

Cavendish School Pupil Premium Strategy (Primary)

Pupil Premium Priorities 2019 - arising from self-evaluation and SPP

PP1 Improve progress for pupils eligible for the Pupil Premium so that it is at least in line with rates for non- Pupil Premium pupils nationally (**Outcomes and Teaching and Learning**)

PP2 Raise aspirations for pupils eligible for the Pupil Premium and their parents to improve engagement in school life (**Personal Development, Behaviour and Welfare**)

PP3 Improve attendance and reduce rates of persistent absenteeism for pupils eligible for the Premium so that it is in line with rates for non-Pupil Premium pupils nationally (**Personal Development, Behaviour and Welfare**)

PP4 Further develop approaches to improve the behaviour and engagement of challenging pupils (**Personal Development, Behaviour and Welfare**)

School overview

Metric	Data
School name	Cavendish School
Pupils in school	331
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£93,456
Academic year or years covered by statement	2018-21
Publish date	January 2020
Review date	01 November 2020
Statement authorised by	Peter Marchant
Pupil premium lead	Davina Wakelin
Governor lead	Andrew Jones

Disadvantaged pupil performance overview

Measure	2018	2019	Feb 2020 review
EYFS - GLD	83%	71%	100%
Year 1 - Phonics Screening Check	75%	100%	67%
Year 2 Reading, Writing, Maths Combined	67%	77%	80%
Year 6 Reading, Writing, Maths Combined	N/A	N/A	TBC - PPM now
Attendance	92.7%	94.7%	96.4%

Fixed Term Exclusion (FTE)	1 day 1 pupil	11.5 days 1 pupil	T2 2 days 2 pupils
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Strategy aims for disadvantaged pupils

Success Criteria	Target	Target Date	2019 National Benchmark (All)
EYFS - Good Level of Development.	Achieve national average - GLD	Sept 21	72%
Year 1 - Phonics Screening Check	Achieve national average.	Sept 21	82%
Year 2 - Reading Writing Maths	Achieve national average English and Maths.	Sept 21	75% 69% 76%
Year 6 - Reading Writing Maths	Achieve national average for English and Maths combined.	Sept 21	73% 78% 65%
Other	Attendance to be above national average.	Sept 21	96%

Teaching priorities for current academic year

Measure	Activity	Projected Cost
Priority 1	Supporting improved outcomes for identified PP pupils who are not making good and accelerated progress through support in lessons, small group withdrawal, one to one interventions, in English and Maths.	£42,693
Priority 2	Renaissance Learning - Accelerated Reader for identified pupils to make progress based on their starting points. (50%sec/50%pri)	£995
Priority 3		
Barriers to learning these priorities address.	SEN/PPG not being able to access quality books for their age.	
Projected Spending	£43,688	

Targeted academic support for current academic year

Measure	Activity	Projected Cost
Priority 1	Deliver Third Space Learning - maths intervention across KS1 & KS2.	£10,000

Priority 2	Ensure all PPG pupils have specific equipment to support them in accessing the full-curriculum including Forest School.	£5,324.00
Barriers to learning these priorities address	Literacy and numeracy gaps.	
Projected spending	£15,324	

Wider strategies for current academic year

Measure	Activity	Projected Cost
Priority 1	Develop the role of the Aspirations Leader to ensure all pupils have high aspirations.	£6,611
Priority 2	Targeted support for PPG pupils with low attendance. Including ESBAS - 70 units	£14,033 £980
Priority 3	Develop strategies to support engagement of PP pupils to ensure engagement in learning, exclusions reduced and % of PP pupils with negative pillar points is reduced.	£9,986
Priority 4	Ensure that PPG pupils are not disadvantaged from accessing school life and the wider curriculum entitlement (Uniform fund, support for educational visits, LAMADA/singing, Cool Milk)	£8,200
Barriers to learning these priorities address	PPG disengagement from learning and school due to financial/social barriers.	
Projected spending	£39,810	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Review: last year's aims and outcomes (September 2020 update)

Aim	Outcome

