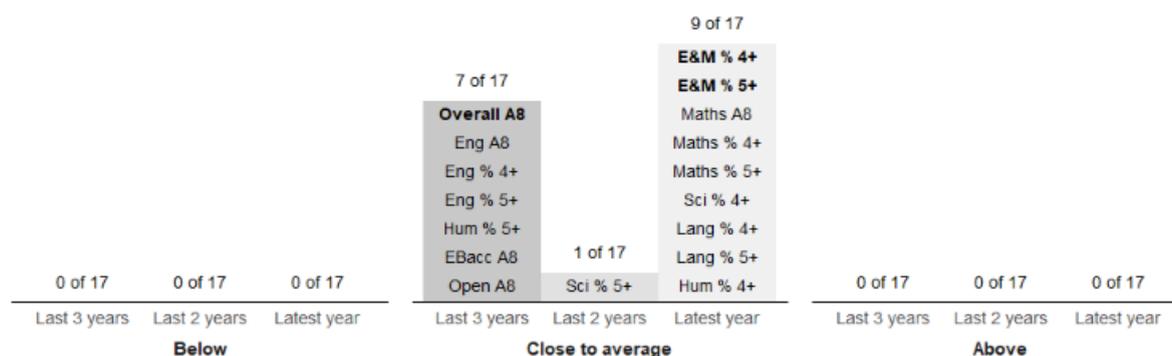
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Attendance</b>		
	2023/24 TCS (vs. national)	2024/25 TCS (vs. national)
Disadvantaged pupils	84.7 (86.0)	83.7 (87.3)
All pupils	91.7 (91.1)	91.3 (91.9)

There has been relative stability in attendance of disadvantaged pupils in comparison with national averages and in comparison with the whole school cohort. Whilst this should be recognised as an outcome from the work that has gone into ensuring disadvantaged pupils are attending regularly, this is an area that we will be refocussing on to ensure progress over the next cycle.

#### Attainment



This chart shows that disadvantaged pupils are consistently performing close to national average (when compared to other disadvantaged pupils) across a wide range of performance measures. The column labelled 'Latest Year' indicates the strong performances for the 2024/25 cohort but there are a range of key indicators (e.g. including 'Overall A8') which have been consistently secure for three academic years.

<b>Attitude to Learning</b>			
	2023/24	2024/25	Difference
PP	3.09	3.16	+0.07
Non	3.36	3.36	0

There has been a small increase in the average 'Attitude to Learning' for disadvantaged pupils. This has meant that there has been a reduction in the 'Attitude to Learning' gap when compared to non-disadvantaged pupils as this figure has not changed over the past academic year. Whilst we recognise this improvement, this is an area that we will hope to improve further with longer-term initiatives aimed at improving all pupils' sense of belonging within the school. We anticipate that these initiatives will have a more acute impact on the average attitude to learning of disadvantaged pupils.

## 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
Action 4 Youth	
1-2-1 tuition	N Penfold

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*This statement is the middle point of a 3 year cycle. There have been changes in post holders and governance for Pupil Premium this academic year.*

*We are currently completing a wide-ranging information gathering process to inform future statements.*

*This statement and strategy will be reviewed and refined and a new 3 year cycle will be launched from the 26/27 academic year.*