

Pupil premium strategy statement – Cavendish Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	2027
Statement authorised by	Jonathan Nixon (Headteacher)
Pupil premium lead	Jonathan Nixon (Headteacher)
Governor / Trustee lead	<i>Victoria Hunter</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,380
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£304,380

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all students, regardless of their background or the challenges they face, to make good progress and achieve high levels of attainment across all subjects. Our pupil premium strategy focuses on supporting disadvantaged students to reach this goal, including those who are already high achievers.

We will consider the challenges faced by vulnerable students, such as those with a social worker or those who are young carers. The activities outlined in this statement are designed to support their needs, whether they are disadvantaged or not.

High-quality teaching is central to our approach, particularly in areas where disadvantaged students need the most support. This has been proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged students, while also benefiting all students in our school. The intended outcomes include sustaining and improving the attainment of non-disadvantaged students alongside the progress of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, looking at the child as a whole to ensure that any barriers to being a successful at Cavendish Primary school.

As part of our strategy, we will;

- Intervene early when a need is identified
- Adopt a whole-school approach where all staff take responsibility for the outcomes of all students and raise expectations of what they can achieve
- Work with a range of organisations to help support our most vulnerable pupils

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments and observations indicate that children in receipt of Pupil Premium funding enter the EYFS with language skills below that of their peers. There is also an increasing number of children with EAL which impacts on the learning of phonics, early reading and language fluency
2	Assessment evidence shows a gap between our disadvantaged and non-disadvantaged pupils at the end of KS2. 56% of disadvantaged pupils achieved the expected standard in reading, writing and math's at the end of KS2 compared to 73.5% of the non-disadvantaged pupils.
3	Internal assessments and data tracking indicate that attainment in reading and writing amongst disadvantaged children is below that of non-disadvantaged children, especially in phonics, thus impeding their progress in writing.
4	Evidence indicates that some pupils and families have identified a range of social and emotional issues for many pupils which many need support for in school. These social and emotional issues affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3% and 4% lower than for non-disadvantaged pupils.
6	20% of disadvantaged pupils have been 'persistently absent' compared to 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Pupils lack the physical resources needed in school to be successful in school
8	Some disadvantaged children have poor social and communication skills which is impacting on their emotional health and peer relationships.

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
No significant gap between disadvantaged and non-disadvantaged pupils in any end of phase assessment/statutory assessment	In each assessment – EY Profile, Phonics and KS2 the whole cohort achieve above national averages and there is no in school variation between disadvantaged and non-disadvantaged national
Early Language Interventions to improve communication and peer interaction in EYF	An increased number of children with strong language skills Better than expected progress in reading by the end of the third year of implementation for identified children at the end of KS1.
Children are able to self-regulate and manage emotions in an appropriate way.	All staff have appropriate training to support and nurture pupils <ul style="list-style-type: none"> • Reduction in the number of behaviour incidents involving disadvantaged children • Reduction in the number of suspensions involving disadvantaged children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance for the school is 95.5% with no significant gap between pupil premium pupils and non-pupil premium pupils. • the percentage of all pupils who are persistently absent being below 15% with no significant gap between pupil premium pupils and non-pupil premium pupils.

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: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on acquisition of early reading and specific phonics teaching.</p> <ul style="list-style-type: none"> • All pupils who are not meeting ARE or making expected progress in phonics receive daily 1:1 phonics intervention. • 3 x consultant sessions per year support the Reading Leader to monitor the delivery of phonics and coach all staff to be effective teachers of reading. • KS2 pupils with gaps in phonic knowledge receive daily phonics intervention where appropriate. • The development of pupils' decoding skills is supported by access to accurately matched reading books (see above section). <p>Regular assessment carried out by the Reading Leader ensures pupils move on rapidly and those needing extra support are identified early.</p>	<p><i>The Reading Framework</i>. July 2021 (DFE)</p> <p><i>COVID-19 series: briefing on early years</i>, November 2020</p>	1,2,3
<p>Development of home reading</p> <ul style="list-style-type: none"> • Rewards and incentives to encourage reading at home and school. • Early reading information session held for parents. Handbooks given to all families to support reading at home. 	<p><i>The Reading Framework</i>. July 2021 (DFE)</p>	1,2,3

<ul style="list-style-type: none"> Home access to e-books gives all pupils the opportunity to revisit books and to read for pleasure. <p>High quality, non-fiction texts included in LTPs, class book lists and home reading books give children the opportunity to read more widely.</p>		
Provide an increased pupil: teacher ratio in Year 6 to prepare pupils for their next stage in education		1,2,3

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

Budgeted cost: **£180,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Local authority's attendance team working with school providing both support and challenge to families</p> <p>All families who are below 90% attendance without an authorised reason are issued with penalty notices.</p> <p>Late gate to challenge punctuality</p> <p>Home visits to any PA child when there is not a valid reason.</p> <p>Employment of school home support worker to work with hard-to-reach families</p>	<p><i>EEF Toolkit – Attendance interventions</i></p> <p><i>COVID-19 series: briefing on schools, November 2020</i></p>	1
<p>Employment of additional classroom-based staff to ensure that children receive additionality in the form of.</p> <ul style="list-style-type: none"> Precision teaching Same day interventions based on ongoing assessments <p>Teaching assistants assist teacher in responding to pupils' needs in real time.</p>	<p><i>EEF – Making best use of teaching assistants</i></p> <p><i>EEF - individualised instruction</i></p> <p><i>EEF – Teaching assistant interventions</i></p> <p><i>COVID-19 series: briefing on early years, November 2020</i></p>	2,3,5,8

To continue to support the academic, social, emotional and behavioural needs of children in receipt of Pupil Premium Support. We will support children with SEND and in receipt of Pupil Premium funding by engaging with the EP and supporting parents and teachers through regular consultations.	<i>EEF - individualised instruction</i> <i>EEF – Teaching assistant interventions</i>	
To continue to close the gap between PP Children and 'All Children' and ensure that children make rapid progress We will identify children and support 1:1 and/or in a small group supported by class teachers.	<i>EEF – Teaching and Learning toolkit – Behaviour Interventions</i>	
Deployment of Pastoral team in school to ensure that children's basic needs are met, and children are ready to learn including 2 new learning mentors	<i>EEF – Teaching and Learning toolkit – Behaviour Interventions</i> <i>EEF – Teaching and Learning toolkit – Mentoring</i> <i>COVID-19 series: briefing on early years, November 2020</i>	4, 5

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

Budgeted cost: **£120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the health of children in receipt of Pupil Premium funding. We will do this by providing PP children with free milk during the school day.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
To promote children's engagement in school life. We will provide funding for before and after school clubs and subsidise trips. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	All

	of funding aside to respond quickly to needs that have not yet been identified.	
<p>Enrichment activities provided to children i.e. trips, event days in school.</p> <p>Provision of afterschool clubs to offer a range of enrichment activities</p>	<p><i>COVID-19 series: briefing on schools, November 2020 - Extra-curricular provision and enrichment</i></p>	<p>4, 5, 7</p>

Total budgeted cost: £360,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own assessments.

The data demonstrated that for the academic year 2023 / 2024;

At the end of reception 54% of disadvantaged pupils reached a good level of development (GLD) compared to 66% of non-pupil premium children. This represents a gap of 12%.

In phonics overall 82% of the cohort achieved the expected standard with no significant difference between the pupil premium and non-pupil premium.

In the end of KS2 statutory assessments our children achieved above national expectations i.e. in the expected standard in R/W/M school achieved 66% compared to 62% nationally. Pupil premium eligible pupils achieved 56% expected standard in R/W/M compared to 75% of non-pupil premium pupils. It is worth noting nine of the 11 pupil premium pupils who did not achieve the expected standard in R/W/M had significant SEN needs.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation process.