



Pupil Premium Strategy Statement 2026-2029

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	Cottingley Village Primary
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	95 pupils, 21.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Kirsty Hutchinson
Pupil premium lead	Kirsty Hutchinson
Governor / Trustee lead	Tim Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (incl POST LAC)	£92,531
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,531

Part A: Pupil premium strategy plan

Statement of intent

At Cottingley Village Primary School, we want all our children to achieve well. Pupil Premium and Recovery Funding is used to ensure that the needs of each child are met and that barriers to education or development resultant of socio-economic disadvantage are identified and addressed effectively. As a result of this we ensure that the difference in achievement and opportunity between children who are disadvantaged and other learners is diminished.

We strive to ensure that all our disadvantaged pupils:

- Have high levels of wellbeing and self esteem
- Attend school regularly and on time.
- To develop more supportive and nurturing home environments
- Are confident and happy young people
- To diminish the attainment gap between disadvantaged and non-disadvantaged pupils.
- To build and broaden the cultural capital of pupils from disadvantaged backgrounds and continue to access a broad, balanced and rich learning curriculum with opportunities that extend beyond the classroom.
- Have outcomes in-line with their non-disadvantaged peers both within the school and nationally.
- Develop high levels of literacy, language and vocabulary and communication skills, including social skills.
- To support parents in understanding and developing confidence in addressing their child's needs.
- To raise aspirations of pupils and the wider school community.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate that many disadvantaged children enter school with below, what is typical, communication, language and vocabulary skills. This is a barrier to learning in their initial time at school, particularly in Nursery to Year 2.
2	Children who are disadvantaged have not had exposure to reading at home. Experience of reading in a wide variety of situations has declined in the home generally.
3	Assessment, observation and discussion demonstrates that comprehension and inference skills in reading are weaker. Some more able disadvantaged children find inferential skills more challenging.
4	Assessment of observation indicate that many initial life experiences of disadvantaged children do not support pupils' communication, language and vocabulary acquisition skills.

5	Assessment indicates that many disadvantaged pupils have lower standards of development in written form.
6	Disadvantaged social and emotional needs are increasing, this includes anxiety.
7	Assessment indicates that many disadvantaged pupils Maths verbal reasoning/written reasoning are lower in standard than their peers.
8	Assessment indicates that a number of disadvantaged children are behind their peers in terms of basic skill development.
9	Persistent absence/lateness to school remains a concern since Covid. Parental attitudes to promptness have declined and need to be refocused. Persistent absence due to extended leave and illness, heightened with some families reduced resilience and a change in attitude towards the importance of attendance and punctuality,
10	Parents understanding of how to support their children at home with confidence.
11	Pupil's cultural capital requires further investment This is supported by research and pupil voice showing these pupils have limited life experiences and opportunities to access cultural and sporting activities.

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
Children who are disadvantaged develop high quality levels of written and spoken language, including the use of vocabulary they communicate with.	<ul style="list-style-type: none"> ▪ Disadvantaged children's language and communication gaps are identified early and show improved levels of oracy, developed vocabulary, confidence in articulation and the ability to communicate well. ▪ Reading, phonics and writing fluency improves, outcomes demonstrating they are at least inline with disadvantaged pupils nationally and at greater depth. ▪ The curriculum and learning environments have a vocabulary focus. ▪ Develop a love of reading. ▪ Read daily both at school and are encouraged to do the same at home. ▪ Targeted intervention is bespoke to ensure they make accelerated progress. ▪ Intervention outcomes demonstrate a highly positive impact. ▪ Staff – teachers and leaders as well as intervention support, are aware if the targets, attainment, progress and outcomes for disadvantaged chn.

<p>Disadvantaged pupils attend school regularly.</p>	<ul style="list-style-type: none"> ▪ Attendance is inline or better than non-disadvantaged chn nationally. ▪ Persistent absence is lower than the national figure. ▪ Their families understand the importance of school. ▪ They enjoy coming to school. ▪ Attendance plans are in place for key individuals.
<p>Disadvantaged pupils attain closer to national average outcomes in National Tests, preparing them for the next stage in their education.</p>	<ul style="list-style-type: none"> • PP outcomes are in line with non-PP children at both EXS and GDS at KS1 and 2. • Disadvantaged pupils receive targeted interventions to accelerate progress and close the gap. • Regular pupil progress meetings support the early identification and support of disadvantaged pupils.
<p>All pupils including those who are disadvantaged have a curriculum of quality that is broad and rich to access.</p>	<ul style="list-style-type: none"> ▪ The curriculum is ambitious and inspirational for all chn, including disadvantaged. ▪ The evaluation outcomes of leaders demonstrate high quality outcomes, high quality first teaching and high-quality impact for disadvantaged pupils. ▪ Disadvantaged pupils are enabled to access all residential, educational experiences and after school enrichment activities via the pupil premium funding, ensuring they have equality opportunities to their non disadvantaged peers.
<p>Disadvantaged pupils have high levels of cultural capital are achieved.</p>	<ul style="list-style-type: none"> ▪ Acquisition of the knowledge and cultural capital needed for them to succeed in life. ▪ Access to a wide a varied curriculum, rich in experiences and opportunities, included extra-curricular enabling them to develop their interests and talents. ▪ All disadvantaged pupils access residential and educational opportunities that have been planned for their class. ▪ There is a strong uptake of extra-curricular opportunities that are provided by the school.

<p>Disadvantaged pupils have confident home support to meet individual needs because parents are engaged in their child's learning.</p>	<ul style="list-style-type: none"> ▪ Parents are engaged in their child's learning and use school support and information well at home with their child. ▪ Parents are informed about what their child will learn and how they can help them. Parents are provided with help, support and information to help their child learn at home, nurture a positive learning attitude to enable them to read and be encouraged to develop a love of reading. ▪ Parents are more confident to support pupils emotional needs and help them to regulate at home. ▪ Parents and school have strong, positive working relationships.
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<p>Disadvantaged pupils have high levels of wellbeing</p>	<ul style="list-style-type: none"> ▪ Disadvantaged children exhibit engaged, positive learning behaviours. They are engaged, motivated and want to learn. ▪ Evaluation and outcomes demonstrate that pupil premium have high levels of wellbeing in school. ▪ They are nurtured to have a growth mindset and are resilient with cognitively challenging learning. ▪ They make very positive contribution to the school culture and life of the school such as through sporting activities or taking part in such things as being a member of school council. ▪ All pupil premium children have access to full school uniform which is supported by pupil premium funding. ▪ Are able to access a counsellor if appropriate.
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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: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed Little Wandle Phonics Scheme resourcing includes an overhaul of the current reading scheme in Reception to Year 2. These match the phonetical ability and needs of the pupils ensuring complete fidelity to the scheme.</p>	<p>The phonics approaches have been found to be consistently effective in supporting younger children’s reading and enabled them to master the fundamental basics of reading. On average there is an additional 4 months progress in impact. (Education Endowment Foundation – Phonics + 4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>This program focuses on developing phonically understanding into reading and reading comprehension.</p> <p>Ofsted research in the framework highlights the point that if a child cannot read, they will not be able to access the curriculum and will be disadvantaged for life.</p>	<p>1,2,3,4,5,8,9,11</p>
<p>CPD to continue to ensure teachers and teaching assistants have the most current and up to date skills and knowledge to deliver quality first teaching and support across the curriculum.</p>	<p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well</p>	<p>1,2,3,4,5,6,7,8,9,11</p>

Continue to embed writing resources to support the development of writing through oracy and vocabulary development.	Teaching strategies that support pupils in developing writing ideas through the strength of vocabulary and writing organisation. EEF guidance supports clear whole school approaches to developing oracy and vocabulary to support writing overall. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,3,4, 5, 8, 9, 11
Oracy development Revisiting and updating pedagogical practices that relate to oracy development.	Resources and training will be funded for ongoing teacher training. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2	1,2, 3, 4, 5, 9, 11
Specialist Y6 support: Small group support for identified children with DHT in maths. Year group is split between 3 staff. 2 x teacher, 1 x DHT.	EEF small group tuition + 3 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	7,8,9,10,11

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sharply focused phonics intervention: Small reading groups 3x a week. Catch up and keep up sessions 3 times a week	Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use. No specific scheme is referred. Our strategy is to personalise the intervention to the direct needs of the pupils using regular data collection and analysis. We use Little Wandle Programme and do the program with fidelity. Use of many trained personnel to be able to regularly complete small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	1,2,3,4,5,13

<p>Launchpad for literacy in EYFS: Early intervention programme 3 x 3 small group</p>	<p>Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use.</p>	<p>1,2,3,4,5,8,9,13</p>
<p>Oracy and vocabulary development 1:1 targeted support as identified twice per week.</p>	<p>EEF research impact showed + 6 month's additional progress in oral language skills compared to children who did not receive oral interventions.. Made more progress + 6 months in oral language development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>One to one tuition: Daily intervention for identified chn who are disadvantaged are prioritised.</p>	<p>Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use. No specific scheme is referred. EEF 1:1 tuition + 5 months progress. EEF found 1:1 to be high impact for moderate costs. Very effective at improving pupil outcomes. Effective strategy for targeted support for pupils with low prior attainment or struggling with specific areas of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,3,4,5,8,9,13</p>
<p>Sharply focused reading groups, keep up and catch up groups: Little Wandle keep up and catch up. Reading books based on pupil phonetical ability Small Reading groups 3 x week.</p>	<p>Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use. No specific scheme is referred. Our strategy is to personalise the intervention to the direct needs of the pupils using data collection and analysis. We use Little Wandle keep up, catch up and reading groups. The reading framework: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf Class teacher will deliver or specialist intervention lead.</p>	<p>1,2,3,4,8,9,13</p>

<p>Whole class reading focus for key stage 2 classes:</p> <p>Focus on VIPERS</p> <p>Comprehension skills</p>	<p>Quality texts used for whole class reading focusing on comprehension skills.</p> <p>The EEF states that reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF reading Comprehension strategies 7+ months</p>	<p>1,2,3,4,5,8,9,10</p>
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<p>With identified chn. Both 1:1 and small groups of 1:3</p> <p>Reading comprehension based.</p> <p>Maths based.</p>	<p>Support for pupils with low prior attainment or struggling with specific areas of learning.</p> <p>Evidence indicates that tuition and intervention have the most impact if they follow and link with the work being taught in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Physical development:</p> <p>Differentiated learning and personalised learning relating to gross and fine motor skills. Such as 'Dough - Disco'</p>	<p>EEF moderate impact for very low cost.</p> <p>+ 3 months progress.</p> <p>Chn learn better after physical activity.</p> <p>Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014</p> <p>A positive association exists between academic attainment and physical activity levels of pupils.</p>	<p>8, 9,13</p>

<p>Managing feeling and appropriate Social Interaction:</p> <p>Weekly counselling sessions with Pastoral Lead for emotional health and wellbeing.</p> <p>Access to resourced provision</p> <p>Specialist counsellor support</p> <p>Resourcing</p> <p>Outreach work with key families</p> <p>Training, development and implementation with the zones of regulation.</p>	<p>EEF moderate impact for low cost + 4 months progress.</p> <p>Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014</p> <ol style="list-style-type: none"> 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. <p>EEF low cost for moderate impact + 5months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<p>4, 6, 8, 10, 13</p>
<p>Uniform:</p> <p>Provide our PP children with uniform up to a total of £50 per pupil each year.</p>	<p>Successful strategy that is incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>10</p>

<p>Trips and visits:</p> <p>Provide equal opportunities for PP children to take part in experiential learning. Subsidising visits, trips and residential.</p>	<p>Supports metacognition and self-regulation (EEF).</p> <p>Builds confidence, develops life skills and social interaction skills, empathy for others, working collaboratively, self-care, independence, resilience and care for others.</p>	<p>6, 8, 10, 13</p>
<p>Support of an educational psychologist.</p>	<p>Psychologists working in the field of education study how people learn and retain knowledge. They apply psychological science to improve the learning process and promote educational success for all students.</p> <p>Referrals enable full assessment of need to support EHCP applications.</p> <p>Referrals are also made via this route to the SCIL team for full assessment of need for learning and cognition needs.</p>	<p>6, 8, 10,</p>
<p>Speech and language therapy.</p> <p>Weekly Speech therapy each week for identified chn.</p>	<p>EEF research – oral language therapy intervention, low cost, with strong evidence and an impact on progress of 6+ months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 4, 6, 8, 12</p>
<p>Play Therapy</p>	<p>High impact for low cost + 5 months progress</p>	<p>1,4, 6, 9, 10, 11, 12</p>

<p>Develops being learning ready.</p> <p>Part of a package offered that works towards helping children to recover from traumatic experiences/issues</p> <p>Supports children's emotional literacy.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning.</p>	
<p>Forest schools learning development for specific groups of children.</p>	<p>Forest Schools learning contributes significantly to the confidence and motivation of pupils:</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1,4, 6, 9, 10, 12</p>
<p>Updated Attendance strategy to reduce absence.</p> <p>New attendance team</p> <p>Monitoring trends and identify where intervention is needed.</p> <p>Updated attendance policy.</p> <p>Home visits and attendance rewards.</p> <p>Reaching families.</p> <p>Penalty fines</p> <p>Robust procedures that are embedded and consistent.</p> <p>Recognise improved attendance and involve parents in the positives.</p>	<p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p>DfE published research indicates a link between school absence in KS2 and lower attainment outcomes at KS4. Improving attendance will improve outcomes for pupils.</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>1,2,3,4,5,6,7,8,9,10, 11,12</p>

Total budgeted cost: £97,000

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Assessment data 2024 -25

GLD EYFS	2024-25	Nat 2025
	78.9%	

KS1	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
School 2025	72.9%	23.7%	66.1%	16.9%	76.3%	25.4%
National 2024	68%	17%	60%	9%	70%	16%

Phonics	School	National
Year 1	89.8%	80%
Year 2 cumulative	95%	89%

Year Four Multiplication Check

	20 marks +	25 marks
2024	77%	70.7%

KS2 Outcomes	R/W/M combined		Reading		Writing		Maths		GPS	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
School 2025	62.1%	10%	72.4%	19%	72.1%	19%	81%	28%	72.4%	38%
National 2025	EXS	GD	EXS	GD	EXS	GD	EXS	GD	EXS	GD
	63%	8%	75%	33%	72%	13%	74%	26%	73%	30%

Attendance

	Overall School attendance	Persistent Absence (PA)	Severe Absence (SA)
2024-2025	94.4%	12.7%	1.1%

Progress towards intended outcomes

<p>Children who are disadvantaged develop high quality levels of written and spoken language, including the use of vocabulary they communicate with.</p>	<ul style="list-style-type: none"> • Baseline assessments in Early Years quickly identify children needing support. • A significant focus on language acquisition and positive interactions within classrooms. • Pupils benefit from strategies such as intensive interactions with adults to develop their language and social skills. • Interventions such as Launchpad to Literacy are used to support children with specific difficulties • SEND professionals such as the SCIL team and SALT are deployed effectively to assess and support our most vulnerable pupils.
<p>Disadvantaged pupils attain closer to national average outcomes in National Tests, preparing them for the next stage in their education.</p>	<ul style="list-style-type: none"> • Disadvantaged children achieve in line with national averages in EYFS, KS1, phonics, MTC and KS2 assessments. • Disadvantaged pupils receive targeted interventions to accelerate progress and close the gap. • Regular pupil progress meetings support the early identification and support of disadvantaged pupils.
<p>Disadvantaged pupils attend school regularly.</p>	<ul style="list-style-type: none"> • Disadvantaged children's attendance is inline with national averages. • Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school • Attendance action plans are in place for all identified pupils • Bespoke support is provided for disadvantaged families as required
<p>All pupils including those who are disadvantaged have a curriculum of quality that is broad and rich to access.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life • Disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests • There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school • 100% of PP pupils access school trips and visits planned for their class • PP Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
<p>Disadvantaged pupils have confident home support to meet individual needs because parents are engaged in their child's learning.</p>	<ul style="list-style-type: none"> • Parents are up to date with information on how to support their child at home, including information about the school's method of reading and how to help their child to learn to read. • Parents feel confident in how to support their pupils learning at home.

	<ul style="list-style-type: none"> • Parents regularly attend school and contribute to the life of school, via parent forums and class visits/assemblies. • Our safeguarding team are available to support families where appropriate through a range of in-school and external support.
Disadvantaged pupils have high levels of wellbeing	<ul style="list-style-type: none"> • Disadvantaged pupils consistently have highly positive attitudes and commitment to their education • Children who are dysregulated in classrooms are quickly supported to get back to the learning zone by highly trained staff. • Positive mental health and safe relationships are promoted throughout the curriculum and wider school. • Disadvantaged children use the regulation skills which they have been taught. • More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities • Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community • Disadvantaged pupils actively support the wellbeing other pupils through school council and happiness heros. • All pupils recognise online and offline risks to their well-being

Externally provided programs

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
TT rockstars Numbots	Maths circle
Spelling shed	Literacy shed
Little Wandle Letters and Sounds Revised	Little Wandle
Language Nut	Language Nut Limited
PE Pro	PE Pro sport

SCARF	Coram Education
Sing up	Sing up

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.