

## Cavendish School Primary Phase Pupil Premium Strategy

### Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	The Cavendish School
Pupils in school	421 (primary)
Proportion of disadvantaged pupils	22%
Academic year or years covered by statement	2021-22 – 2023-24
Publish date	Dec 2021
Review date	September 2022
Statement authorised by	Peter Marchant
Pupil premium lead	Davina Wakelin
Governor lead	Hasan Gilani

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,238
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,083
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129,921

## Disadvantaged pupil performance overview

There will be no nationally published attainment data in 2021 and so the impact of the published plan cannot be fully evaluated. For attendance and exclusions, data is for the three full terms prior to the national lockdown.

Measure	2019	2020	2021	2022	2023	2024
EYFS - GLD	71%	NA	NA	75%		
Year 1 - Phonics Screening Check	100%	NA	NA	60%		
Year 2 Reading, Writing, Maths Combined	77%	NA NA	NA	56%		
Year 6 Reading, Writing, Maths Combined	NA	NA	NA	27%		
Attendance	94.7%	93.6%	94.5%	94.7%		
Fixed Term Suspension (FTE)	11.5 days 1 pupil	T2 2 days 2 pupils	T2 2 days 2 pupils	0		

## Part A: Pupil premium strategy plan

### Statement of Intent

Our intent and ambition for our curriculum is that it is designed to be generally in line with the requirements of the National Curriculum and that pupil progress, including the most disadvantaged, is strong, so that results for the school are consistently above national averages in all phases for key performance measures.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our pupil premium strategy is closely integrated with the School Priority Plan which aims to address key improvement priorities including those related to catch-up.

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.

Our approach will be responsive to the common challenges we have identified 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. Linked to the School Priority Plan.

Challenge number	Detail of challenge
1	<p><b>Attainment focusing on Writing and Maths.</b></p> <p>Using our internal data (2020-21) we can see there is an attainment gap between our disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.</p> <p>In 2019 87% of our EYFS pupils achieved a Good Level of Development compared with 73% of disadvantaged pupils. (No 2021 Data)</p> <p>73% of Year 2 pupils overall achieved Expected for writing in 2019 compared with 60% of disadvantaged pupils. (No 2021 data)</p> <p>83% of Year 2 pupils overall achieved Expected for maths in 2019 compared with 80% of disadvantaged pupils. (No 2021 data)</p> <p>Our analysis of 2021 outcomes, although not published nationally, show a similar gap.</p>
2	<p><b>Reading -</b></p> <p>An analysis of fluency reading ages, in Key Stage 1 and 2, shows that there is a gap between disadvantaged and non-disadvantaged pupils. This will have an impact on pupils' ability to access the whole curriculum.</p> <p>In Year 2 40% of disadvantaged pupils are one year or more below their chronological reading age.</p> <p>In Year 3 29% of disadvantaged pupils are one year or more below their chronological reading age.</p> <p>In Year 4 45% of disadvantaged pupils are one year or more below their chronological reading age.</p> <p>In Year 6 33% of disadvantaged pupils are one year or more below their chronological reading age.</p>
3	<p><b>Attendance -</b></p> <p>Historically the attendance of disadvantaged pupils is below that of non-disadvantaged pupils and this links with the lower overall attainment of our disadvantaged pupils.</p> <p>Our 2020-21 overall attendance was 94.5% compared to 90.5% for our disadvantaged pupils.</p>
4	<p><b>Curriculum -</b></p> <p>Design and develop the curriculum with a focus on scaffolding the learning for disadvantaged pupils to ensure they improve their knowledge, skills, fluency and independence. Ensure the curriculum is coherently planned and identifies what pupils must know and be able to do at defined endpoints.</p>
5	<p><b>Aspirations-</b></p> <p>Observations and pupil voice show that a key factor underpinning low attendance and academic underperformance is low aspirations linked to an unclear understanding of</p>

	the opportunities available as next steps amongst some disadvantaged pupils. This links in with the whole school agenda as outlined in the Secondary Pupil Premium Plan.
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## 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. Note that 2019 data is used as this is nationally benchmarked.

Intended Outcome	Success Criteria	Target date	2019 National Benchmark
<b>EYFS</b> - to improve Good Level of Development (GLD)	To achieve at least national average - GLD	July 2024	72%
<b>Year 2</b> - To improve outcomes for Reading, writing and maths.	To achieve at least National average for English and Maths	July 2024	76% Reading 69% Writing 76% Maths
<b>Year 6</b> - To improve outcomes for Reading, writing, maths and RWM combined.	To achieve at least National average for English and Maths combined	July 2024	n/a as there were no Year 6 cohort in 2019
To improve attendance.	Attendance to be above National Average	July 2024	96%
Fixed Term Exclusions reduced	FT rate to be below national for all pupils	July 2024	5.36%

## 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

Budgeted cost: £ 79,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality support in lessons, small group withdrawal, one to one interventions in Writing and Maths.	Intensive tuition in small groups, targeted at pupils' specific needs. Small group tuition has an average impact of four months' additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/#nav-key-findings</a>	1
Daily 1-1 Reading with highly trained teaching staff in Sounds Write phonics programme.	Effectively implement a systematic phonics programme. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	2
Implement a whole school reading strategy designed to support reading across the curriculum.	Using a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	2
To plan a coherent and well sequenced, knowledge rich curriculum which meets the needs of all learners with a focus on disadvantaged pupils.	Knowledge rich approach as one in which curriculum leaders are clear on the 'invaluable knowledge they want their pupils to know'. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway">https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway</a>	4

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

Budgeted cost: £ 32,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ an Intervention tutor for Maths - high quality support in lessons, small group withdrawal, one to one interventions	EEf toolkit shows intensive tuition in small groups, targeted at pupils' specific needs as having high impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings</a>	1
To employ an Intervention tutor for English - high quality support in lessons, small group withdrawal, one to one interventions in Reading and Writing	EEf toolkit shows intensive tuition in small groups, targeted at pupils' specific needs as having high impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings</a>	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 and in small groups  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings</a>  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEf (educationendowmentfoundation.org.uk)</a>	1

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

Budgeted cost: £6,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of the Aspirations Leader to ensure all pupils have high aspirations and include opportunities where Careers related can happen in the Curriculum.	The <a href="#">EEF Toolkit</a> shows that aspirations can have inconclusive benefits. In school we have adapted the Gatsby Benchmarks in order to provide good careers education and a balanced programme.	1, 2, 4 & 5
Targeted support for PPG pupils with low attendance including embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
Ensure that PPG pupils are not disadvantaged from accessing school life and the wider curriculum entitlement (Uniform fund and support for trips)	In school, evidence shows that removing barriers to accessing high cost activities supports pupils' progress.	4

**Total budgeted cost: £ 118,370**

## 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 2021 - 2022 academic year.

#### Teaching

**High quality support in lessons, small group withdrawal, one to one interventions in Writing and Maths.**

TAs have worked with disadvantaged pupils to provide high quality support in lessons, small group withdrawal and one to one interventions in writing and maths. This has had a positive



impact on the teaching and learning of writing and maths as shown through pupil performance overview:

**EYFS GLD** 75% - This is an increase of 35% when compared to 2021 outcomes

**Year 1** Phonics screening check 48/60 pupils passed the phonics screening check.(2022)

No phonics data 2020-21 due to covid.

2019 100% (pre-covid) and an area for development.

**KS1** Outcomes - Year 2 reading, writing, maths combined 56% EXS+ No KS1 outcomes 2020-21 due to covid. Below 2019 by 4% (pre-covid).

**KS2** Outcomes - (Cavendish first Yr 6 cohort to take end of KS2 tests)

Reading 47% EXS+

Writing 67% EXS+

GPS 80% EXS+

Maths 47% EXS+

Reading, writing and maths combined 27% EXS+

Analysis shows that a number of pupils were not sufficiently secure when accessing the end of Key Stage 2 reading test.

Training teachers and TAs in the Phonics Sounds Write programme has continued and this has had a positive impact on teaching and learning of reading to improve the reading ages for disadvantaged pupils and those with SEND. This has been through daily 1-1 reading and small group focus sessions.

Fluency outcomes show:

Year 3 80% fluent Year 4 87% fluent Year 5 93% fluent.

Subject leaders have planned a coherent and well-sequenced, knowledge rich curriculum which is ambitious for all learners with a focus on disadvantaged pupils and those with SEND.

## **Targeted Support**

Reading intervention remains a high priority as identified above. Lower attaining PPG readers are making progress to close the gaps in their phonological understanding and reading fluency as demonstrated in Sounds Write Tracking - oral skills test, alphabet code test, Bryant test and automaticity and fluency tests for each year group. The Phonics Sounds Write programme will continue to be used to improve the reading ages of disadvantaged pupils . 86% of PPG pupils have made good progress, in reading, from their starting point in Years 3, Year 4 & Year 5.

## **Wider Strategies**

The work of the Aspirations Lead has continued throughout the year ensuring the engagement of the most disadvantaged pupils. Cavendish Primary is the lead school for Primary Careers in East Sussex and part of the Careers Hub.

Attendance continues to be a priority. The gap between PPG attendance and non-PPG pupils is 0.8% and this is an improvement of 0.3% when compared to 2020-2021.

The most disadvantaged pupils had full access to the wider curriculum entitlement with support for educational visits, playing musical instruments and school uniform.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
NA	NA