

Pupil premium strategy statement

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	The Cotswold School
Number of pupils in school	1564
Proportion (%) of pupil premium eligible pupils	16% (253)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr W Morgan Headteacher
Pupil premium lead	Mr S Smith Deputy Headteacher
Governor / Trustee lead	Mrs G Hadley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,768
Recovery premium funding allocation this academic year	£0
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	£205,768

Part A: Pupil premium strategy plan

Statement of intent

The Cotswold School is committed to providing all students—regardless of socioeconomic background—with a rich and varied educational experience that encompasses academic, sporting, and cultural opportunities. We believe that every child deserves the support, challenge, and encouragement needed to develop ambitious life goals and the best possible chance of achieving them.

Central to our approach is the belief that the most effective way to address disadvantage is through high-quality teaching. This principle is strongly supported by evidence from the Education Endowment Foundation (EEF), and it underpins our pupil premium strategy. By investing in the professional development of our staff, we aim to cultivate a confident, capable teaching workforce that can deliver consistently excellent classroom experiences and drive improved outcomes for all learners.

We recognise that while our school is situated in an area of average deprivation, there are distinct pockets of significant disadvantage. The concept of “Pockets of Poverty” has long been a moral imperative in our strategic planning. Our current focus includes not only improving academic outcomes for vulnerable pupils but also fostering a sense of belonging and connection within the school community—factors we believe are essential to long-term success.

We hold high expectations for every pupil and are committed to a personalised approach that combines strong parental engagement, targeted support, and appropriate challenge. Our broad and inclusive curriculum is designed to inspire, engage, and enable all pupils to thrive both academically and socially.

At The Cotswold School, we aim to become experts in our pupils—not in their labels. We are cautious of predetermined pathways that may limit opportunity and instead strive to keep the curriculum as broad as possible for as long as possible. This is especially important for disadvantaged students, who benefit most from access to a wide range of subjects and disciplines.

Our pupil premium strategy is rooted in evidence—both from national research and our own internal data—and focuses on the key barriers that can affect the success and wellbeing of disadvantaged pupils. The EEF’s findings reinforce our belief that the single most powerful lever for change is consistently excellent teaching.

Pupil Premium Objectives at The Cotswold School:

- To provide additional educational support to raise the achievement of pupils eligible for Pupil Premium.
- To make a positive impact on the educational and personal outcomes of pupils eligible for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	Disadvantaged pupils at our school attend less consistently than their peers. In 2024/25, the overall attendance rate was 92.7%, whereas the attendance rate for pupils eligible for the Pupil Premium was significantly lower at 87.3%. Persistent absence is notably higher among this group, which impacts their continuity of learning and overall academic progress.
2. Achievement and attainment	While our Pupil Premium students perform well in comparison to local and national benchmarks, they continue to achieve less well than their non-disadvantaged peers within our school. This attainment gap, though narrower than in many contexts, remains a priority for targeted intervention and support.
3. Social and emotional wellbeing	Pastoral data, pupil voice, and family engagement reveal that many disadvantaged pupils experience complex social and emotional challenges. These include diagnosed mental health conditions such as anxiety and depression, low self-esteem, and the impact of adverse childhood experiences (ACEs) and trauma. These factors can affect emotional regulation, attendance, engagement with learning, and ultimately academic outcomes.
4. Cultural Capital	Disadvantaged pupils often have limited access to enriching experiences beyond their immediate environment. This includes reduced exposure to cultural activities, literature, and digital resources such as books, libraries, computers, and reliable internet access. Although we have made significant progress in fostering a culture of belonging and participation, we recognise the need to continue expanding opportunities that build cultural capital and broaden horizons.

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
Improved Attendance and Reduced Persistent Absence	- Disadvantaged pupils will achieve attendance rates of 92% or higher, in line with or exceeding national averages for non-disadvantaged pupils. - The gap between disadvantaged and non-disadvantaged pupils in both overall attendance and persistent absence will be significantly reduced. - Attendance will be rigorously monitored by the Deputy Headteacher and Attendance Officer, with timely interventions leading to measurable improvements. - Targeted families will receive support from Education Welfare Officers (EWOs) to address barriers to regular attendance.

Accelerated Progress and Narrowed Attainment Gap	- Disadvantaged pupils who have fallen behind will make accelerated progress, enabling them to catch up or exceed prior attainment standards. - High-quality, targeted interventions will be delivered and monitored by school leaders, informed by assessment data and individual learning needs. - Pupils will have regular opportunities to rehearse and consolidate key skills in reading, spelling, handwriting, and arithmetic, ensuring fluency and confidence. - Teachers and support staff will use a range of strategies to identify and address gaps in learning and misconceptions, with additional sessions tailored to prior key stage data.
Successful Post-16 Transition and Future Pathways	- All disadvantaged pupils will transition successfully to Post-16 education, training, or employment, contributing to a sustained 0% NEET figure over a three-year trend. - Pupils will be supported to make informed choices and will achieve the qualifications necessary to access their chosen pathways, with many opting to remain at The Cotswold School. - Daily tutor support and structured prep time will help build resilience, independence, and self-organisation, ensuring pupils are ready to learn and succeed.
Improved Readiness to Learn, Independence and Resilience	- PP pupils attend tutor sessions regularly. - Targeted pupils show improved independence and resilience. - Behaviour incidents linked to poor organisation or emotional regulation reduced.

Activity in this academic year

Our pupil premium strategy is built around a tiered model of support, focusing on quality first teaching, targeted academic and pastoral interventions, and wider strategies to remove barriers to learning. All activities are evidence-informed and designed to address the specific challenges faced by disadvantaged pupils at The Cotswold School.

Quality First Teaching

Actual cost: £104,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
We prioritise quality first teaching as the most effective way to improve outcomes for	Embedding Core Principles of Teaching: INSET and CPD time is focused on embedding our agreed "Core Principles" across departments to ensure consistency and alignment. These include:	2&3

all pupils, particularly the disadvantaged.	• Explicit instruction • Cognition and metacognition • Scaffolding • Flexible grouping • Effective use of technology (EEF: High-Quality Teaching) https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
Our staff training is shaped to make sure we provide ongoing CPD – training staff in developing the best routines for learning within the context of a whole school system for BFL	Developing Routines for Learning: Ongoing CPD supports staff in establishing consistent routines for behaviour and learning, aligned with our whole-school Behaviour for Learning (BfL) system. (Ofsted: Education Recovery in Schools)	2&3
Subject specific targeted intervention in key stages 3 & 4 - Ensuring all staff use data to respond to the gap between disadvantaged and non-disadvantaged pupils with targeted support. A focus on developing and strengthening their learning behaviours, ensuring they become confident, supported, and determined to succeed. Subject intervention in place for underachieving pupils. Tracking of interventions in place. Analysis of termly data drops to identify pupils underachieving across subjects and Key stages.	Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits disadvantaged pupils. Larger classes would reduce the amount of attention teachers could give to individual pupils during lessons and that this could have a negative impact on their learning. Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment. Reduction in class size allows the teacher greater proximity to the students and thus more opportunities for one-to-one and small-group instruction. It also allows for high quality feedback which is an effective way to improve attainment.	2
Role of Pupil Premium lead - Support pupil premium pupils, families and school staff to ensure that each pupil's needs are being met in school.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Strategies of the PP lead include: • Support, track and monitor • Parental engagement • Ensuring pupils are Prepared for Learning	1,2,3,4,
Investment in a specialist Phonics and Early Reading Teacher - This additional role identified pupils requiring phonic and reading assistance by screening using the ART online Assessment tool as well as the Salford Sentence Reading and comprehension test. A Phonic screening assessment is also carried out.	Evidence from reading tests conducted in Autumn 2021 suggests that a number of our KS3 students have not developed their reading abilities in line with their peers. Evidence would suggest that this is predominantly those students who have an EAL and disadvantaged background. The importance of reading is well documented.	2,3

Subject Leadership Time – Subject Leaders use data to respond to the gap between disadvantaged and non-disadvantaged pupils with targeted support.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered model and menu of approaches - Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. - Professional development on evidence-based approaches, for example feedback, metacognition. - Recruitment and retention of teaching staff. - Technology and other resources focussed on supporting high quality teaching and learning. Pupil Premium Menu – EEF Evidence Brief	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Actual cost: £87,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prep time – Staffed with core subject teachers to support with Literacy and Numeracy, as well as supporting with homework.	Prep sessions take place afterschool three evenings a week. Students are supported by short, intensive, focused sessions, to catch up for lost teaching time, and supporting students to reach their targeted grades. Students also have supported time with computers to complete homework. Progress is being monitored throughout the intervention period. Feedback is regularly provided to parents and pupils.	1,2,3,4
To Provide digital devices to PP students – supporting pupils as and when required for learning and completing work outside of the classroom.	Removal of barriers to learning at home and ensure accessibility to increasingly home-based application of learning via online programmes. The Education Development Trust research (May 2020) highlights the impact of digital access or lack of it, on principles of inclusion.	2,3
Timetabled intervention time for KS4 pupils in core subjects - focus on school-led tutoring for pupils whose education has been most impacted by the pandemic.	Intervention sessions take place, within the school day once a fortnight in core subjects. These sessions are led by a specialist and focused on catch up for lost teaching time and supporting students to reach their targeted grades.	1,2,3
In-school catch-up tutoring for numeracy and literacy across the core subjects in Y7-10 - Leading on school-led tutoring for pupils whose education has been most	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

impacted by the pandemic.		
Literacy intervention, attendance and behaviour strategies - Implemented through the SEND team	The EEF identifies that teaching assistant interventions help low attaining pupils overcome barriers to learning, reducing the gap between their peers. Impact shows that when TAs deliver targeted intervention, this has a much greater effect on progress compared to everyday classroom environments. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £97,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive pastoral and behaviour support for high profile PP students which includes support from the inclusion team and safeguarding team. This includes: 1. Pastoral support staff allocated caseloads to meet the specific individual needs of students. 2. Use pastoral staff to engage with parents before intervention begins. 3. Academic support with the main aims of preventing PEx, improving attendance and engagement, reducing barriers to learning, reducing suspensions and reducing risk of NEET. 4. HLTA to provide bespoke 1 to 1 and small group intervention packages focussing on learning support and behaviour management specific to PP students who are also SEND. 5. Team around the child approaches to intervention 6. Sharper reintegration following exclusion. 7. Use of Provision Map Tool to monitor interventions of all PP students Improved	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students. The NFER also states that focussing on behaviour (as well as attendance and QFT) contributes to improvement The gap between PP and non-PP students receiving a Suspensions remains. Data for PP students are broadly in line with non-PP however this continues to be a focus point to monitor. 27% of PP students are also SEND students. Safeguarding is our utmost priority and would always be given the attention required. Greater social/welfare issues arise with our PP students. The ratio of PP to non-PP students receiving safeguarding support remains at around 2:1	1,2,3,4

rewards system providing increased opportunities for more regular and wider variety of awards for PP students – linked to values and attendance		
Track and monitor attendance weekly and implement bespoke support in a timely manner. - This will include attendance clinics for families of PP students on a case-by-case basis. The attendance policy (post Covid) is relaunched and embedded consistently. Provide intervention and rewards to promote and encourage good attendance. Request LA support for ingrained poor attendance	DfE research states that there is a clear link between poor attendance and lower academic achievement Advice from National Strategies says. • The link between attendance and achievement are strong. • Students with persistent absence are less likely to attain at school and stay in education after the age of 16 years. Focussing on attendance (as well as behaviour and QFT) contributes to improvement. We can't improve attainment for children if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Whilst the gap is narrowing, and attendance has improved; the attendance of PP students is still lower than non-PP.	1
Deliver a programme of extracurricular activities - ranging from, but not limited to, sporting activities, IT Clubs, drama clubs, homework support, reading initiatives and games clubs. Deliver a programme of enrichment experiences. • Participate in a careers event. • Have an Arts experience. • Support a school charity fundraising event. • Experience the natural world. Enrichment Tracker in place	Improving attitudes and aspirations cause higher levels of attainment Providing structure to unstructured times reduces poor behaviour and attitude. EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour. EEF research evidence's that enriching education has intrinsic benefits. They state that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education	4
Tailored parental engagement strategy - This puts communication to disadvantaged families first, supports parents and guardian through key decisions in their child's education and provides opportunities for pastoral, extra-curricular and future planning with strong links to home.	Parental engagement has an impact on progress in school, particularly students with low prior attainment. Evidence shows that strong links to home promotes a stronger student-school relationship: Parental Engagement Toolkit Strand Education Endowment Foundation EEF	1,4
Increasing the staffing	Ofsted's "Education Recovery in	2,3

provision in our Inclusion team – staff to support SEMH interventions, more SEMH trained teaching assistant. (The Link) increased staffing in Inclusion team and new attendance officer.	schools” (December 2021) reports how schools are using this approach to meet student needs particularly in the context of long wait times to access support meaning schools need to look to invest in their own staffing support.	
Increasing the reach and expertise of our extended Safeguarding team - Increased number of staff trained in 2-day safeguarding DSL training.	National evidence clearly shows the multiple safeguarding risks to young people that impact vulnerable students disproportionately.	2,3
Increasing the reach of our Prep/homework club – - provision across all key stages	Our own outcomes for disadvantaged students in recent years and especially since our homework club provision has been extended. EEF research supports the impact that these extensions to the school day can have especially when they are consistently provided and well supported.	2&3
Ongoing provision of “Summer School” programmes - to aid transition and academically enhance the experience of Year 6 students especially those who are disadvantaged.	EEF research finds a positive academic impact and parent and staff feedback from our 2021 Summer School indicated that it had a positive impact on pastoral transition.	4
Drumming project	Some of our students are not in a position to fund musical instrument tuition so a funded drumming project is provided.	4
Subsidised support for extra-curricular programmes - So that cost is not a barrier to disadvantaged students	Our own feedback form students and parents and carers support how valued this support is National evidence shows that participation in extra-curricular provision is not equal with disparities in children’s participation rates depending on their social background. Subsidising this provision is one recommendation of this research.	4

Total actual cost: £290,238

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils.

Intended outcomes

1. Attendance among disadvantaged pupils has steadily improved and continues to be above national figures:

Year	PP Attendance	National fig
2022–23	85.7%	85.3%
2023–24	86.1%	85.4%
2024–25	87.3%	86.2%

2. Accelerated progress and narrowing the attainment gap, GCSE results for disadvantaged pupils show a positive trajectory:

Year	Grade 4+ in English & Maths	Progress 8
2022–23	65%	+0.09
2023–24	69%	-0.08
2024–25	73%	No P8

3. Successful Post 16 transition and future pathways

Over half of our pupil premium students chose to remain at The Cotswold School to pursue A Levels and vocational courses. The others progressed to college or specialist training, with one student securing an apprenticeship at Warwickshire County Cricket Club.

4. Improved readiness to learn, independence and resilience.

Pupil Premium students maintained high attendance at tutor sessions, ensuring regular academic and pastoral support. The targeted students demonstrated measurable improvements in self-management, problem-solving, and perseverance in learning tasks and incidents linked to poor organisation or emotional regulation decreased significantly, reflecting stronger coping strategies and improved readiness to learn.

Data 2025 (no P8 data)

Y11 Results 20/8/25	n									
	Strong Pass (5+) in M&E	Std Pass (4+) in M&E	5 Strong Pass (C+/5+) inc M&E	5 Std Pass (C+/4+) inc M&E	EBacc Strong Pass (C+/5+)	EBacc Std Pass (C+/4+)	EBacc APS	One En 4+	Ma 4+	One Sc 4+
All	57.7%	81.6%	57.1%	81.1%	33.2%	42.3%	4.99	90.3%	84.2%	90.8%
Male	57.3%	81.6%	57.3%	80.6%	28.2%	35.0%	4.88	88.3%	86.4%	90.3%
Female	58.1%	81.7%	57.0%	81.7%	38.7%	50.5%	5.11	92.5%	81.7%	91.4%
SEND	30.3%	45.5%	30.3%	42.4%	3.0%	9.1%	3.22	63.6%	51.5%	69.7%
Non-SEND	63.2%	89.0%	62.6%	89.0%	39.3%	49.1%	5.35	95.7%	90.8%	95.1%
PP	40.0%	71.4%	37.1%	68.6%	25.7%	34.3%	4.45	88.6%	74.3%	91.4%
Non-PP	61.5%	83.9%	61.5%	83.9%	34.8%	44.1%	5.11	90.7%	86.3%	90.7%
Disadv	42.4%	72.7%	39.4%	69.7%	27.3%	36.4%	4.51	90.9%	75.8%	90.9%
Not Disadv	60.7%	83.4%	60.7%	83.4%	34.4%	43.6%	5.09	90.2%	85.9%	90.8%
EAL	66.7%	100.0%	66.7%	100.0%	50.0%	66.7%	6.18	100.0%	100.0%	100.0%
Not EAL	57.1%	80.4%	56.5%	79.9%	32.1%	40.8%	4.91	89.7%	83.2%	90.2%
KS2U	83.2%	97.9%	83.2%	97.9%	51.6%	58.9%	5.92	97.9%	100.0%	100.0%
KS2M	27.4%	67.7%	25.8%	67.7%	9.7%	25.8%	3.92	82.3%	71.0%	83.9%
KS2L	16.7%	33.3%	16.7%	33.3%	16.7%	16.7%	2.97	66.7%	33.3%	50.0%

External data 2024

Y11 Summer 2024 (Unvalidated)	P8	P8 En	P8 Ma	P8 Ebacc	P8 Open
All	0.51	0.28	0.31	0.67	0.65
Male	0.36	0.09	0.42	0.56	0.29
Female	0.69	0.50	0.18	0.79	1.06
PP	-0.08	-0.28	-0.15	0.00	0.01
Non-PP	0.63	0.39	0.40	0.80	0.78
KS2U	0.48	0.27	0.31	0.62	0.59
KS2M	0.60	0.39	0.32	0.79	0.73
KS2L	0.31	-0.04	0.26	0.38	0.51
(Gap) PP v Non-PP	0.71	0.67	0.55	0.80	0.79

External data 2023

	P8	P8 En	P8 Ma	P8 Ebacc	P8 Open
All	0.68	0.59	0.38	0.83	0.79
Male	0.52	0.17	0.5	0.84	0.48
Female	0.81	0.98	0.27	0.82	1.07
PP	0.09	0.18	-0.04	0.13	0.13
Non-PP	0.78	0.67	0.45	0.96	0.91
KS2U	0.41	0.21	0.28	0.51	0.52

KS2M	0.87	0.76	0.5	1.12	0.93
KS2L	0.4	0.59	0.05	0.28	0.7
(Gap) PP v Non-PP	0.69	0.49	0.49	0.83	0.78

Further information

Other opportunities available to pupils

- Bourton Vale Equine Centre
- Rural Skills Programme
- Duke of Edinburgh Award Scheme
 - 24 Pupil Premium enrolled on Bronze Award.
 - 12 Pupil Premium doing their Silver Award
 - 10 Pupil Premium taking their Gold Award.
- Alternative Curriculum Offer:
 - AQA Unit Award Scheme
 - Edexcel Entry-Level Step-Up English
 - Entry Level maths Award

Support

- Live whole school Pupil Premium tracking document.
- 1:1 Pupil Premium support for all pupils via Pupil Premium Lead.
- Department Pupil Premium Champions.
- Weekly staff update on Pupils.
- North Cotswold Rotary donated £500 and the school PTA £1K to support the Pupil Premium residential to Devon.
- Uniform support has been happening over the summer holidays with some Pupil Premium and their parents coming in to buy uniform from our school shop.
- Classroom equipment provided to Pupil Premium pupils.
- Canteen staff provide daily dinners for vulnerable pupils to take home each day.
- EWO support for pupils and families who are struggling to engage in school.
- Headspace run forest school sessions for a small group of disadvantaged pupils within the school grounds.
- Pupils working with The Countryside Charity Gloucestershire to help lay hedgerows in Gloucestershire.
- Tracking academic performance and supporting curriculum interventions.
- Individual Pupil Premium profiles which are updated twice a year.
- Weekly prep club sessions to support academic performance and development after school on Wednesdays and Thursdays
- Late buses provided on Mondays, Wednesdays and Thursdays to allow PP pupils to access after school clubs.
- Breakfast Club offered to most vulnerable pupils.
- AQA certification via the Pupil Premium Lead.

- Supporting cultural capital interventions.
- Year 6 Summer school for Pupil Premium and disadvantaged pupils.
- Primary school visits to meet FSM children transferring to The Cotswold School.
- Laptops provided to FSM pupils.
- Educational Welfare Officers assigned to all feeder primary schools to improve transition. Strong communication links with the primary schools Pupil Premium leads and key families of year 6 pupils.
- All parents received an introductory email regarding Pupil Premium and most vulnerable pupils' parents / guardians contacted via phone conversations.
- Positive relationships with key pupils and families have begun.