



# Pupil Premium Strategy Statement (2025-2026) Cotham School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium Strategy and how we intend to spend the funding in this academic year. It also summarises outcomes for disadvantaged students for 2024-2025.

## School overview

Detail	Data
Number of students in school (11-16)	1259
Proportion (%) of Pupil Premium eligible students	40.7%
Academic year/years that our current Pupil Premium strategy plan covers	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by (Headteacher)	J Butler
Pupil Premium lead	J Sainsbury
Governor / Trustee lead	G Nutbrown

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£503,100
Pupil Premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£503,100

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Cotham School we are committed to fostering a learning community where every student, regardless of background, is respected, included and empowered to achieve their fullest potential. Our core values of **respect, diversity and achievement** are central to our Pupil Premium Strategy.

As a stand-alone academy serving a diverse cohort across Bristol, we are acutely aware of the **moral imperative to empower all students in our community**. We recognise the compelling evidence that socially disadvantaged students often face systemic barriers to academic success due to unequal access to resources, cultural capital and sustained academic support. To counteract these barriers, we are resolute in our commitment to ensuring that Pupil Premium funding enables all disadvantaged students to flourish academically, socially and culturally. In particular, as a school we aim to ensure that students have the essential reading, numeracy, maths and communication skills that allow them to achieve well.

Respect for all students underpins our whole-school ethos. **We believe that every student brings unique strengths and experiences to our community**. This value drives us to cultivate nurturing relationships, high expectations and personalised support for students who may be disproportionately affected by socio-economic disadvantage. We recognise that students from disadvantaged backgrounds are statistically more likely to experience lower attainment, reduced engagement and gaps in educational opportunity unless proactive, evidence-based strategies are implemented. Therefore, our strategy goes beyond targeting attainment alone; it aims to build resilience, confidence and agency in every student.

Our **commitment to diversity** means we actively challenge inequity and celebrate difference. We are mindful that disadvantage intersects with ethnicity, gender, language background, disability and other factors. Through inclusive practice, culturally responsive pedagogy and equitable access to enrichment opportunities, we work to ensure that all students feel valued, seen and supported. Our curriculum and pastoral systems are designed to reflect the diversity of our student body and to remove barriers that might impede attendance, participation or aspiration.

Achievement, for us, is holistic. We prioritise **high-quality teaching, learning and assessment** as the most powerful levers for closing attainment gaps. Our approach includes targeted professional development for teachers on adaptive instruction, regular assessment that informs timely intervention, and structured feedback that supports students in understanding their next steps. We use robust data to monitor progress and refine provision, ensuring that support is both needs-led and impact-driven.

In all aspects of our strategy, **Cotham School is dedicated to ensuring that disadvantaged students are supported, empowered and successful**: academically, socially and in preparation for life beyond school.

## Challenges

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

Challenge	Detail of challenge
1	<p><b>Attendance at school</b></p> <p>Evidence shows that when students do not attend school, they are not able to fully engage with school life and access the academic and pastoral/wellbeing support that the school environment provides. This has a negative impact on their social and emotional development, as well as academic progress.</p> <p><b>In-school attendance data</b></p> <p>Attendance data shows a gap in attendance at school between disadvantaged and non-disadvantaged students. In addition, a greater number of disadvantaged students are classed as persistent absentees.</p>
2	<p><b>Gaps in learning</b></p> <p>Attainment data indicates a gap between disadvantaged and non-disadvantaged students across all measures. While there are many factors for this, research shows there is a notable correlation between lower literacy, numeracy and language proficiency and attainment outcomes.</p> <p>Evidence shows that low literacy and numeracy act as significant barriers to learning for disadvantaged students, limiting their ability to access the curriculum, slowing progress across subjects and reducing confidence and engagement as academic demands increase. Without effective early and ongoing intervention, these gaps widen over time, leading to lower attainment, restricted post-16 pathways and reduced life chances.</p> <p><b>Literacy and numeracy</b></p> <p>KS2 data and baseline testing (New Group Reading Test (NGRT)) in Sept of Year 7 and July of Year 8-10) show that a high proportion of our disadvantaged cohort start secondary school with delayed literacy levels and have lower reading SAS than non-disadvantaged students.</p> <ul style="list-style-type: none"> <li>- KS3 students identified with literacy proficiency below average are disadvantaged;</li> <li>- Disadvantaged students in KS3 have literacy levels (Reading - Standardised Age Score (SAS)) below average for their chronological age.</li> </ul> <p><b>Attainment data</b></p> <p>There remains an in-school and national gap between disadvantaged students and their peers:</p> <ul style="list-style-type: none"> <li>- <b>National Attainment 8:</b> disadvantaged 34.9, non-disadvantaged 50.3</li> <li>- <b>Cotham Attainment 8:</b> disadvantaged 38.13, non-disadvantaged 55.95</li> <li>- <b>National Basics 5+:</b> disadvantaged 25.6%, non-disadvantaged 52.8%</li> <li>- <b>Cotham Basics 5+:</b> disadvantaged 29.2%, non-disadvantaged 63.5%</li> <li>- <b>Cotham Basics 4+:</b> disadvantaged 69.3%, non-disadvantaged 86.5%</li> </ul>
3	<p><b>Personal Development and Wellbeing</b></p> <p>Personal development refers to how students develop <i>beyond academic outcomes</i>: their character, confidence, resilience, independence and understanding of themselves and the world around them. Research suggests that poor personal development, including unmet Social Emotional and Mental Health (SEMH) needs, low aspirations and a weak sense of belonging, can reduce disadvantaged students' engagement, attendance and resilience, limiting their capacity to succeed academically and to plan confidently for the future. Over time, this can entrench underachievement, restrict post-16 and career pathways, and reinforce wider social and economic inequality.</p> <p><b>SEMH</b></p> <p>The school's SEND register shows that a significant number (25%) of disadvantaged students also have additional SEMH needs (127 students). The additional challenges presented by SEMH need have been shown to have a negative impact on students' wellbeing, sense of belonging, and ability to engage with their peers and their academic learning.</p> <p><b>Sense of belonging and access to extra-curricular, careers and cultural capital opportunities</b></p>

	<p>Analysis of attendance at extra-curricular opportunities indicates that disadvantaged students are less likely to participate in clubs, trips, teams and other opportunities beyond the academic curriculum. CEIAG tracking highlights that disadvantaged students are more at risk of becoming NEET, and require more support in accessing future opportunities such as work experience placements, Post-16 courses and applications, and real world experiences.</p>
4	<p><b>Pupil Premium (PP) / Special Educational Needs and Disability (SEND) intersectionality</b></p> <p>Research shows that when SEND and socio-economic disadvantage intersect, students are more likely to experience compounded barriers such as unmet learning needs, reduced access to support and slower academic progress, increasing the risk of disengagement and underachievement. Without timely, coordinated and inclusive provision, these overlapping needs can widen attainment gaps and limit students' confidence, wellbeing and long-term outcomes.</p> <p><b>SEND register data</b></p> <p>In-school data shows that there is a significant intersectionality between students who are disadvantaged and those with SEND. This increases students' vulnerability as they face additional challenges to engage with learning, attend school, or access the wider curriculum.</p> <ul style="list-style-type: none"> <li>- 27% of disadvantaged students also have additional SEND needs</li> <li>- 45% of students on the SEND register are disadvantaged.</li> <li>- 72% of students with EHCP are disadvantaged students.</li> </ul>
5	<p><b>Engagement and behaviour for learning</b></p> <p>Evidence shows that poor engagement with learning can significantly limit disadvantaged students' access to high-quality teaching, leading to gaps in knowledge, reduced progress and lower attainment over time. This can also affect relationships, attendance and self-belief, increasing the risk of exclusion and restricting future educational and career opportunities.</p> <p>In turn, a school's inclusive and diverse response to behaviour for learning can increase students' sense of belonging and feeling of being represented, and positively impact their attendance, reduce gaps in learning and encourage students to access the support available to them to close any gaps.</p> <p><b>In-school behaviour and Engagement with Learning data</b></p> <p>Our behaviour data shows that disadvantaged students are disproportionately represented: A large proportion of students who have been sent out of class in Term 1 of 25/26 are disadvantaged. In addition, a greater proportion of disadvantaged students move through the graduated behaviour policy and require additional interventions from the pastoral and leader shop teams.</p> <p>In-school qualitative data from 24/25 indicates that disadvantaged students are more likely to be disengaged with learning, or are perceived to be less engaged by their teachers.</p> <p>Our survey to review engagement with home learning, and data from online platforms, such as Seneca and Sparx, indicates that disadvantaged students are less likely to engage with homework and independent study.</p>
6	<p><b>Access to resources</b></p> <p>Research shows that when students do not have their basic needs met, they are less likely to be able to engage in their learning and access a full curriculum.</p> <p><b>Access to basic resources</b></p> <p>Our ongoing discussions with students and their families, particularly at enrolment and in parent engagement events with pastoral and inclusion teams show that a significant number of families require additional support and access to basic resources such as uniform, transport and food.</p> <p><b>Access to ICT resources</b></p> <p>Ongoing discussions with students and their families has identified that disadvantaged students require support accessing additional IT equipment (including WiFi, laptops and SIM cards) in order to be able to engage with their learning at home and feel a sense of ownership over their learning and increase their social cohesion with their peers.</p> <p><b>Access to educational materials</b></p>

Through discussion with faculty leaders and teachers, we are aware that disadvantaged students require additional equipment to enable them to fully access the curriculum – this includes calculators, food ingredients, revision materials, and support attending educational trips.

## 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
<p><b>1. Improving attendance at school</b></p> <p>The school will achieve and sustain improved attendance for all students.</p> <p>The whole school attendance strategy will support disadvantaged students and their families to maintain regular attendance.</p> <p>Disadvantaged students who struggle to attend school will be supported by Year Teams and Inclusion teams to increase their attendance.</p> <p>Increased attendance in school means students will be able to access every aspect of school life including academic engagement, support for well-being and personal development, access to resources and cultural capital development.</p>	<p><b>Average attendance</b></p> <ul style="list-style-type: none"> <li>- The average attendance for disadvantaged students will improve year on year, and the gap in attendance to non-disadvantaged students will close.</li> </ul> <p><b>Persistent absenteeism</b></p> <ul style="list-style-type: none"> <li>- Persistent absenteeism of disadvantaged students will reduce year on year, and the gap in persistent absenteeism to non-disadvantaged students will close.</li> </ul> <p><b>This will be demonstrated by:</b></p> <ul style="list-style-type: none"> <li>- The average attendance of all students will improve year-on-year.</li> <li>- The attendance gap between disadvantaged and non-disadvantaged students will close year-on-year.</li> <li>- The percentage of persistent absenteeism reduces year-on-year with sustained high attendance.</li> <li>- The gap in percentage of persistent absenteeism for disadvantaged and non-disadvantaged students will close year-on-year.</li> </ul>
<p><b>2. Closing gaps in learning and impact on attainment</b></p> <p>Disadvantaged students are able to access the full KS3 and KS4 curriculum without literacy being a barrier.</p> <p>All students identified as needing support receive targeted interventions and make gains in their identified area of literacy development which in turn enables them to fully access the curriculum and make accelerated progress.</p> <p>Disadvantaged students develop a life-long love of reading for pleasure.</p> <p>Using faculty areas' identification of component knowledge and skills, data analysis following assessment points, gaps in knowledge and skills will be</p>	<p><b>Standardised Reading Scores</b></p> <p>Reading assessment data shows that disadvantaged students read at a level that enables them to access the full curriculum.</p> <p><b>This will be demonstrated by:</b></p> <ul style="list-style-type: none"> <li>- All disadvantaged students will have a Standardised Age Score of 86 or above, allowing them to access the secondary curriculum.</li> <li>- Learning Walks and other QA measures will show that disadvantaged students can access the full curriculum and are supported with appropriate scaffolds when needed.</li> </ul> <p><b>Attainment gap – Summer 2026</b></p> <p>Summative outcomes at the end of the academic year will show that the average Attainment 8 for disadvantaged students continues to improve in line with the school's year-on-year outcomes.</p> <p>Summative and formative outcomes will show that the gap between disadvantaged and non-disadvantaged students is closing year on year.</p> <p>Staff will articulate high aspirations for disadvantaged students and the importance of high-quality teaching through direct instruction.</p> <p><b>This will be demonstrated by:</b></p>

<p>identified and responsive teaching or targeted intervention will be used to close disadvantaged students' gaps in learning.</p>	<ul style="list-style-type: none"> <li>- Attainment 8 and Basics (4+ and 5+) measures showing disadvantaged students' progress compared to national averages.</li> <li>- Attainment 8 and Basics (4+ and 5+) measures showing an improvement in outcomes for disadvantaged students compared to previous years.</li> <li>- Attainment 8 and Basics (4+ and 5+) measures showing the gap is closing between disadvantaged and non-disadvantaged students in Y11.</li> <li>- Termly tracking data shows that interventions and mentoring time have an impact on improving attitude to learning, attendance and progress over time.</li> <li>- In-school assessments will show a greater proportion of disadvantaged students meeting their Minimum Expected Grade (Y10 mocks), or meeting the age-related standard of 'Working At' or 'Exceeding' in end of year KS3 assessments/exams.</li> </ul>
<p><b>3. Supporting Personal Development and Wellbeing</b></p> <p>Sustained and improved wellbeing for all students, with particular support for disadvantaged students, so that they are engaged, confident, and able to make strong academic progress.</p> <p>Students requiring additional support, specifically disadvantaged students with SEMH needs, receive a bespoke offer of targeted support which positively impacts their wellbeing.</p> <p>Referrals for additional support are targeted and purposeful to ensure families can access the help they need. Staff (teaching and non-teaching) are able to adapt their teaching and interactions with students with SEMH needs to support their engagement with their learning.</p>	<p><b>Personal development and wellbeing:</b></p> <p>Disadvantaged students will feel a greater sense of wellbeing as they achieve, belong and thrive in the school community. Students will feel a greater sense of belonging and therefore engage in the wider opportunities the school offers, feel supported and have access to the advice and expertise they may require.</p> <p><b>This will be demonstrated by:</b></p> <ul style="list-style-type: none"> <li>- Tracking the impact of pastoral interventions such as mentoring, counselling or 1:1 support on Provision Map for disadvantaged students.</li> <li>- Measuring the attendance at extra-curricular opportunities of disadvantaged students, and where data has been collected previously, be able to see a year-on-year increase in attendance.</li> <li>- Disadvantaged students for whom attending school (persistent absentees) was difficult will feel better able to attend school as reflected in attendance data of those receiving support.</li> <li>- CEIAG data and tracking will show disadvantaged students are supported to secure real-world experiences and Post-16 opportunities, with a reduced risk of NEET year on year.</li> <li>- Disadvantaged students' participation in extra-curricular events (trips, clubs) which have a financial cost will increase.</li> <li>- Learning walks and other QA processes will demonstrate that teachers are able to adapt their lessons and interactions with students to prioritise their wellbeing and meet any SEMH needs.</li> </ul>
<p><b>4. Supporting PP/SEND intersectionality</b></p> <p>Students who are disadvantaged and who have additional SEND needs are identified early and appropriate timely support is put in place. This may be targeted intervention, or effective classroom practice and adaptations, or pastoral support from the SEND and Inclusion teams.</p> <p>Students with this intersectional vulnerability will feel supported in school and therefore better able to engage with their learning and access more of the</p>	<p>The school will remove barriers, align academic and pastoral support, and enable students with overlapping disadvantage and SEND needs to thrive academically and beyond the classroom.</p> <p><b>This will be demonstrated by:</b></p> <ul style="list-style-type: none"> <li>- Positive student and parent/carer voice in learning plan reviews</li> <li>- Improved academic progress and attainment, with PP and SEND students making at least expected progress from their starting points and gaps to peers narrowing over time.</li> <li>- Learning walks and other Quality Assurance processes will show high-quality, adaptive teaching evident across subjects, including clear scaffolding, appropriate challenge and consistent use of reasonable adjustments informed by SEND need.</li> <li>- Behaviour and attendance data will show good engagement and behaviour for learning for disadvantaged and SEND students</li> </ul>

<p>curriculum. This in turn increases their potential attainment and aspirations.</p>	
<p><b>5. Improving engagement and behaviour for learning</b></p> <p>Disadvantaged students are supported to engage in their learning and the wider school community. They will feel a sense of belonging and feel able to thrive in the classroom and beyond. Disadvantaged students who move through the graduated response to behaviour are supported to re-engage with the school community through effective pastoral and academic interventions, identifying and removing the barrier to their engagement.</p>	<p><b>This will be demonstrated by:</b></p> <ul style="list-style-type: none"> <li>- In-school behaviour data will demonstrate an overall reduction of behaviour incidents year-on-year for disadvantaged students.</li> <li>- In-school assessment data will demonstrate an overall improvement in 'engagement with learning' data year-on-year for disadvantaged students.</li> <li>- Data from online platforms (e.g. Seneca and Sparx) will show an increase in participation and progress for disadvantaged students across a range of subject areas.</li> </ul>
<p><b>6. Facilitating access to resources</b></p> <p>To be holistic and inclusive in ensuring that disadvantaged students have access to the same resources as their peers, and therefore be better able to engage with all aspects of the curriculum.</p> <p>Disadvantaged students will be able to engage in independent study to close gaps in their learning and have a sense of ownership over their achievements and outcomes.</p>	<p><b>This will be demonstrated by:</b></p> <ul style="list-style-type: none"> <li>- Increased attainment by disadvantaged students across all faculty areas and key stages.</li> <li>- Increased engagement in home learning and independent study.</li> <li>- Behaviour data will show that disadvantaged students are not misrepresented in incidents relating to non-completion of homework, uniform or REP points.</li> <li>- Student voice will demonstrate that disadvantaged students feel a sense of belonging and equity within the school community.</li> </ul>

## 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: £251,550

Activity	Evidence that supports this approach	Challenge(s) addressed
Continue to recruit high quality, experienced staff to ensure quality first teaching in every lesson, high quality provision and support in every pastoral/associate team.	EEF Teaching and Learning Toolkit - "The best available evidence indicates that great teaching is the most important lever schools have to improve student attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all students, particularly the most disadvantaged among them." <a href="#">The EEF Guide to the Pupil Premium</a>	All
Continue to develop high-quality teaching, learning and assessment through our whole school CPD programme. Focusing on: - responsive teaching and checking for understanding - adaption for SEND and EAL - embedding effective oracy, reading, vocab and writing strategies.	Research shows that schools which have a strong collective knowledge of the contexts and factors contributing to socio-economic vulnerabilities; a shared understanding of how disadvantage impacts on students' learning; and a cultural approach to the responsibilities of all in the school community to address these vulnerabilities are most successful at mitigating the impact of socio-economic difference.  <a href="#">Improving outcomes for disadvantaged learners - Marc Rowland</a>	All
Continue to ensure a broad and balanced knowledge-based curriculum that responds to and is representative for all individual students, including those who are disadvantaged.	"As educators what we choose to include and how we sequence and curate the curriculum confers or denies power for our disadvantaged learners."  <a href="#">Dan Nicholls- Closing the Disadvantage Gap</a>	All
Continue to invest in assessment programmes such as GL Assessment to accurately assess and track reading data (NGRT) as well as other key progress indicators.	A significant increase in the number of Year 7 students arriving with low or very low reading ages  <a href="#">Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months). EEF</a>  <a href="#">EEF Improving Literacy in Secondary Schools</a>	2, 4, 5
Continue to invest in online platforms such as Sparx Reader, Sparx Maths, Sparx Science for the whole cohort to strategically improve students' skills and knowledge and provide diagnostic feedback for teachers.	Research shows that reliable, robust evidence about students' reading ages allows students to receive meaningful, targeted intervention that addresses their needs.  The ability to share, track and report on accurate reading ages impacts teachers' ability to ensure students engage with the full curriculum.  <a href="#">GL closing the reading gap</a>	2, 4, 5

	<a href="#">EEF Improving Literacy in Secondary Schools</a>	
--	---	--

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

Budgeted cost: £125,775

Activity	Evidence that supports this approach	Challenge(s) addressed
Plan, resource, deliver, review and embed targeted 1:1 and small group interventions for reading and literacy.	<p>Research shows a significant increase in students arriving at secondary school who are working well below expected levels e.g. at Year 3 levels or below.</p> <p><a href="#">‘Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months). EEF</a></p> <p>Evidence suggests that students who follow Fresh Start make 3 additional months of progression reading.</p> <p><a href="#">EEF Fresh Start</a></p>	1, 2, 3, 4
Plan, resource, deliver, review and embed targeted 1:1 and small group interventions for numeracy.	<p>Research shows that small group and one to one interventions for numeracy has a positive impact on progress.</p> <p><a href="#">EEF Catch up Numeracy</a></p>	1, 2, 3, 4
Plan, resource, deliver, review and embed targeted 1:1 and small group interventions for EAL disadvantaged students.	<p>Prior KS2 attainment data, baseline data (NGRT and CATS testing), and/or English proficiency data when students arrive at the school or are new to the country (Bell Foundation) indicates that students for whom English is an Additional Language struggle to access the KS3 and KS4 curriculum, and express their learning verbally and in written work.</p> <p><a href="#">Bell Foundation - Educational Outcomes of Children with EAL</a></p>	1, 2, 3, 4
Continue to provide additional IT resources (hardware and software) to ensure disadvantaged students can access the full curriculum and engage in independent learning.	<p>Research shows that students who are able to have autonomy in their own learning, and access the full curriculum.</p> <p>Teachers can also use this digital technology to track and assess students’ progress.</p> <p><a href="#">EEF Using digital technology to improve learning</a></p>	1, 2, 3, 4, 6

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

Budgeted cost: £125,775

Activity	Evidence that supports this approach	Challenge(s) addressed
Provide targeted behaviour interventions for disadvantaged students most in need of specialised support and monitoring.	<p>EEF guidance on improving behaviour suggestions providing a tailored approach to supporting an individual's behaviour.</p> <p><a href="#">EEF Improving Behaviour in Schools</a></p>	1, 2, 3, 4, 5

Provide targeted support from experienced professionals and external agencies to support students' wellbeing and personal development.	<p>National increase in rate of students presenting or diagnosed with mental health and well-being challenges.</p> <p>Safeguarding data indicates a rise in high-level mental health concerns of students.</p> <p><a href="#">EEF Social and Emotional Learning Strategies</a></p>	1, 2, 3, 4, 5
Ensure the whole-school attendance strategy is targeted to support and improve disadvantaged students' attendance	<p>Attendance data demonstrates a need for targeted intervention for individuals and small groups of students.</p> <p><a href="#">EEF Attendance Interventions</a></p>	1 2, 3, 4, 5
Provide basic resources as well as curriculum materials, equipment and access to extra-curricular opportunities (including music subsidies) for disadvantaged	<p>Research suggests that PP students have significant gaps in cultural capital compared to their non-disadvantaged peers. With access to equipment and resources, students will be able to engage in the full academic and wider curriculum.</p>	6

**Total budgeted cost: £503,100**

## Part B: Review of Last Academic Year Outcomes for Disadvantaged Students

### Disadvantaged Students KS4 Summer 2025 – Cotham School

- Attainment 8 outcomes for 2024/25 shows an **improvement of 4.03** in comparison to 2023/24.
- Basics 4+ outcomes for 2024/25 shows the **cohort was 0.6% higher** in comparison to 2023/24.
- Basics 5+ outcomes for 2024/25 shows the **cohort was 7.3% lower** in comparison to 2023/24.
- EBACC at 4+ for 2024/25 shows that the **cohort was 0.7% higher** in comparison to 2023/24.
- EBACC at 5+ for 2024/25 shows an **improvement of 2%** in comparison to outcomes in 2023/24.

### Disadvantaged Students KS4 Summer 2025 – National averages compared to Cotham School

	National 2024	Cotham School 2024	National 2025	Cotham School 2025
A8	34.6	36.82	34.9	40.85
Basics 5+	25.8%	38.3%	25.6%	31%

### Attendance and Persistent Absenteeism

- The average attendance for disadvantaged students was 89.48%; the average attendance for non-disadvantaged students was 93.20%
- Persistent absenteeism for disadvantaged students was 34.62%. Persistent absenteeism for non-disadvantaged students was 21.47%.