

Cavendish School Pupil Premium Strategy (Primary)

Pupil Premium Priorities 2020-21 - arising from self-evaluation and SPP

PP1 Improve progress for pupils eligible for the Pupil Premium, who have fallen behind in their learning, 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	£90,000
Academic year or years covered by statement	2020 - 21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Peter Marchant
Pupil premium lead	Davina Wakelin
Governor lead	Hasan Gilani

Disadvantaged pupil performance overview

Measure	2018	2019	2020	2021 (Feb interim)
EYFS - GLD	83%	71%	NA	NA
Year 1 - Phonics Screening Check	75%	100%	NA	NA
Year 2 Reading, Writing, Maths Combined	67%	77%	NA NA	NA
Year 6 Reading, Writing, Maths Combined	NA	NA	NA	NA

Attendance	92.7%	94.7%	93.6%	94.5%
Fixed Term Exclusion (FTE)	1 day 1 pupil	11.5 days 1 pupil	T2 2 days 2 pupils	T2 2 days 2 pupils

Strategy aims for disadvantaged pupils to be achieved by end of 2020-21 (note that 2020 benchmarks are not available)

Success Criteria	Target	Target Date	2019 National Benchmark (All)
EYFS - Good Level of Development. (PSC1)	Achieve national average - GLD	July 21	72%
Year 1 - Phonics Screening Check (PSC2)	Achieve national average.	July 21	82%
Year 2 - Reading Writing Maths (PSC3)	Achieve national average English and Maths.	July 21	76% 69% 76%
Year 6 - Reading Writing Maths R,W,M Combined (PSC4)	Achieve national average for English and Maths combined.	July 21	73% 78% 79% 65%
Other (PSC5)	Attendance to be above national average.	July 21	96%
Fixed Term Exclusion (PSC6)	FT rate to be below national for all pupils.	July 21	5.36%

Teaching priorities for current academic year

Measure	Activity	Projected Cost
Priority 1 (SC 1, 2, 3, 4)	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		
Priority 3		

Barriers to learning these priorities address.	SEN/PPG not being able to access quality books for their age.
Projected Spending	£42,693

Targeted academic support for current academic year

Measure	Activity	Projected Cost
Priority 1 (SC3,4)	Deliver Third Space Learning - maths intervention across KS1 & KS2.	£10,000
Priority 2 (SC5)	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 (SC1-6)	Develop the role of the Aspirations Leader to ensure all pupils have high aspirations.	£6,611
Priority 2 (SC5)	Targeted support for PPG pupils with low attendance.	£14,688
	Including ESBAS - 70 units	£980
Priority 3 (SC6)	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.	£3,995
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)	£5,709
Barriers to learning these priorities address	PPG disengagement from learning and school due to financial/social barriers.	
Projected spending	£31,983	

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 TAs to lead targeted support in small groups.	Intervention to be run, throughout the year, with timetabled intervention for each TA.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme through PP projects
Intervention/catch up	Identifying gaps in learning as a result of national lockdown.	Recovery curriculum is in place.

Review: last year's aims and outcomes (Sept 2021 update)

There will be no nationally published attainment data in 2021 and so the impact of the published plan cannot be fully evaluated.

Priority	Review
Teaching	<p>Teachers have been trained in the Phonics Sounds Write programme and this has had a positive impact on teaching and learning of reading. This will continue to be developed and embedded in 2021 - 22 because of an identified need to improve reading ages for disadvantaged pupils.</p> <p>Staff have received training in 'Outdoor Learning' to provide more opportunities for disadvantaged pupils outside the classroom. Impact has shown improved resilience, independence and engagement.</p>
Targeted Support	<p>Reading intervention remains a priority as identified above. The Phonics Sounds Write programme will continue to be used to improve the reading ages of disadvantaged pupils.</p> <p>Other targeted support strategies continued during the partial school closures.</p>
Wider Strategies	<p>The work of the Aspirations Lead has continued throughout the year, including through lockdown, ensuring the engagement of the most disadvantaged pupils. Cavendish Primary are the lead</p>

	<p>school for Primary Careers in East Sussex and part of the Careers Hub.</p> <p>Attendance continues to be a priority as there was a drop in attendance for the most disadvantaged in 2020-21. This was heightened by the partial closure of schools during lockdown. The aim is for an improvement in 2021-22.</p> <p>The most disadvantaged pupils had full access to the wider curriculum entitlement with support for educational visits, playing musical instruments and school uniform.</p>
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