

Pupil Premium Strategy Statement

Cottenham Village College

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	878
Proportion (%) of pupil premium eligible pupils	21%
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)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Zoe Andrews, Principal
Pupil premium lead	Clive Crisford, Vice Principal
Governor / Trustee lead	Cerian Webb, Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£133,350

Part A: Pupil premium strategy plan

Statement of intent

Cottenham Village College (CVC) is a non-selective, comprehensive academy, with a wide range of student needs both inside and outside the classroom.

At CVC we are determined to ensure that every child is able to feel a sense of belonging to the CVC community, has the opportunity to participate fully across the academic and wider curricular offer and achieves regardless of starting points and barriers. We do this by ensuring that:

- Every child has a rich, diverse, and well sequenced aspirational curriculum that engages and challenges them.
- Every child has exceptional teaching and pastoral care.
- Ensure a whole-school approach that enables staff to identify and improve outcomes for PP students.
- Every child has engineered opportunities to participate fully in wider enrichment.

The academy's Pupil Premium strategy is designed to address the critical challenges our students face, particularly those eligible for Pupil Premium funding. These challenges primarily involve overcoming barriers to academic achievement and supporting students in realizing their aspirations. By focusing on these key areas, the strategy aims to provide every student with equitable opportunities to excel academically, socially, and emotionally.

In addition to addressing these challenges, the strategy emphasizes delivering a curriculum that enriches each student's educational journey. Our commitment includes offering a diverse range of learning and extracurricular experiences, ensuring that all students, regardless of their background, are well-supported in their progression and preparation for future endeavours. This holistic approach seeks to equip students with the skills, knowledge, and mindset necessary for success in higher education, apprenticeships, and beyond.

Challenges

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

Challenge number	Detail of challenge
1	There is a gap between PP and non-PP in GCSE outcomes.
2	Literacy levels of PP students are not as high as their peers meaning that they cannot access the curriculum as well as their non-PP peers.
3	The number of negative behaviour points, detentions, lesson removals and fixed term external suspensions are higher for PP students than their non-PP peers.
4	PP students' attendance is lower than non-PP students and PP students' persistent absence is higher than non-PP peers.
5	PP students' attendance on trips and visits and participation in enrichment is lower than their peers.
6	Rural isolation, cost, and travel have been areas identified as barriers to preventing PP students accessing wider curricular areas.
7	The completion of homework is lower in PP students than their non-PP peers
8	Parental engagement of PP students is less than those parents or families of non-PP students.
9	Higher levels of social, emotional, and mental health issues are seen amongst a greater proportion of PP students.
10	PP students are less likely to arrive at school having had breakfast, with the correct uniform and equipment and therefore are less likely to be ready to learn.

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
Achieve strong progress for disadvantaged students.	The Progress 8 (P8) score for disadvantaged students should closely align with or show significant improvement towards the P8 score of non-disadvantaged students.
PP literacy levels show sustained improvement	Reading ages increase to be in line with non-PP peers.
Sustain and further improve exemplary behaviour amongst students at CVC, particularly those who are disadvantaged.	Behaviour and suspension data indicated no disparity between PP and non-PP students in their behaviour. There is no disparity in rewards gained by PP and non-PP students throughout the year.

Reduce the attendance gap between PP students and their peers including reducing the number of disadvantaged students that are persistently absent.	Disadvantaged students reach the whole school attendance target. Persistent absence for disadvantaged students reduces.
Disadvantaged students are engineered the same access to opportunities as other students.	Data tracking showing high levels of participation and sustained participation for PP student in clubs and wider curricular offer more widely. High uptake in abroad trips and residential for disadvantage. Activities Week attendance shows no gap between PP and their non-PP peers.
Disadvantaged students are able to access the curriculum and wider curriculum in the same way as their peers.	PP student's wider curriculum attendance should closely align with their non-PP peers. Student voice shows confidence in attending.
Increased meaningful contacts and interactions with disadvantaged families.	Increased proportion of disadvantaged parents attending parents evening to 100%. Increased attendance to events such as Options Evening, KS4 information evening and performances. Send a letter at the beginning of every year outlining the offer disadvantaged families are entitled to.
The completion rates and quality of homework for PP students is at the same rate and quality as their Non-PP peers.	Attendance at homework clubs shows high levels of participation and sustained participation.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	High levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Offer a breakfast meal for disadvantaged students	All disadvantaged students should have access to the breakfast provision, ensuring no student is excluded.

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: £66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – support teachers so that the quality of teaching and feedback within the school is consistently good	<p>External evidence</p> <p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Investing in CPD for teachers and support for early career teachers, along with recruitment and retention will make a significant difference to all students. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is vitally important for success and a priority for PP funding. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Quality first teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Internal evidence</p> <p>Effective, focused senior and middle leadership of T&L through curriculum development time, professional development (subject-specific and pedagogical) at both a whole-school and departmental level will be monitored through lesson visits, including book looks and pupil voice. Regular sharing of best practice will also be used to develop staff, again both at a whole-school and departmental level. These methods will target the continuing improvement of T&L which will lead to continued improvement of attainment at the school.</p>	1, 2, 3, 4
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	1, 2
Staff training on high quality feedback	External Evidence	1

	<p>High quality feedback is an effective way to improve attainment and feedback studies suggests significantly high effects on learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>Internal Evidence</p> <p>All department areas have invested time in incorporating feedback into their curriculum and when this has been done effectively, the attainment of disadvantaged pupils has improved. This is a curriculum area that has demonstrated a strong degree of varied feedback. Use of visualisers helps model good practice and feedback through group marking and use of means of participation TLAC techniques informs the teacher, allowing for adaptive teaching.</p>	
Whole school reading focus CPD	<p>External evidence:</p> <p>Evidence suggests that reading is crucial in supporting students to access the curriculum and to, therefore, make progress:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading?utm_source=/news/eef-blog-whole-class-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>The planning of how to deliver reading in the classroom, based on the purpose of the reading is crucial. The pedagogical choices surrounding whole-class reading and shared reading versus independent reading must be considered in teaching and learning and lesson planning:</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>Internal evidence:</p> <p>Historically, the overarching focus for CPD has regularly focused on reading and its importance in supporting pupil progress. Last academic year, training days focused on reading and best practice/strategies to support pupils: training explored how to select appropriately challenging texts; how to support all students to access texts; how to choose the appropriate reading strategy based on the purpose of the reading activity, and how phonics works to support weaker readers to make progress and learn to read fluently.</p>	2
Developing high-quality teaching. All teachers and staff clearly understand the behaviour policy, language used and common approach. Deliberate Practice is used to ensure knowledge and consistency.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>The EEF Improving Behaviour in Schools guidance states that 'There's a clear need for school to have consistent and clear behaviour policies that promote positive</p>	3

<p>CPD for Teaching Assistants</p>	<p>In the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</p> <p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Quality First teaching (including training and the deployment and training of additional adults) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing literature which draws strong links between the attainment of disadvantaged pupils and their access to high quality teaching (Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015).</p> <p>https://www.gov.uk/government/publications/school-cultureand-practice-supporting-disadvantaged-pupils</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English intervention lessons</p> <p>Small group tuition.</p>	<p>External evidence:</p> <p>Evidence suggests that teachers, TAs and tutors can have a positive impact on academic achievement where they support small groups or individual pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>The EEF has researched Catch Up Numeracy and found this to have a positive impact on outcomes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/teaching-assistants/ - Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p> <p>Internal evidence:</p> <p>Targeted sessions are part of the provision and disadvantaged students are key considerations for all subjects leads when identifying the targeted students for this provision. This strategy means key targeted students are receiving carefully planned intervention and the method of directly inviting students to</p>	<p>3</p>

	attend means a better coverage of the disadvantaged pupils (as well as the non-disadvantaged).	
Targeted Academic Support: Targeted interventions to support language development, literacy. All students read daily using class sets of books.	The prioritisation of Reading is in line with EEF Guidance: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	
Period 6 – Revision sessions	<p>External evidence:</p> <p>Evidence that extending the school times makes a positive impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Internal evidence:</p> <p>Targeted catch-up sessions after school last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of period 6 lessons, however, will ensure better coverage of the disadvantaged pupils (as well as a few non-disadvantaged).</p>	3
Fresh start reading programme	<p>External evidence:</p> <p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils -</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DF E-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/ - Research shows that 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. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school -</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>Internal evidence:</p> <p>Reading programmes such as Lexia have been used in the past and supported short-term progress for students; however, this phonics-based programme has an established record of progress and will support disadvantaged students with a low reading age to progress and access the curriculum more fully (alongside and complemented by the whole-school CPD focus on reading).</p>	3,4
Monitoring and reviewing of PP achievement using	<p>External evidence:</p> <p>The Ofsted summary recommends that achievement data is regularly analysed to check whether interventions or techniques are working and adjust if needed.</p>	3

appropriate data analysis	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	
<p>Provide high quality textbooks, booklets, and revision resources for PP students to overcome the resources barrier (bookbased, digital).</p> <p>Embed and track digital resources (e.g. Sparx Maths, Sparx Reader) to enhance blended 'home/school' learning and enable analysis of attainment with feedback;</p> <p>Run homework support club</p>	<p>External evidence Digital technology is associated with moderate learning gains.</p> <p>https://educationendowmentfoundation.org.uk/eviden%20cesummaries/teaching-learning-toolkit</p>	

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

Budgeted cost: £24,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring of PP attendance including contact home.	<p>External evidence</p> <p>Nationally, and in school, PP attendance is below 'All Pupils.' Higher attendance increases learning time and aids achievement. The barrier to learning this priority addresses: research shows that low PP attendance is closely linked to underperformance.</p> <p>Strategies to promote good attendance are also listed in the top approaches for disadvantages pupils by the government in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in this report. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spend-ing-the-funding-successfully</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils.</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disad-vantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Internal evidence:</p> <p>Students who have a good or excellent attendance on average make higher levels of progress throughout the academic year.</p>	1,3, 4
Development of HW	<p>External evidence:</p> <p>Using Bromcom as a platform to set meaningful HW that also allows parental/carer engagement.</p> <p>Development of HW Club and continued monitoring of HW completion rates. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Internal evidence - Data collection – HW set on Bromcom, attendance at HW club, HW detentions, QA of HW in book looks.</p>	1, 2, ,3 ,4
Develop and implement a behaviour policy to support an improved school culture including a new rewards programme.	<p>External evidence:</p> <p>The senior leadership team will implement new behaviour strategies. Data analysis followed by appropriate intervention can have a positive impact on PP progress in terms of attainment, attendance, behaviour and well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2, 3, 4

Delivery of pastoral interventions and activities designed to foster the core character qualities of resilience, hope, growth mindset and self-efficacy.	<p>Internal evidence:</p> <p>Recognition of PP contribution demonstrated by an increase in rewards for disadvantaged pupils.</p> <p>Targeted work with students on attendance, mental health and well-being through family liaison and The Bridge. This crosses over with SEND students who are also disadvantaged. Education Endowment Foundation (EEF) research has shown good impact for pastoral interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
Well-being support available during the school day	<p>External evidence:</p> <p>Use of Trust appointed counsellor and school bought BACP registered counsellor. Increase in non-teaching pastoral staff to support pupils' needs. TA led form time well-being session and a nurture breakfast club group led by PP co-ordinator</p> <p>Interventions for social and emotional learning (SEL) in education have been shown to improve SEL skills which in turn supports disadvantaged pupils in a variety of ways.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
Access to resources for pupils.	<p>External evidence:</p> <p>Equipment and academic resources to be made available so that disadvantaged pupils have equal opportunities to non-PPpeers. Use of technology can be an effective approach for disadvantaged young people to access intensive support and catch up with their peers. Technology is best used as an addition to normal teaching rather than as a replacement.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</p> <p>Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p> <p>Internal evidence</p> <p>Uniform assistance is available to PP students. This allows for students to feel part of the CVC community and be visibly equal to their peers. This will develop confidence and self-esteem, as well as ensuring a positive start to their school day. The school uniform 'boutique' is open every morning and loans PP students any uniform they may need for the school day.</p> <p>Financial support for out of catchment PP bus passes and free after school buses for pupils who require transport, thereby removing a barrier for non-attendance at extra-curricular clubs / after school revision.</p>	1, 2, 3, 4
Uniform and transport assistance to support PP well-being and to reduce low self-esteem, isolation and to develop further		

school engagement.		
Develop engagement with disadvantaged parents/carers in the community	<p>External evidence:</p> <p>The EEF report states that home plays a crucial role in supporting children's learning, and levels of parental/carer engagement are consistently associated with improved academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Internal evidence:</p> <p>Engagement with information evenings, parent forum, parents' evenings and pastoral meetings</p>	1, 2, 3, 4
Ensure all PP students have access to enrichment activities	<p>External evidence</p> <p>Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Internal evidence</p> <p>Pre-Covid, outside classroom opportunities (e.g. Activities week, work experience, subject trips) have been effective for cultural capital and providing shared experiences.</p>	3, 4

Total budgeted cost: £133,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcome	Impact
Improved sense of self-esteem and 'belonging' leading to improved behaviour.	<p>Student behaviour, well being and mental health continue to be an area of challenge. PP students continue to be overrepresented in terms of school sanctions and consequences as well as suspensions.</p> <p>PP students will have one to one meetings with key KS3 and KS4 members of staff. Formally meet, once per half term to look at overcoming barriers for those students in order to improve attitudes. Application of the PP catch up strategies to support such as tutoring and careers meetings.</p>

Externally provided programmes

Programme	Provider
Fresh Start	Read-Write Inc
Sparx Maths and Reading	Sparx
Educake	Educake Ltd

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<p>The Service Pupil Premium is per service child who meets the eligibility criteria. It is designed to assist the school in providing the additional support these children may need to help mitigate the impact of family mobility or parental deployment.</p> <p>Spending items (included in the PP statement above) stem particularly from the focus placed upon: Uniform provision to ensure swift inclusion. Provision of study and revision resources to help mitigate the impact of changes to schools and topics being studied. Time spent on attendance monitoring by the attendance officer, and pastoral support.</p>
The impact of that spending on service pupil premium eligible pupils
Analysis suggests that the outgoing Y11 SPP cohort were broadly in line with expectations.

Further information

In planning our new pupil premium strategy, we evaluated previous activities and have used a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage – in particular, using research from the Education Endowment Foundation. We evaluate our strategy during the three-year approach and will adjust our plan over time to secure better outcomes for pupils.