

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, September 2024
Date on which it will next be reviewed	September 2025
Statement authorised by	Jo Taylor Headteacher
Pupil premium lead	Jo Taylor Headteacher
Governor lead	Lorna Gordon, lead for disadvantaged pupils

Funding overview

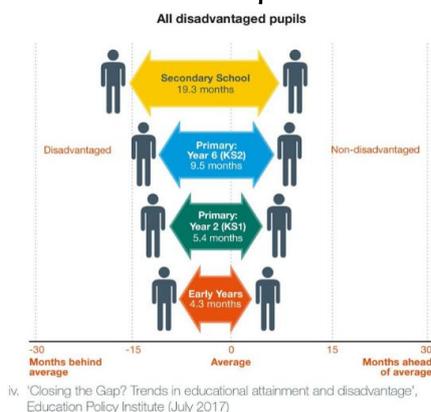
Detail	Amount
Pupil premium funding allocation this academic year	£278,676
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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.

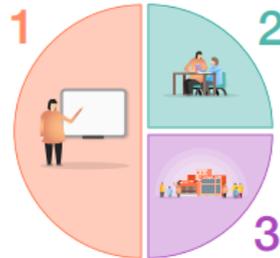
High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit 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 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 is 2%- 3%.

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
<p>Establishing collaborative learning strategies across school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time for training & coaching.</p>	<p>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 &</p> <p>Collaborative Learning Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4, 5 & 6</p>
<p>Purchase & roll out of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>On-going provision of high quality CPD to improve teaching & learning-included this year use of education consultant. On-going CPD for teaching assistants engaging in regular CPD & supported to develop through appraisal systems.</p>	<p>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.</p> <p>Divergent Pathways the disadvantaged gap, accountability & the pupil premium</p>	<p>1,2,3,4,5,6,</p>
<p>SDP focus-2021-2022-To raise attainment & progress in writing and mark making (with particular focus on disadvantaged learners) Use of appraisal focus, work with other schools-release</p>	<p>EYFS focus on oracy, speaking and listening and storytelling opportunities. KS1 developing the use of oral rehearsal to improve writing outcomes Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</p>

<p>time for teachers-further purchase of resources & teaching training & guidance(CLPE).</p> <p>SDP focus-2023-2024 To raise attainment and progress in writing with a particular emphasis on disadvantaged learners</p> <p>SDP focus-2024-2025 To raise attainment and progress in writing with a particular emphasis on disadvantaged learners</p>	<p>KS2 focus on the quality of writing feedback</p> <p>Feedback Toolkit Strand Education Endowment EEF</p> <p>2023-2024 Greater focus on use of shared writing to model high quality writing & the writing process. New Spelling scheme-as spelling identified in internal data as a weakness Focus on systematic teaching of handwriting as handwriting identified in internal data as a weakness</p> <p>2024-2025 New scheme Pathways to Writing purchased & rolled out across the school-greater rigour & clearer progression to ensure children are working at correct pace & building on skills across time. Participation in training on a writing intervention to support children with difficulties in writing.</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> <p>2024-2025 Further engagement with mastery for maths & the Maths Hub.</p>	2, 4
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later</p>	5

<p>Including attachment training, new Wellbeing & Behaviour mentor.</p> <p>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>life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social & Emotional Learning Educational Endowment Foundation</p>	
<p>All children eligible for FSM are offered full-time place in nursery</p>	<p>Are internal data demonstrates that children who attend our nursery are more likely to achieve GLD.</p>	<p>1,2,3 &4</p>

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

Budgeted cost: £75,000

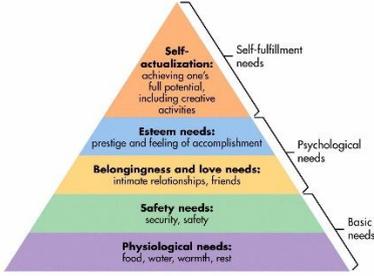
Activity	Evidence that supports this approach	Challenge number addressed
<p>Use of ELKLAN to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Elklan Impact Reports</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. We have used school led funding to provide additional phonics.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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: <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>	2, 4
Use of SFA Reading Assessment Programme & FFT Lightning Squad reading intervention to support bottom 20% of readers	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.	
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
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. TA4 employed to provide drawing & talking therapy and other emotional interventions for children struggling with a range of emotional issues.	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).	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>2024-2025 Employed Behaviour & Wellbeing mentor to work with children with difficulties in this area</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 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. 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.</p> <p>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: £278,676+ additional money from school budget

Part B: Review of outcomes 2024-2025 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.

Part B: Review of Outcomes

Outcomes for Disadvantaged Pupils

Our internal and external data for the 2024/25 academic year indicates that the funding and strategy implemented have had a significant positive impact on the attainment and progress of our disadvantaged pupils, often outperforming national averages for similar groups.

Key Stage 2 Attainment (Expected Standard +)

The performance of disadvantaged pupils at Cavendish remains a significant strength, with attainment in the core areas of Reading, Writing, and Maths (RWM) Combined significantly exceeding national averages for disadvantaged pupils.

RWM Combined: 56% of disadvantaged pupils achieved the Expected Standard, compared to the National Disadvantaged average of 47%.

Reading: 67% of disadvantaged pupils achieved the Expected Standard (National Disadvantaged: 63%).

Maths: 70% of disadvantaged pupils achieved the Expected Standard (National Disadvantaged: 61%).

Writing: 61% of disadvantaged pupils achieved the Expected Standard (National Disadvantaged: 59%).

Key Stage 1 & Phonics

Phonics: Our Year 1 Phonics screening results show that 64% of disadvantaged pupils met the required standard. While this is slightly below the national average of 67%- we have added 10% from the previous year.

EYFS: 46% of disadvantaged children achieved a Good Level of Development (GLD). This is maintaining the standard of the previous year but we are determined to improve this.

Attendance and Engagement

Attendance for disadvantaged pupils (93.1%) remains an area of intense focus. While it sits slightly below the school's non-disadvantaged attendance (95.4%), it is higher than the national average for disadvantaged pupils. Our investment in the Pastoral Lead and Wellbeing Mentor has been instrumental in reducing persistent absence within this group, ensuring that these pupils remain in the classroom to benefit from high-quality first teaching.

Qualitative Impact

Beyond the data, our evaluation shows that:

Engagement in Enrichment: 100% of disadvantaged pupils participated in at least one extracurricular club or subsidised educational visit, building the "cultural capital" outlined in our Statement of Intent.

Wellbeing: our internal pupil voice data indicates that disadvantaged pupils feel safe, supported, and have a high "learner self-worth," matching that of their non-disadvantaged peers.

Conclusion

We feel our 3-year strategy (2021-2025) has successfully identified areas to target to improve outcomes for disadvantaged children and we have seen particular success at key stage 2. We believe that our focus on high-quality teaching, targeted intervention, and robust pastoral support is the correct approach for the Cavendish community.

Next Steps

Phonics Gap: While our Phonics results are good, there is a 13% gap between disadvantaged and non-disadvantaged at your school. In our 2025-2026 plan we will further refine "Keep up" rather than "Catch up" interventions in Year 1.

GLD: We want to ensure that our disadvantaged children have strong foundations

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.