

Pupil premium strategy statement

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:

Detail	Data
School name	Cavendish Primary Academy
Number of pupils in school	448 – 08/12/25
Proportion (%) of pupil premium eligible pupils	51% on Arbor – 08/12/25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was FIRST published	1 st November 2024
Date this statement was re-published (second)	1 st December 2025
Date this statement will be re-published (third)	1 st December 2026
Date on which it will be next reviewed	1 st Decembre 2027
Statement authorised by	Jonathan Nixon
Pupil premium lead	Jonathan Nixon
Governor / Trustee lead	Annette Patterson

Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year	£304,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£304,380

Part A: Pupil premium strategy plan Statement of

Intent:

At Cavendish Primary Academy, we are committed to raising aspirations, driving social mobility, and ensuring that all pupils—regardless of background—thrive academically and personally. Our mission is to equip every child with the knowledge, skills, and confidence to become successful, active citizens, capable of accessing the future careers of their choice.

We recognise that high-quality teaching is the most powerful tool in closing the attainment gap. Therefore, our pupil premium strategy prioritises outstanding teaching and learning for all, while providing targeted support for disadvantaged pupils. Through a rigorous needs analysis, we ensure that funding is directed where it will have the greatest impact, whether for specific individuals, groups, or cohorts.

Cavendish Primary Academy takes a strategic, evidence-informed approach to the use of pupil premium funding, integrating it within our wider school improvement systems. Our decisions are underpinned by EEF research, ensuring that interventions are rooted in best practice and offer value for money. These strategies are monitored, evaluated, and refined regularly to maximise their effectiveness.

We recognise that disadvantage is complex and goes beyond financial hardship.

Current barriers to learning within our school community include:

- Limited oral language and vocabulary development, particularly in the early years, which affects literacy and communication skills.
- Low confidence and self-esteem, leading to reduced engagement and aspirations.
- Behavioural challenges and emotional well-being concerns, impacting learning and personal development.
- Poor attendance and punctuality, which hinder academic progress.
- Challenges within the home environment, including limited parental capacity to support learning.

Addressing these barriers requires a whole-school approach, involving strong partnerships with families and external agencies.

Our Key Objectives:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils by ensuring access to high-quality teaching and learning.
- To accelerate progress for disadvantaged pupils, ensuring they achieve at least expected outcomes, with many exceeding expectations.
- To support the personal development, well-being, and resilience of all disadvantaged pupils, enabling them to flourish both academically and socially.

Our Approach:

We will achieve this through:

- A rich and inclusive curriculum that inspires ambition and nurtures individual strength
- Consistently high-quality teaching that meets the needs of all learners.
- Targeted academic support and timely interventions, based on robust assessment.
- Extensive enrichment opportunities beyond the classroom, broadening experiences and aspirations through our Cavendish Passport and Cavendish Curriculum

- A strong focus on attendance, behaviour, and well-being, ensuring all pupils are ready to learn. –
- Close collaboration with families to break down barriers and provide tailored support.

Strategies:

1. High-Quality Teaching and Engagement Strategies

- Ensuring consistent high-quality teaching through research-based engagement strategies, including scaffolding, retrieval practice, and metacognitive approaches.
- Leveraging technology through iPads to enhance personalised learning, increase engagement, and provide instant feedback to accelerate progress.
- Using adaptive teaching to ensure lessons are inclusive, accessible, and tailored to meet the needs of all learners.
- Embedding oracy-rich teaching to develop language acquisition and communication skills from EYFS to KS2.

2. Accelerating Progress and Raising Attainment

- Targeted academic interventions for disadvantaged pupils, ensuring they reach at least age-related expectations.
- Focused support for higher-attaining disadvantaged pupils, enabling them to reach greater depth in learning.
- Additional learning support, including small-group tuition and structured interventions in reading, writing, and maths.

3. Pastoral and Well-Being Support

- Dedicated pastoral team providing behavioural, attendance, and family support to remove barriers to learning.
- Proactive attendance strategies, including early intervention for persistent absence.
- Mental health and well-being initiatives, including access to counselling, mentoring, and social-emotional learning programmes.

4. Broadening Horizons Through Enrichment and Cultural Capital

- Subsidised access to enrichment activities, including educational visits, residentials, and cultural experiences.
- Commitment to our 'Cavendish Passport', ensuring all children experience a range of aspirational opportunities before they leave primary school.
- Providing access to extracurricular activities that develop confidence, resilience, and ambition.
- Through these strategies, we ensure that pupil premium funding is allocated effectively, maximising impact and enabling every child to succeed, regardless of background.

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
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 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
To improve mental well-being, resilience, and emotional readiness to learn for disadvantaged pupils.	<p>All staff have appropriate training to support and nurture pupils</p> <p>Reduction in the number of behaviour incidents involving disadvantaged children</p> <p>Reduction in the number of suspensions involving disadvantaged children.</p>
To embed a language-rich environment that strengthens vocabulary acquisition and communication skills.	<p>Internal and external data (e.g., phonics screening, # children Reading ARE) show improved literacy outcomes</p> <p>Teaching and Learning strategies facilitate discussion rich lessons through turn and talks</p> <p>Oracy strategies embedded across all subjects, evidenced in learning walks.</p> <p>Early language interventions (e.g., WellComm) show measurable impact in EYFS/KS1.</p> <p>Pupil engagement in structured talk activities improves classroom participation.</p>
To raise attendance and reduce persistent absence, ensuring all pupils benefit from full-time education.	<p>PP attendance improves to at least 95% with an aspirational target of 97% for 2025-26.</p> <p>Persistent absence (PA) rates show a year-on-year reduction. - Increased parental engagement in attendance strategies and workshops.</p> <p>Termly attendance rewards advertised around school throughout the year.</p> <p>Early intervention strategies lead to fewer term-time absences. - Weekly attendance tracking enables rapid response to concerns.</p>
To improve pupil engagement in learning, fostering curiosity, challenge, and ambition.	<p>Learning walks and lesson observations show high levels of active participation.</p> <p>Greater depth attainment increases in core subjects for disadvantaged pupils.</p> <p>Use of retrieval practice and metacognition strategies is evident in lessons.</p>

	Adaptive teaching strategies are consistently applied to stretch and support all learners .
To ensure all disadvantaged pupils access enrichment opportunities to enhance cultural capital and personal potential.	<p>100% of pupils achieve the Cavendish Passport by the end of Year 6. - Extracurricular club participation for disadvantaged pupils increases to at least 50%.</p> <p>All pupils access curriculum-linked trips, residentials, and cultural experiences.</p> <p>Leadership and personal development opportunities increase for PP pupils.</p> <p>Enrichment activities support raised aspirations and exposure to diverse careers.</p>

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. 	<p>EEF Guidance: Phonics approaches have a high impact on early reading, especially for disadvantaged pupils. DfE Reading Framework (2021).</p> <p>Internal phonics screening data.</p>	1,2,3

<ul style="list-style-type: none"> • 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>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. • 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>	<p><i>The Reading Framework. July 2021 (DFE)</i></p>	1,2,3
<p>Provide an increased pupil: teacher ratio in Year 6 to prepare pupils for their next stage in education</p>		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>	<p>1</p>
<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>	<p>2,3,5,8</p>
<p>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.</p>	<p><i>EEF - individualised instruction</i></p> <p><i>EEF – Teaching assistant interventions</i></p>	
<p>To continue to close the gap between PP Children and 'All Children' and ensure that children make rapid progress We will</p>	<p><i>EEF – Teaching and Learning toolkit – Behaviour Interventions</i></p>	

identify children and support 1:1 and/or in a small group supported by class teachers.		
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 of funding aside to respond quickly to needs that have not yet been identified.	All
Enrichment activities provided to children i.e. trips, event days in school. Provision of afterschool clubs to offer a range of enrichment activities Provision of enrichment activities i.e. Cavendish Passport and Cavendish Curriculum	<i>COVID-19 series: briefing on schools, November 2020 - Extra-curricular provision and enrichment</i>	4, 5, 7

Total budgeted cost: £360,000

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.

Outcomes:

- Our Pupil Premium strategy has had a significant positive impact on both academic outcomes and the wider experiences of our disadvantaged pupils over the past year.

Year 6

- Our Year 6 cohort in 2024/2025 was contextually not typical for our school. In the cohort we had 6 children who went to special secondary schools. These children were unable to access the tests and were pupil premium. We also had six children who experienced significant trauma in the run up to SATS and although they were given special consideration by the NCA this didn't result in the children achieving ARE.
- For the basis of this report, I have removed the six children from our outcomes who went to a specialist secondary provision and the impact is below

Group	Combined	Maths	Reading	Writing	GPS
All pupils	62%	62%	69.2%	71%	66%
PPG	58%	58%	65%	61%	54%

Year 4 MTC

- All groups outperformed national non-ppg group. PP eligible pupils achieved 68% and non PP achieved 77%.

Year 1 Phonics

- Phonics outcomes were 84% with PP eligible pupils achieving 73% and non PP eligible pupils achieving 94%.

Reception

- Good Level of Development was 66% with PP eligible pupils achieving 57% and non PP eligible pupils achieving 75%.

Attendance:

- Clear systems policies and procedures in place and set up at the start of last academic year. Attendance in academic year improved from a low of 91.5% in Autumn term 2024 to 94.5% in Autumn term 2025 (compulsory school age).
- Additional support purchased from local authority attendance team
- Range of rewards implemented

Cultural Capital and Enrichment:

- Pupils accessed a range of external trips and in-school workshops, designed to enhance real-world learning and expand cultural capital. These experiences provided enriching opportunities that broadened pupils' understanding of the world.

After-School Clubs and Extra-Curricular Engagement:

- Participation in extracurricular activities has increased, with:
- Careful monitoring and targeted encouragement have ensured that disadvantaged pupils access opportunities they might not otherwise experience at home.

Engagement with learning

- Learning mentors embedded in school delivering a range of pro-active interventions.
- Monitoring shows school becoming a much calmer environment with minimal disruption to learning
- Teachers and support staff received a range of training with positive regard on ACE's and trauma based approaches.
- Spaces with provision set up to allow all children to learn and thrive

This review highlights the positive impact of our strategic approach to supporting disadvantaged pupils, ensuring they receive the academic, emotional, and enrichment opportunities needed to thrive and succeed.