



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

School name	Coton-in-the-Elms C of E Primary School
Pupils in school	138, 146 in October
Proportion of disadvantaged pupils	Current funding is based on 23 pupils = 19%
Pupil premium allocation this academic year	Pupil Premium - £1545 = £35,560 7 post adopted and special guardianship = £18,410 TOTAL: £53,255
Academic year or years covered by statement	2023 – 2027
Publish date	September 2024 (updated December 2024)
Review date	September 2025
Statement authorised by	Karen Burton
Pupil premium lead	Karen Burton
Governor lead	A. Johnson

Statement of Intent

The aims for disadvantaged pupils at Coton-in-the-Elms C of E Primary School is that these pupils all achieve at least the same academic achievements (attainment and progress) as non-disadvantaged pupils with similar starting points; that they have equal access to the extended curriculum and enrichment opportunities; and finally that poor mental health is not a barrier to academic and emotional success.

As a school, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved and as such the focus of this pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our current strategy supports these aims by ensuring pupils receive high quality first teaching in all subjects, but with a specific focus on mastery maths, oracy, writing, phonics and reading. Funding is also targeted to ensure disadvantaged pupils are offered our extended curriculum at a reduced cost agreed with individual families. We have a senior leader with responsibility for SEND, pastoral care and inclusion provision. Their role is to work with children and their families to support their well-being, mental health and safeguarding needs.

Professional development of all staff is also a key component of this strategy, ensuring that quality first teaching is available to all pupils. Evidence-informed research is used to support, guide and advise staff in the most effective teaching strategies to use that will have the best possible outcomes for pupils,

Rigorous procedures are in place to ensure that progress is carefully tracked in order that support is implemented effectively and appropriately.

Our increase in roll each year is testament to the excellent offer we provide our pupils and their families. Our catchment area spans widely and the majority of our pupils attend from across Swadlincote and the Drakelow housing development.

Challenges

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

Challenge number	Detail of challenge
1	Writing outcomes are improving in most year groups, however this is not consistent across school and is lowest in key stage one. Writing continues to be a priority across school and is identified in the School Improvement Plan.
2	Disadvantaged pupils often require additional support in order to keep up or catch-up. Teaching staff and all adults involved in the delivery and accessibility of the curriculum need to be able to quickly identify the needs of pupils and action this effectively. A high focus is placed on phonics and early reading. Provision of additional adults at the point of intervention is vital in ensuring that the pupils' needs are met.
3	<p>The attendance of disadvantaged pupils has increased year on year, but and still remains too low. Attendance for disadvantaged pupils =91.9% (+0.6% in comparison to 91.3% in 2022-2023) Although there remains a gap, it has reduced from 5.1% in comparison to National Non-disadvantaged pupils down to 3.9% For National Non-disadvantaged pupils 95.8% (in 2024-2025) (Coton non-disadvantaged pupils are above in 2024-2025 at 96.1%)</p> <p>Ongoing work is required to improve attendance for all groups of pupils and severely persistently absent disadvantaged pupils.</p> <p>Financial restrictions on families are causing more families to take holidays in school term. Illness this year has again significantly affected attendance.</p> <p>Attendance of pupils from the traveller community significantly affects the overall attendance figures.</p>
4	Social and Emotional needs of pupils is high. This is as a result of the school having an excellent reputation for its pastoral care. New pupils who arrive to Coton often have additional SEMH needs and many of these are disadvantaged. The SEND profile shows that 50% of pupils with SEND are also Pupil Premium. 2/5 pupils who have an EHCP are Pupil Premium.
5	Nationally, behaviour in schools is deemed to be a concern. Although behaviour at Coton is good, absence and therefore lack of fully engaging in routines can result in poor learning behaviours and fixed term exclusions were higher than average in 2024-2025. Personal circumstances can also affect pupils' behaviour and attitude to 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
1	Improved writing outcomes for all groups of pupils.	<ul style="list-style-type: none"> ✓ The data lead provides regular analysis of assessment data, sharing areas of strength and areas for development in both attainment and progress. ✓ Monitoring of writing is regular and focussed on ensuring standards are raised. Clear actions with time scales are provided to staff in their feedback. ✓ All staff are aware of disadvantaged pupils and teaching staff report on these pupils through Pupil Progress meetings. ✓ The curriculum for spelling and grammar (SPaG) is carefully planned and delivered to ensure pupils have the fundamental knowledge and skills to apply in their independent writing. ✓ Writing outcomes improve. Aim is to achieve 90% at expected by the end of KS2 and 30% greater depth by July 2027. ✓ Gap between pupil premium and non-pupil premium pupils closes.
2	Focus on timely interventions to improve reading	<ul style="list-style-type: none"> ✓ Purchase of additional Little Wandle texts supports pupil who require additional support (new released texts for the different phases offer further opportunities for pupils to embed understanding of these sounds and improve fluency). ✓ Rigorous, frequent assessments in line with Little Wandle guidance provides heat maps, showing where the need is for intervention. Disadvantaged pupils are prioritised to receive keep up sessions. ✓ Evidence suggests that reading for pleasure leads to increased attainment. Pupils who have a rich diet of reading will be exposed to increased vocabulary, ideas and emotional engagement. By purchasing high-quality recently released books means all children, including those in receipt of Pupil Premium, will have increased access to high quality reading material through story time (see Reading Spine book list) ✓ Prioritising phonics and early reading in the timetable, ensures children have focussed teaching sessions. ✓ Pupils engaging in the online books, allocated by staff, using the Collins Little Wandle books means children receive additional reading practice opportunities at home. ✓ Parents attend workshops, showing them how to help their child at home. ✓ Aim is for pupils in receipt of the Pupil Premium grant achieve as well as their peers. Target for end of Year 6 is for the gap to close significantly, with pupils achieving 90% at expected and 45% at greater depth.
3	Attendance improves for all groups of pupils and the gap in attendance between disadvantaged and non-disadvantaged pupils closes further.	<ul style="list-style-type: none"> ✓ Improved attendance figures with attendance for the whole school being 96% and for the gap with disadvantaged pupils to continue to close. ✓ Holiday requests continue to be refused, penalty notices issued inline with the government's new policy. ✓ Pupils enjoy coming to school. ✓ Learning and resources acquired from engagement with the Attendance Hub DfE project last year, supports school with practical strategies to improve attendance.

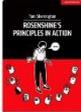
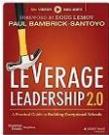
4	SEMH offer continues to be strong and supports pupils' wellbeing.	<ul style="list-style-type: none"> ✓ The SENDCo and Pastoral lead receives adequate release time from teaching to work collaboratively with all staff and pupils to provide high quality pastoral care. ✓ SENDCo engages in networks and CPD (including participation in the SEND NPQ award) to keep up to date with national messages and seek advice and support as required. ✓ Wider opportunities, including educational visits and clubs, broaden experiences and build self-esteem. ✓ Pupils have access to a safe space to talk about their feelings and have a member of staff who is trained to respond accordingly or signpost them and their families to additional support where needed. ✓ The school moves towards meeting the actions outlined in the Sensory Toolkit audit ✓ Outside agencies are involved where needs require additional support and intervention. ✓ More pupils (beyond the current reception offer) access Forest School, building self-esteem and confidence. ✓ Pastoral interventions are timetables for key vulnerable pupils. Staff are trained to deliver these including: Lego therapy, Drawing & Talking, Positive Play).
5	Behaviour and routines are fully embedded across school, leading to consistently good behaviour both inside and outside the classroom.	<ul style="list-style-type: none"> ✓ Behaviour policy is ratified by governors and all staff follow the behaviour policy consistently ✓ Scripts are developed to support staff in providing clear, consistent instructions for pupils ✓ Staff fully engage in the research and utilise the findings in their own practice ✓ Leaders provide coaching support to staff, evaluating the effectiveness of initiatives and checking upon consistency of approach in implementing the school behaviour policy and initiatives. ✓ Lunchtime supervisors engage in CPD. Communication amongst staff is in place. ✓ Activities at lunchtime engage children during this period of 'down time'. ✓ Low level disruption is minimised in lessons ✓ Movement around school is calm and orderly

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: £42,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading and phonics leader will receive management time to monitor and implement strategies to improve standards in writing. Coaching, mentoring, team teaching and planning support will all be used.</i></p> <p><i>Leadership time dedicated to develop reading and phonics monitoring English = £100 per week This includes coaching for the reading and phonics leader</i></p> <p><i>Cover to attend conferences = £250</i></p> <p><i>=£4540.00</i></p> <p>Structured interventions led by TAs £2000 salary contribution</p>	<p>Continue to plan the writing curriculum based upon  Talk for Writing approach.</p> <p>Purchase the Literacy Shed materials in Year 5 and 6 to provide further opportunities for greater depth in Writing.</p>  <p>Following Ofsted’s Research Review Series: English (May 2022) which outlines the importance of vocabulary progression, ‘Talk for Writing’ compliments this approach.</p>  <p>The EEF ‘Improving Literacy in Key Stage 2’ recommendation 4 (Teaching writing composition strategies through modelling and supported practice) and 5 (developing pupils transcription and sentence construction skills through extensive practise) supports this approach further. Rosenshine’s Principles for Effective Instruction outlines effective approaches to modelling and deliberate practice.</p>    <p>Continue to follow The Writing Framework research to further develop Writing with a focus on consistency and modelling.</p> <p>Instructional coaching CPD for leaders. Leverage Leadership Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>  	<p>1, 2</p>

Application for the 'Reading for Pleasure' Silver award following on from the Overall 'Reading for Pleasure' Quality Mark Award in May 2025. Prioritising reading will continue to raise the profile of reading for every child including pupil premium children.



Recruitment of additional TAs to support pupils who have additional needs (including EHCPs) and a s a result to increase in pupils on roll.

36 hours of TA salary £35,919

Additional agency supply Teaching Assistant (underfunded from Inclusion funding) £additional 241.00 per week to support children

[Making Best Use of Teaching Assistants | EEF](#)
educationendowmentfoundation.org.uk



[Special Educational Needs in Mainstream Schools—Recommendations](#)
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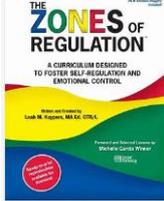
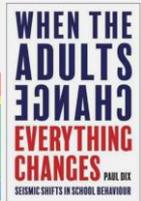
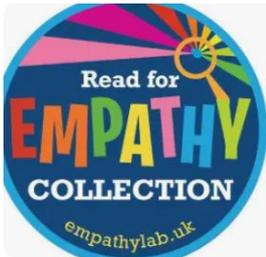


Budgeted cost: £3,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children in Reception, Yr1 and Yr2 are taught reading in small groups for 30 minutes a day, 3 or 4 days a week. TAs across school provide small reading squad groupings. Our target is for all children to leave KS1, confident, competent, fluent readers.</p> <p>Salary contribution £2,000</p> <p><i>Interventions are purposeful and based upon assessment outcomes.</i></p> <p>Additional intervention in the form a small group or 1:1 following the <i>Little Wandle approach for Keep Up sessions led daily before school by trained staff = TA salary – value included above.</i></p> <p>Targeted support from teachers / teaching assistants before school = £1,599</p> <p>2 hours per TA per week (based on 30 weeks) dedicated to teaching early reading. @ £20.49 per hour</p>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <p>Education Endowment Foundation</p> </div> <div> <p>EEF’s toolkit evidence that small group tuition has an average impact of four additional months over a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> </div> </div> <p>In the first year of introducing Little Wandle 85% of our children passed the phonic screening check in June 2023. Daily AfL, consistency in teaching approach, high quality resources matched to pupils’ ability and intervention alongside focused intervention made significant impact. June 2024 phonics screening check showed 11/12 (92%) pupils passed met the expectation as a result of targeted focussed support for all pupils. Following on from this, 21/25 (84%) of children in 2025 met the expectation. FSM children exceeded expectations (88%). This is as a result of the ‘keep up, catch-up’ programme for teaching phonics.</p> 	<p>1, 2</p>

£10,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music enrichment beyond the curriculum – children offered the choice of learning to play an instrument (vocal, guitar, flute, recorder), weekly choir club with the Headteacher (Songbirds) charged at £1 per session to fun coach for Young Voices in January 2026.</p> <p>Outdoor education residential visits in Y3/4 and 6 provided at a reduced cost.</p> <p>School day trips provided at a reduced cost (voluntary contribution only) All these experiences are part of our curriculum offer.</p> <p>£1500</p>	<p> EEF toolkit states that arts participation approaches like music can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Research review series: music - GOV.UK (www.gov.uk)</p> <p></p> <p>Simply 'doing' music is not enough - GOV.UK (www.gov.uk)</p>	<p>1, 4</p>
<p>SEMH support provided for children with emotional needs (high anxiety levels, attachment, early trauma, current trauma).</p> <p>This is also extended to parents.</p> <p>Time provided with Sprocket the dog for daily emotional support.</p> <p>Drawing and Talking = £500 Lego Therapy = £200</p> <p>Inclusion service £2000</p> <p>Pastoral hours including positive play and nurture - £2500</p> <p>Tim Gee support for weekly interventions – Bushkidz Rangers programme - £120 per week x 30 weeks = £3600</p>	<p>Accessing the right help at the right time is a huge challenge. Children with poor mental health cannot be put on a waiting list for the help they need (CAMHS) or be told their level of need is not severe enough to access this help They need help now to prevent it escalating and impacting on their education and future. We know that helping parents who have poor mental health also has a positive impact on their children’s life. Access to Behaviour Support/ external provision will be subsidised for key pupils on a case by case basis.</p> <p>Provide pastoral support and ensure children are ‘ready to learn’:</p> <ul style="list-style-type: none"> - Positive Play <p>Nurture Group support</p> <p>Forest Schools supports improving self-esteem and engagement in school.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p></p>	<p>1, 4, 5</p>

<p><i>Structured conversations to improve attendance of disadvantaged children.</i></p> <p><i>Salary contributions towards Attendance lead (£600)</i></p>	<p>Structured conversations document in the EEF shows a clear parental engagement impact on the harder to reach disadvantage families.</p>  <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Newly developed attendance team to review trends and persistent absentees on a regular basis. (currently 50% of severe PA children were from traveller families).</p> <p>Parent workshops with Compass to support emotionally demand avoidant children who won't attend school.</p> <p>Monitoring feedback to parents delivered regularly at least four times per year. Attendance to date is 97% across school.</p> <p>Ensure adaptations and SEND support is in place for 41% of pupil premium children who also have additional needs. (See provision map)</p>	3
<p><i>Focussed support for key pupils with their behaviour through development of interventions such as Positive Play.</i></p> <p><i>Introduction of Restorative Champions to support with resolving conflict at playtimes.</i></p> <p>CPD for all staff based on the Zones of Regulation £60</p> <p>Funding for 'Reading for Empathy' – awarded £500</p>	<p>Staff CPD focus based on book by Paul Dix: When the Adult's Change, Everything Changes.</p> <p>Use of scripts amongst staff to ensure consistency of approach: The 7-Step Behaviour Script - TeacherToolkit</p>   <p>Revamp of behaviour policy using the research-based systems and strategies will see a reduction in fixed -term exclusions and pupils leaving the classrooms.</p> <p>Ensure that pupils with extreme behaviours are fully supported with an inclusive curriculum which is adapted to meet their needs through Quality First Teaching.</p> <p>Participation in the 'Reading for Empathy' Lab project</p> 	5

Total budgeted cost: £ 56,218

Pupil premium strategy outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data summary is below:

Yr 6 SAT outcomes 2025

Expected+	All pupil attainment (19 pupils)	PP attainment (4 pupils)	End of KS2 Gap
Reading	74%	50%	-24%
Writing	79%	0%	-79%
Maths	68%	25%	-43%

Writing is a key focus for the next academic year which is reflected in the School Improvement Plan, in particularly for pupil premium children. Alongside this, another priority is to develop higher expectations in all so that children have wider opportunities to achieve greater depth

75% of pupil premium pupils achieved the expected standard in SPaG.

1 pupil premium pupils has additional needs. Analysis is challenging due to the size of the cohort.

Progress for pupils with SEND is evident through the tracking system used in school, which tracks the small steps through a continuum.

Since the number of pupils in the cohort and those who are eligible for Pupil Premium grant is low, it is difficult to make comparisons. Internal data and monitoring shows that all our pupils achieve well. Progress is tracked closely for all groups of pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrates that the gap in attendance is closing and the attendance of disadvantaged pupils is increasing.

Based on all the information above, the performance of our disadvantaged pupils continues to be a challenge for the school, however the staff team are relentless in ensuring pupils receive the very best care and educational opportunities. Our evaluation of the approaches delivered last two academic years indicates that our research informed practice is making an impact for example, the use of Can You Still...? Activities supports pupils in retrieving and building upon prior learning. As a result, pupils are knowing more and remembering more. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. There is a commitment to ensuring the younger pupils read fluently as soon as possible, with this in mind, there continues to be a high focus on the teaching of reading and providing targeted interventions for those who require this.

Pupil Premium pupils are prioritised to read one to one with an adult each week.

The targets identified above for achievement at the end of Year 6 in 2027 are challenging. This reflects our ambition for all.

Aim	Outcome																																																																																																																																																																							
Quality first teaching across school is strong as a result of high quality CPD and coaching	All staff have shown a commitment to research informed CPD. This has impacted on the quality of teaching across school. Teaching across school is judged to be at least good. Staff new to teaching have received in depth support, mentoring and coaching.																																																																																																																																																																							
Improved outcomes for all groups of pupils.	<p>Phonics 2025 data</p> <table border="1" data-bbox="304 672 1437 875"> <thead> <tr> <th></th> <th>Pupils</th> <th>% PSC Pass</th> <th>Y1 National</th> <th>Nat. Diff</th> <th>Average Score</th> <th>Y1 National</th> <th>Nat. Diff</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>25</td> <td>84.0%</td> <td>81.5%</td> <td>● +2.5%</td> <td>33.0</td> <td>33.4</td> <td>-0.5</td> <td>● 95.5%</td> </tr> <tr> <td>FSM6</td> <td>8</td> <td>87.5%</td> <td>68.6%</td> <td>● +18.9%</td> <td>32.3</td> <td>30.0</td> <td>● +2.3</td> <td>● 95.2%</td> </tr> <tr> <td>Not FSM6</td> <td>17</td> <td>82.4%</td> <td>85.3%</td> <td>● -2.9%</td> <td>33.3</td> <td>34.4</td> <td>-1.2</td> <td>● 95.7%</td> </tr> </tbody> </table> <p>Key Stage 1 Data 2025</p> <table border="1" data-bbox="288 1021 1469 1272"> <thead> <tr> <th></th> <th>Pupils</th> <th>Reading & Maths Scaled Score</th> <th>Nat. diff</th> <th>Reading Scaled Score</th> <th>Nat. diff</th> <th>Maths Scaled Score</th> <th>Nat. diff</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>14</td> <td>103.9</td> <td>+1.4</td> <td>103.6</td> <td>+1.4</td> <td>104.2</td> <td>+1.9</td> <td>● 95.0%</td> </tr> <tr> <td>Female</td> <td>8</td> <td>101.4</td> <td>-1.0</td> <td>101.8</td> <td>-1.1</td> <td>101.0</td> <td>-0.7</td> <td>● 95.1%</td> </tr> <tr> <td>Male</td> <td>6</td> <td>107.3</td> <td>● +4.8</td> <td>106.2</td> <td>● +4.6</td> <td>108.5</td> <td>● +5.6</td> <td>● 94.9%</td> </tr> <tr> <td>FSM6</td> <td>1</td> <td>109.5</td> <td>● +9.6</td> <td>115.0</td> <td>● +15.4</td> <td>104.0</td> <td>● +4.4</td> <td>● 85.7%</td> </tr> <tr> <td>Not FSM6</td> <td>13</td> <td>103.5</td> <td>+0.3</td> <td>102.8</td> <td>-0.2</td> <td>104.2</td> <td>+1.1</td> <td>● 95.8%</td> </tr> </tbody> </table> <p>Key Stage 2 Data 2025</p> <table border="1" data-bbox="304 1386 1513 1709"> <thead> <tr> <th>Pupil groups</th> <th>Pupils</th> <th>Reading SS</th> <th>Reading VA</th> <th>Writing SS</th> <th>Writing VA</th> <th>Maths SS</th> <th>Maths VA</th> <th>GPS SS</th> <th>GPS VA</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>19</td> <td>102.8</td> <td>-3.5 ●</td> <td>101.0</td> <td>-1.1</td> <td>101.1</td> <td>-4.3 ●</td> <td>103.4</td> <td>-2.8</td> <td>96% ●</td> </tr> <tr> <td>Higher</td> <td>10</td> <td>103.7</td> <td>-5.1 ●</td> <td>102.8</td> <td>-1.0</td> <td>102.7</td> <td>-4.9 ●</td> <td>105.0</td> <td>-3.4 ●</td> <td>99% ●</td> </tr> <tr> <td>Middle</td> <td>5</td> <td>105.8</td> <td>-0.2</td> <td>98.2</td> <td>-3.3 ●</td> <td>102.4</td> <td>-3.0</td> <td>104.0</td> <td>-1.6</td> <td>93% ●</td> </tr> <tr> <td>Lower</td> <td>3</td> <td>97.3</td> <td>-4.0 ●</td> <td>99.0</td> <td>+2.0</td> <td>95.7</td> <td>-4.3 ●</td> <td>98.7</td> <td>-2.7</td> <td>96% ●</td> </tr> <tr> <td>FSM6</td> <td>4</td> <td>100.8</td> <td>-1.6</td> <td>103.0</td> <td>+3.3 ●</td> <td>97.8</td> <td>-3.4 ●</td> <td>102.3</td> <td>+0.5</td> <td>94% ●</td> </tr> <tr> <td>Not FSM6</td> <td>15</td> <td>103.4</td> <td>-3.9 ●</td> <td>100.5</td> <td>-2.0</td> <td>101.9</td> <td>-4.4 ●</td> <td>103.7</td> <td>-3.4 ●</td> <td>97% ●</td> </tr> </tbody> </table> <p>It is evident that the gap is closing. The wide gap is due to the significantly small group of pupils.</p>		Pupils	% PSC Pass	Y1 National	Nat. Diff	Average Score	Y1 National	Nat. Diff	Attendance	All Pupils	25	84.0%	81.5%	● +2.5%	33.0	33.4	-0.5	● 95.5%	FSM6	8	87.5%	68.6%	● +18.9%	32.3	30.0	● +2.3	● 95.2%	Not FSM6	17	82.4%	85.3%	● -2.9%	33.3	34.4	-1.2	● 95.7%		Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance	All Pupils	14	103.9	+1.4	103.6	+1.4	104.2	+1.9	● 95.0%	Female	8	101.4	-1.0	101.8	-1.1	101.0	-0.7	● 95.1%	Male	6	107.3	● +4.8	106.2	● +4.6	108.5	● +5.6	● 94.9%	FSM6	1	109.5	● +9.6	115.0	● +15.4	104.0	● +4.4	● 85.7%	Not FSM6	13	103.5	+0.3	102.8	-0.2	104.2	+1.1	● 95.8%	Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance	All pupils	19	102.8	-3.5 ●	101.0	-1.1	101.1	-4.3 ●	103.4	-2.8	96% ●	Higher	10	103.7	-5.1 ●	102.8	-1.0	102.7	-4.9 ●	105.0	-3.4 ●	99% ●	Middle	5	105.8	-0.2	98.2	-3.3 ●	102.4	-3.0	104.0	-1.6	93% ●	Lower	3	97.3	-4.0 ●	99.0	+2.0	95.7	-4.3 ●	98.7	-2.7	96% ●	FSM6	4	100.8	-1.6	103.0	+3.3 ●	97.8	-3.4 ●	102.3	+0.5	94% ●	Not FSM6	15	103.4	-3.9 ●	100.5	-2.0	101.9	-4.4 ●	103.7	-3.4 ●	97% ●
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<p>Focus on timely interventions to improve reading</p>	<p>Early intervention for 'keep up, catch up' has made a significant difference to pp pupils in KS1, impacting on outcomes. The early identification of additional needs through the skilled support from our SENDCO is impacting on outcomes as children progress through the school.</p> <p>Further support is required for children with SEMH difficulties who struggle to regulate and this has been included in our plan for 2025-2026.</p>
<p>The gap in attendance is significantly reduced.</p>	<p>The attendance of disadvantaged pupils is improving, but is still too low.</p> <p>Attendance for disadvantaged pupils =91.9% (+0.6% in comparison to 91.3% in 2022-2023) Although there remains a gap, it has reduced from 5.1% in comparison to National Non-disadvantaged pupils down to 3.9%</p> <p>For National Non-disadvantaged pupils 95.8% (in 2024-2025) (Coton non-disadvantaged pupils are above in 2024-2025 at 96.1%)</p> <p>Persistent absentees are linked to the traveller community and additional support will be put into place to support families.</p>
<p>SEMH offer continues to be strong and supports pupils' wellbeing.</p>	<p>Excellent SENDCO continues to increase allocation of Inclusion Funding and EHCPs for pupils with additional needs (many of these are disadvantaged pupils.)</p> <p>TAs received training to support pupils with SEMH needs. Timetabled sessions are high priority.</p> <p>Feedback from parents in surveys is extremely positive.</p> <p>Pupil feedback for new Headteacher in the summer term was very positive and 100% enjoyed coming to Coton school. Areas for improvement were addressed in actioned during the summer term which included continuing to focus on restorative conversations, more sports, wider enrichment opportunities and a school pet.</p>