

Cavendish Community Primary School

Pupil Premium Strategy statement



This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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
Cavendish Community Primary School	
Number of pupils in school	693
Proportion (%) of pupil premium eligible pupils	31.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021, November 2022, September 2023
Date on which it will next be reviewed	September 2024
Statement authorised by	Jo Taylor Headteacher
Pupil premium lead	Jo Taylor Headteacher
Governor lead	Lorna Gordon, lead for disadvantaged pupils

Funding overview

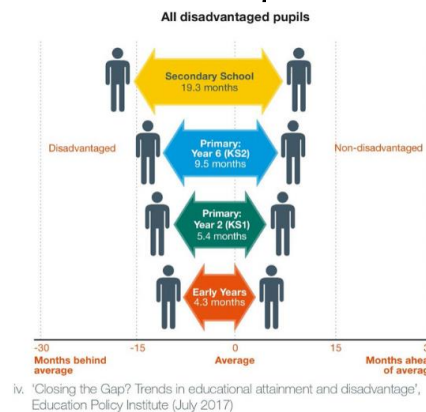
Detail	Amount
Pupil premium funding allocation this academic year	£275,296
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£275,296

Pupil premium strategy plan

Statement of intent

At Cavendish Community Primary School we believe that all children (regardless of ability or background) should experience an engaging, purposeful, rich curriculum that will motivate and inspire them so they love to learn and achieve together. We want to equip our children with the knowledge, skills, values and mind-set they will need to be successful life-long learners, effective citizens and happy & healthy people.

We understand from national research by the Education Policy Institute the gap between the attainment of disadvantaged & non-disadvantaged children and how this widens across a child's education & can affect their life chances. However, we are determined to use all the resources at our disposal to narrow this gap.



The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will support all children to reach their full potential, including high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The strategy we have outlined in this statement is also intended to support all children who may be disadvantaged, regardless of whether they receive pupil premium additional funding or not.

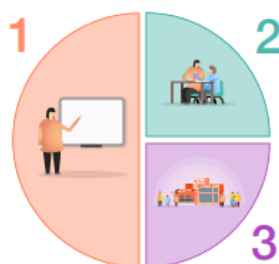
High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The evidence from the Educational Endowment Fund (EEF) demonstrates that high quality teaching has the biggest impact on the attainment of disadvantaged pupils. We have used the following model to support us in allocating resources.

The tiered approach to school improvement

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.

The tiered approach aligns with the DfE strategy template, so school leaders can be confident that their school improvement approach meets the needs of their pupils and fulfils the expectations of the pupil premium strategy document.



1. High quality teaching

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	On entry to Reception class a large proportion of our current disadvantaged pupils arrived below age-related expectations therefore this requires urgent targeted intervention to improve.
4	Our data shows us that many of our Pupil Premium children are also identified as having English as an Additional Language in fact 45% of our Pupil Premium children have EAL. This impacts on children's oral language skills & vocabulary knowledge and can be a barrier to learning, especially if they are a new arrival, or in the early stages of learning English.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths, reading & writing. Internal assessments indicate that maths, reading & writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils from Reception to Year 6 though we believe that these are broadly in line with the national data for disadvantaged pupils.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, possibly due to disrupted & additional pressures at home These challenges particularly affect disadvantaged pupils, including their attainment. CPOMs concerns for children displaying emotional or mental health needs have markedly increased since the pandemic.
6	Our attendance data over the last year indicates that attendance among our pupils has been consistently above the national average and is a strength of the school. Our attendance lead works hard to engage with the families of disadvantaged pupils who may be at risk of poor attendance & this work continues to have a positive impact on attendance. We are really pleased that this work has paid off & the gap between advantaged & disadvantaged children being just 1%.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in reading, writing and maths among disadvantaged pupils at Key Stage 1.	Improved outcomes for children at the end of KS1 in 2024/25 in reading, writing, maths-gap is narrowing over time.
Improved early reading attainment among disadvantaged pupils.	Improved GLD for disadvantaged pupils. Improved phonics assessment data for disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils at Cavendish do at least as well as those nationally & our gap continues to be within 10%.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that disadvantaged pupils at Cavendish do at least as well as those nationally & our gap continues to be within 10%.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils at Cavendish do at least as well as those nationally & our gap continues to be within 10%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student pupil voice and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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, release time)

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number addressed
Establishing collaborative learning strategies across school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time for training & coaching.	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Kagan Collaborative strategies create High Challenge Low threat environments-promote engagement, peer support & Collaborative Learning Toolkit Strand Education Endowment Foundation EEF	1, 4, 5 & 6
Purchase & roll out of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
On-going provision of high quality CPD to improve teaching & learning-included this year use of education consultant to develop subject areas, subject leadership & develop the curriculum On-going CPD for teaching assistants engaging in regular CPD & supported to develop through appraisal systems.	Evidence from the Dfe suggests the school's that are most successful in raising achievement for disadvantaged pupils focus on the quality of teaching & providing a broad & balanced curriculum. Divergent Pathways the disadvantaged gap, accountability & the pupil premium	1,2,3,4,5,6,
SDP focus-2021-2022-To raise attainment & progress in writing and mark making (with particular focus on disadvantaged learners)	EYFS focus on oracy, speaking and listening and storytelling opportunities. KS1 developing the use of oral rehearsal to improve writing outcomes	1, 4, 5

<p>Use of appraisal focus, work with other schools-release time for teachers-further purchase of resources & teaching training & guidance(CLPE).</p> <p>SDP focus-2023-2024</p> <p>To raise attainment and progress in writing with a particular emphasis on disadvantaged learners</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 focus on the quality of writing feedback</p> <p>Feedback Toolkit Strand Education Endowment EEF</p> <p>2023-2024</p> <p>Greater focus on use of shared writing to model high quality writing & the writing process.</p> <p>New Spelling scheme-as spelling identified in internal data as a weakness</p> <p>Focus on systematic teaching of handwriting as handwriting identified in internal data as a weakness</p>	
<p>SDP focus-2022-2023- To use the new maths scheme, maths resources and additional adults to raise standards of attainment in maths with particular emphasis on the disadvantaged</p>	<p>Teaching for mastery aims to support all pupils to achieve deep understanding and competence in the relevant topic. However, “teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. MathsBeat Testimonials</p> <p>2023-2024 School engages with Maths Hub on Mastery Maths training to further support the development of teachers in teaching for mastery.</p>	2, 4
<p>Improve the quality of social and emotional (SEL) learning. Including attachment training, new mental health lead SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (Including Attachment training & use of emotion coaching)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social & Emotional Learning Educational Endowment Foundation</p>	5

All children eligible for FSM are offered full-time place in nursery	Are internal data demonstrates that children who attend our nursery are more likely to achieve GLD.	1,2,3 & 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000

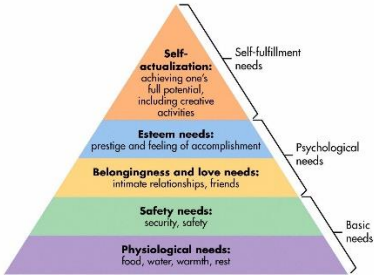
Activity	Evidence that supports this approach	Challenge number addressed
Use of ELKLAN to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Elklan Impact Reports	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. We have used school led funding to provide additional phonics.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Teachers either lead targeted work or develop interventions delivered by teaching assistants to provide support for those children currently not meeting age-related expectations in maths and reading/writing	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4
Use of SFA Reading Assessment Programme &	Research has demonstrated that pupils using Tutoring with the Lightning Squad	

FFT Lightning Squad reading intervention to support bottom 20% of readers	make learning gains of between 3 and 5 months in reading attainment.	
Engaging with School Led Tutoring Programme to provide a blend of in school & after school tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils receiving tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk) And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	4
Use of Easter School to target PP children in year 6 for additional maths tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk) And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	4

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchased SLA for Play therapist in school providing both scheduled support for some of our most vulnerable pupils and offering drop-ins to a wider group of children.</p> <p>TA4 employed to provide drawing & talking therapy and other emotional interventions for children struggling with a range of emotional issues.</p>	<p>Though there is little quantitative evidence that play-therapy/drawing & talking therapy impacts educational attainment, it is clear to see that emotional needs must be met, if children are to access education. (See Maslow's hierarchy of Needs).</p>	5

<p>An additional TA delivering emotional support in yr1-2, yr3-4 & yr 5-6</p> <p>A significant proportion of the pupils receiving therapy will be disadvantaged.</p>	 <p>The diagram is a pyramid representing Maslow's hierarchy of needs, divided into five colored sections from bottom to top: purple (Physiological needs), green (Safety needs), yellow (Belongingness and love needs), blue (Esteem needs), and orange (Self-actualization). To the right of the pyramid, labels group these into three categories: 'Basic needs' (Physiological and Safety), 'Psychological needs' (Belongingness, Esteem, and Self-actualization), and 'Self-fulfillment needs' (Self-actualization).</p>	
<p>All children in reception access Forest School by trained Forest School Leader to develop self-regulation as well as wellbeing, access to nature & language, scientific/geographic & physical development.</p> <p>Additional use of TA for gardening club in yr5/6.</p>	<p>There is evidence that Forest School can benefit children and young people in a range of ways and that the physical and pedagogical environment may be particularly beneficial for children and young people with social and emotional difficulties, many of whom struggle within the classroom environment.</p> <p>Forest School for Wellbeing</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Our attendance lead develops and implement best practice procedures to continue to improve attendance for all children with additional focus on disadvantaged pupils.</p>	<p>DfE's Improving School Attendance advice</p>	<p>6</p>
<p>Access to extra-curricular activities</p>	<p>We offer all PP children one free place on a club per year. We also offer music tuition to identified children.</p>	<p>5 & 6</p>
<p>Hardship fund</p>	<p>Additionally we have supported families in hardship with uniform, after school club, holiday club when we feel that this is urgent.</p>	<p>5 & 6</p>

Total budgeted cost: £275,296 + additional money from school budget

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments. We continue to believe that COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and we believe that our strategies are still the right ones. Our budget also suffered significant impact in 2022/2023-resulting in the school having to find £150,000 savings to balance the budget. This impacted on staffing & on the full range of support we were able to offer pupils.

Most disadvantaged pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities, trips & visitors in 2022/2023. Pupils also demonstrated much better learning behaviours-a lot of work went into establishing this across the school. However, the impact of COVID-19 on behaviour, wellbeing and mental health continues to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

In terms of outcomes we have seen improvements in the amount of disadvantaged pupils achieving Good Level of Development at the end of reception (up by 10% on the previous year), as well as an improvement of 5% in the amount of disadvantaged children achieving the phonics check at the end of year 1. At KS2 disadvantaged pupils at Cavendish achieved a little below the national averages of disadvantaged pupils across the country-50% achieving the expected standard in maths & grammar & 14% achieving the greater depth standard. Disadvantaged pupils performed better than national average in reading with 64% meeting the expected standard & 25% the greater depth standard-so we feel the investment that we have made into reading has really paid off. Writing results are lower and below the national average at 35%

expected & 7% at the greater depth standard & this is an area we will be focussing on as a school. There was a greater degree of mobility in this year 6 disadvantaged cohort & this has had an impact on our results. In order to raise outcomes for disadvantaged pupils across the school we are increasing our pupil progress meetings for these children to half termly.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

embedding more effective practice around feedback and promoting a growth mindset. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Further developing understanding of meta-cognition & its impact on disadvantaged pupils. [EEF Evidence](#)

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We used the [EEF's implementation guidance](#) as well as internal data, work scrutiny & conversations with pupils to help us develop our strategy, particularly the 'explore' phase of the guidance to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.