



Pupil premium strategy statement

2025 - 2026

This statement details our school’s use of pupil premium (and recovery 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	Cotmanhay Infant and Nursery School
Number of pupils in school	169 R, 1, 2 261 incl. Nurseries
Proportion (%) of pupil premium eligible pupils	69% R, 1, 2 116 children in school 43 children eligible for EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K Latchford
Pupil premium lead	S Dawson
Governor / Trustee lead	S Malik

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,453
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£255,851

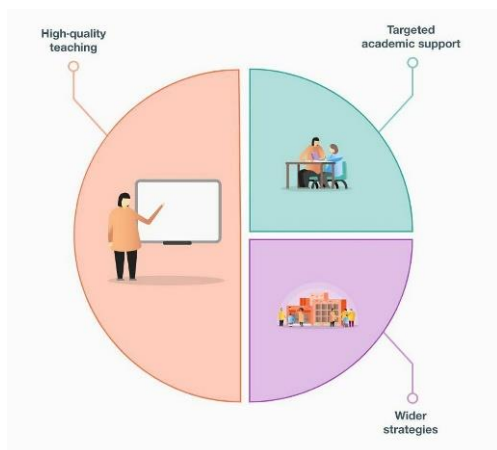
Part A: Pupil premium strategy plan

Statement of intent

At Cotmanhay Infant and Nursery School we aim to use our Pupil Premium to:

- Remove barriers to learning for all pupils
- Narrow the attainment gap for all pupils and for them to make good progress across all subjects
- Provide as many opportunities / experiences as possible to enrich and motivate
- Offer pupils strategies and time to support their social, emotional and behavioural needs in order to build resilience
- Prepare pupils fully for their next steps in education and enable pupil's aspirations
- Support all vulnerable children, whether disadvantaged or not, including those with a social worker

We will base the strategy on the EEF principles of interpreting evidence to provide the best strategy for our pupils.



High quality teaching will be the at the centre of our approach, this will be for all pupils.

We will base all strategies on the 3 tiered model and select from the menu of approaches linked to these tiers.

[The EEF Guide to the Pupil Premium | EEF](#)

We will use data, knowledge of children and families and individual need to underpin our approach.

We will intervene at the earliest point to make the greatest difference.

We will work together as a school to ensure consistency of provision.

CONTEXT:

The Indices of Deprivation 2025, classed our location as in the top 1% most deprived areas in England. Fewer than 1% of neighbourhoods in England are more deprived (ranked 152 out of 33,755 neighbourhoods). [How deprived is Erewash 001C? | Local Deprivation Explorer 2025](#)

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor attendance and persistent absence</p> <p>Data over the last 5 years demonstrates below national average attendance. This is for specific groups of pupils. This gap is narrowing but it must remain a priority to ensure this continues and can be sustained.</p>
2	<p>Limited enrichment activities out of school.</p> <p>Pupil voice shows that enrichment activities beyond school are limited. Knowledge of life in the wider community is low.</p>
3	<p>For many children: basic needs are not being met</p> <p>Staff referrals to the Welfare team, staff reports and records and pupil voice all demonstrate that many children have gaps in the provision of their basic needs. Support, guidance and advice for families is essential / relentless and ongoing.</p>
4	<p>The impact of the home environment on children's emotional, health and wellbeing which in turn effects their resilience in school and their strategies to be ready to focus and learn</p>
5	<p>The ongoing impact of missed early years opportunities during the pandemic leading to attainment for disadvantaged pupils being lower than non-disadvantaged pupils</p>
6	<p>Extremely poor speech, language and processing skills when joining School or Nursery</p> <p>Data shows that children starting our Nursery are well below age related expectations nationally.</p> <p>A limited number of children start Nursery with any verbal communication skills.</p>
7	<p>Children with significant and complex needs struggling to access the school day.</p> <p>We have an increasing number of children with complex needs that require a unique and bespoke approach to inclusion and integration.</p>
8	<p>Extremely poor memory and long-term retention skills.</p> <p>Pupil discussions, pupil observations and assessment data all demonstrate that many children have difficulties with retention of information.</p>

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 <i>the outcomes we are aiming for</i>	Success criteria <i>how we will measure whether they have been achieved</i>
Improved attendance for specific groups of pupils. For disadvantaged pupil attendance to be closer to non-disadvantaged pupil attendance	<ul style="list-style-type: none"> - Attendance rates for disadvantaged pupils to be closer to 96% - Information on the impact of lost learning to be understood by parents and for attendance to improve due to this understanding - National guidance followed and robust in-school procedures followed
Raise attainment and progress of disadvantaged pupils in core subjects	<ul style="list-style-type: none"> - Number of pupils reaching in line or above is closer to non-disadvantaged pupils in school and disadvantaged / non-disadvantaged pupils nationally in areas as identified in
Raise attainment of Phonics in the Year 1 Phonics Screening Check	<ul style="list-style-type: none"> - The pass rate for the Phonics Screening Check will be at least 80% pass rate
Improve children’s language skills and develop a wider vocabulary that they use and understand To improve children’s speech sounds An increased focus on oracy throughout nursery and school	<ul style="list-style-type: none"> - Early identification of pupils with speech and language difficulties - Appropriate intervention identified to reduce / eliminate pupil’s difficulties - Observable focus on oracy from Nursery to Year 2
To improve children’s long-term memory so learning sticks across all subjects	Pupils retain more knowledge and apply and build on this in their daily learning demonstrated by: <ul style="list-style-type: none"> - Assessment data showing retention of facts and learning - Pupil discussion
To offer tailored / highly individual programmes to avoid exclusion	<ul style="list-style-type: none"> - Strong home – school – agency links support the effective inclusion and progress of all children in all areas - 0% exclusion rate
Children to have the opportunity to be guided in identifying and regulating emotions.	<ul style="list-style-type: none"> - Children to manage and understand their own personal emotions and challenges - An increase in children using dysregulation techniques and supporting each other with this

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: £74,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher than average (against local and national benchmarking) levels of Learning and Teaching Assistant throughout Nursery and school	<p>Teaching assistants can provide a large positive impact on learner outcomes</p> <p>Teaching Assistant Interventions EEF</p>	2, 5, 6, 8
For the curriculum to enable revision and consolidation	<p>Careful sequencing will help children to build their learning over time.</p> <p>Development Matters - Non-statutory curriculum guidance for the early years foundation stage <i>Development Matters 2023 Page 9</i></p> <p>A child's working memory capacity is very closely linked to their academic attainment.</p> <p>An expert opinion: Attention and... Sandringham Research School <i>Sandringham Research School</i> <i>October 2018</i></p>	2, 5, 8
<p>Whole school / nursery focus on ORACY. English / Maths Leaders to steer this work</p> <p>To provide intervention to improve vocabulary, language and / or speech sounds</p> <p>Specific Learning and Teaching Assistant to have ownership of Speech and Language plans</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes</p> <p>One to one tuition EEF</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support</p> <p>Small group tuition EEF Oral language interventions EEF</p>	6

<p>To monitor and evaluate the impact of the SSP to raise attainment to at least 80% in the PSC</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF</p>	<p>5, 8</p>
<p>Maths Lead to complete NPQLM.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes.</p> <p>Effective Professional Development EEF</p>	
<p>Maths Fluency programme to be monitored and maintained throughout school as part of the Maths Mastery curriculum.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning EEF</p>	
<p>The whole school wellbeing programme to be consistently delivered in school and in partnership with parents / carers</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Self-regulation strategies EEF Social and emotional learning EEF</p>	<p>4</p>
<p>CPD delivered systematically to increase knowledge and understanding and subsequently raise attainment across the core subjects</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Improving Primary Science EEF Effective Professional Development EEF</p>	<p>1, 2, 4, 5, 6, 7</p>
<p>CPD / coaching to focus on managing complex behaviours in order to overcome barriers, maintain inclusion and raise progress</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Effective Professional Development EEF</p>	<p>1, 2, 4, 5, 6, 7</p>
<p>School Leaders and class teachers to communicate effectively so parental engagement is high and positive The Welfare Team to be accessible and available to parents / carers (All teachers using Class Dojo regularly and consistently)</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement EEF</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £132,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Assistants to meet the needs of targeted pupils in maths (same day intervention)	Use high quality targeted support to help all children learn mathematics Improving Mathematics in the Early Years and Key Stage 1 EEF	5, 8
Learning and Teaching Assistant delivering tailored phonics intervention	Effectively implement a systematic phonics programme Improving Literacy in Key Stage 1 EEF	5, 8
Child counsellor employed to target our most vulnerable children.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	4
SENDCO / Family Support Worker / Attendance Welfare Officer and DSLs to have individual time with vulnerable children	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	4
Sports Leader supporting groups and individuals to build positive relationships and healthy lifestyles	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. Physical activity EEF	3, 4

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

Budgeted cost: £48,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our newly appointed Family Support Worker employed to support vulnerable children and families and deliver our Early Help Offer and targeted parenting programmes (including Solihull approach)	Parental engagement has a positive impact on average of 4 months' additional progress. Working with Parents to Support Children's Learning EEF Parental engagement EEF	1, 3, 4, 7
Close links with other agencies to support SEMH (social, emotional, mental health) in the school and home environment (COMPASS – Beyond Behaviours)	Parental engagement has a positive impact on average of 4 months' additional progress. Working with Parents to Support Children's Learning EEF Parental engagement EEF	1, 3, 4, 7
Attendance Welfare Officer to specifically target and support attendance procedures and work as part of the Welfare Team (£16,464)	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF	1
Breakfast Club places funded	A funded place at breakfast club can improve attendance and meet the basic needs of pupils. Parental engagement EEF	1, 3
After school enrichment activities with no charge to our families / children	Enrichment activities without a specific focus on learning can have an impact on attainment. Parental engagement EEF	4
The use of Class Dojo across school and both nurseries to <ul style="list-style-type: none"> - engage - support - provide intensive emotional response ...to our parents 	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF	1, 4
SENDCO to extensively co-ordinate individual timetables to meet needs of individual children, liaise with parents and agencies	Personalised timetables lead to full inclusion and attendance with full home school liaison and support Special Educational Needs in Mainstream Schools EEF	1, 7

Total budgeted cost: £ 255,851

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 in the **2024 to 2025** academic year.

TARGET:	ACTION:	IMPACT:																							
Improved attendance for all groups of pupils and for disadvantaged pupil attendance to be in line or greater than non-disadvantaged pupil attendance	<ul style="list-style-type: none"> Family Resource Worker monitors attendance, in liaison with the Attendance Officer, daily, weekly and termly and takes action (see ATTENDANCE PROCEDURES) Reward systems in place Breakfast Club funded places Supply of school uniform Home visits Support bringing children to school <p>DIRECT WORK WITH CHILDREN:</p> <ul style="list-style-type: none"> Talk time opportunities Daily / regular welfare / well-being catch-ups with children Providing individual understanding, motivation and empathy to vulnerable children 	<table border="1"> <thead> <tr> <th colspan="3">Data from Improvement Priorities Paperwork</th> </tr> <tr> <th colspan="3">Year 1 and 2</th> </tr> <tr> <th></th> <th>23/24</th> <th>24/25</th> </tr> </thead> <tbody> <tr> <td>Overall Attendance</td> <td>92.6</td> <td>93</td> </tr> <tr> <td>DP attendance</td> <td>91.6</td> <td>92</td> </tr> <tr> <td>SEND attendance</td> <td>90.8</td> <td>91</td> </tr> <tr> <td>Persistent absence</td> <td>26.3</td> <td>19%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Talk Time and direct work offered by DM / CL / SD / LJ Approx. 30 children attended. Parents / carers were involved with the decision for the interventions to begin and when appropriate for them to cease. This was effective in hearing children's views and concerns. Children developed positive relationships and trusted their key, safe adult. This impacted the children's ability to focus and concentrate. 	Data from Improvement Priorities Paperwork			Year 1 and 2				23/24	24/25	Overall Attendance	92.6	93	DP attendance	91.6	92	SEND attendance	90.8	91	Persistent absence	26.3	19%		
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Raise attainment and progress of disadvantaged pupils in core subjects	<ul style="list-style-type: none"> Smaller classes High proportion of TA's to specifically target DP in class Assessment systems used effectively: Sonar Dedicated Intervention to target reading, writing, maths, speech based on internal assessment and track progress Communication with parents / carers linked to all learning and assessments 	<table border="1"> <thead> <tr> <th></th> <th>DP school 2024</th> <th>DP NAT 2023</th> <th>DP NAT 2024</th> <th>DP school 2025</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48</td> <td>54</td> <td rowspan="3">Not available</td> <td>70</td> </tr> <tr> <td>Writing</td> <td>43</td> <td>44</td> <td>57</td> </tr> <tr> <td>Maths</td> <td>63</td> <td>56</td> <td>68</td> </tr> <tr> <td>GLD</td> <td>66</td> <td>52</td> <td>65</td> <td>64</td> </tr> </tbody> </table>		DP school 2024	DP NAT 2023	DP NAT 2024	DP school 2025	Reading	48	54	Not available	70	Writing	43	44	57	Maths	63	56	68	GLD	66	52	65	64
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GLD	66	52	65	64																					

<p>Raise attainment of Phonics in the Year 1 Phonics Screening Check</p>	<ul style="list-style-type: none"> • Whole school and nursery fidelity to the SSP: Little Wandle Letters and Sounds • Ongoing training and monitoring of effective of phonics and fidelity to the scheme • Discrete, streamed, Letters and Sounds groups daily for 30 minutes • Booster groups • Parent information session linked to screening (face to face) • Parent support packs sent home • Frequent tracking of phonics attainment across all year bands 	<p>Phonics screening:</p> <p>DP children :</p> <table border="1" data-bbox="868 219 1406 365"> <thead> <tr> <th colspan="2">2023</th> <th colspan="2">2024</th> <th colspan="2">2025</th> </tr> <tr> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>71.1</td> <td>66.5</td> <td>83.3</td> <td>68.4</td> <td>74</td> <td>67</td> </tr> </tbody> </table> <p>ALL children :</p> <table border="1" data-bbox="868 454 1406 600"> <thead> <tr> <th colspan="2">2023</th> <th colspan="2">2024</th> <th colspan="2">2025</th> </tr> <tr> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>72.6</td> <td>78.9</td> <td>84.5</td> <td>80.2</td> <td>77</td> <td>80</td> </tr> </tbody> </table>	2023		2024		2025		Sch	Nat	Sch	Nat	Sch	Nat	71.1	66.5	83.3	68.4	74	67	2023		2024		2025		Sch	Nat	Sch	Nat	Sch	Nat	72.6	78.9	84.5	80.2	77	80
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<p>Improve children’s language skills and develop a wider vocabulary that they use and understand</p> <p>To improve children’s speech sounds</p>	<ul style="list-style-type: none"> • SALT plans • Staff encourage up talk and introduce new vocab • Leaflets on offer for parental support • Topic information sheets • Vocab sheets issued to parents / carers 	<table border="1" data-bbox="932 719 1347 898"> <tr> <td>Initial number of children with SALT plans</td> <td>18</td> </tr> <tr> <td>Number of children discharged</td> <td>7</td> </tr> </table>	Initial number of children with SALT plans	18	Number of children discharged	7																																
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<p>To improve children’s long term memory so learning sticks across all subjects</p>	<ul style="list-style-type: none"> • Subject leaders create knowledge and skills grids across all foundation subjects • Review planning to ensure knowledge is built upon • Create vocabulary progression grids • Monitor through pupil discussions • Monitor through subject leader interviews 	<p>Foundation subject summer data for DP pupils. The expectation for ALL is 70-80%.</p> <table border="1" data-bbox="868 1122 1406 1413"> <thead> <tr> <th></th> <th>ALL</th> <th>DP</th> <th></th> <th>ALL</th> <th>DP</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>80</td> <td>78</td> <td>Comp</td> <td>84</td> <td>84</td> </tr> <tr> <td>Hist</td> <td>72</td> <td>70</td> <td>Art</td> <td>82</td> <td>84</td> </tr> <tr> <td>Geog</td> <td>74</td> <td>73</td> <td>DT</td> <td>82</td> <td>84</td> </tr> <tr> <td>PE</td> <td>92</td> <td>95</td> <td>Music</td> <td>86</td> <td>86</td> </tr> <tr> <td>RE</td> <td>68</td> <td>65</td> <td>PSHE</td> <td>82</td> <td>84</td> </tr> </tbody> </table>		ALL	DP		ALL	DP	Science	80	78	Comp	84	84	Hist	72	70	Art	82	84	Geog	74	73	DT	82	84	PE	92	95	Music	86	86	RE	68	65	PSHE	82	84
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<p>To offer tailored / highly individual programmes to avoid exclusion</p>	<ul style="list-style-type: none"> • SENDCO organises timetables to meet needs of complex children • 1:1 timetables • Staff training • Staff expertise, learn from one another • Liaise with all agencies • Frequent liaison with parents / carers 	<ul style="list-style-type: none"> • 0% exclusions • 100% full integration • All children finished the year on full timetables, no PT timetables • Parent / carer survey showed that 99% feel supported and acknowledge their children are receiving the correct provision 																																				
<p>Children to have the opportunity to be guided in emotional recognition and regulation.</p>	<ul style="list-style-type: none"> • Whole school programme based on the ZONES OF REGULATION is being implemented throughout school • Assemblies led by DHT • Resources designed and purchased • Whole school displays in key areas 	<ul style="list-style-type: none"> • Children able to use the consistent language and demonstrating this • Children able to identify which colour they are feeling and linking this to the vocabulary to describe how they are feeling • Children able to recognise how they can self-regulate 																																				

Externally provided programmes

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
Purple Mash	2Simple
Class Dojo	Class Dojo
Jigsaw PSHE scheme of work	Jigsaw
Imoves	Imoves active education limited
Music Express	Music Express
Derbyshire Agreed Syllabus for Religious Education: 2025–2030	Derbyshire Agreed Syllabus for Religious Education: 2025-2030
NATRE	RE
Maths Seeds	Blake eLearning
Little Wandle	Wandle Learning Trust