

Cavendish School Primary Phase Pupil Premium Strategy

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	17%
Academic year or years covered by statement	2021-22 – 2023-24
Publish date	Dec 2023
Review date	September 2024
Statement authorised by	Peter Marchant
Pupil premium lead	Davina Wakelin
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,235
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£40,000
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	£179,125

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	2018	2019	2020	2021	2022	2023	2024
EYFS - GLD <i>11 PPG</i>	83%	71%	NA	NA	72%	71%	
Year 1 - Phonics Screening Check <i>10 PPG</i>	75%	100%	NA	NA	60%	86%	
Year 2 Reading, Writing, Maths Combined <i>9 PPG</i>	67%	77%	NA NA	NA	42%	42%	
Year 6 Reading, Writing, Maths Combined <i>15 PPG</i>	NA	NA	NA	NA	40%	67%	
Attendance	92.7%	94.7%	93.6%	94.5%	94.7%	93.97%	
Fixed Term Exclusion (FTE)	1 day 1 pupil	11.5 days 1 pupil	2 days 2 pupils	2 days 2 pupils	3 days 2 pupils	26.5 days 5 pupils	

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 and in particular the most disadvantaged pupils (who are both PP and SEND) 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>Attainment focusing on Writing and Maths.</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. In 2019 87% of our EYFS pupils achieved a Good Level of Development compared with 73% of disadvantaged pupils. (No 2021 Data) In 2022 77% of our EYFS pupils achieved a Good Level of Development compared with 72% of disadvantaged pupils.</p> <p>In 2023 86% of our EYFS pupils achieved a Good Level of Development compared with 71% of disadvantaged pupils.</p> <p>73% of Year 2 pupils overall achieved Expected for writing in 2019 compared with 60% of disadvantaged pupils. (No 2021 data) In 2022 68% of our Year 2 pupils overall achieved Expected for writing compared to 56% of disadvantaged pupils.</p> <p>In 2023 74% of Year 2 pupils overall achieved Expected for writing compared to 58% of disadvantaged pupils.</p> <p>83% of Year 2 pupils overall achieved Expected for maths in 2019 compared with 80% of disadvantaged pupils. (No 2021 data) In 2022 78% of our Year 2 pupils overall achieved Expected for maths compared to 88% of disadvantaged pupils.</p> <p>In 2023 77% of year 2 pupils overall achieved Expected for maths compared to 50% of disadvantaged pupils.</p> <p>Our analysis of 2021 outcomes, although not published nationally, show a similar gap.</p> <p>2022-23 outcomes (Yr 6) show that the gap has closed for maths and reading with disadvantaged and non-disadvantaged pupils.</p>
2	<p>Reading -</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>Attendance -</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>

	<p>Our 2021-22 overall attendance was 95.66% compared to 94.7% for our disadvantaged pupils (FFT 2021-22 90.6%) Compared to 2020-21 PP attendance has improved by 4.2%.</p> <p>Our 2022-23 overall attendance was 96% compared to 94% for our disadvantaged pupils (FFT 2022-23 93.8%).</p>
4	<p>Curriculum -</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>Aspirations-</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 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.</p>

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
EYFS - to improve Good Level of Development (GLD)	To achieve National +4 - GLD	July 2024	72%
Year 2 - To improve outcomes for Reading, writing and maths.	To achieve National +5 English and Maths	July 2024	76% Reading 69% Writing 76% Maths
Year 6 - To improve outcomes for Reading, writing, maths and RWM combined.	To achieve National +5 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 2023-24

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: £97,303

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/#nav-key-findings	1
Daily 1-1 Reading with highly trained teaching staff in Sounds Write phonics programme.	Effectively implement a systematic phonics programme. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	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'. https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway	4

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

Budgeted cost: £35,343

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings One to one tuition EEf (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £46,479

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 EEF Toolkit 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 Improving School Attendance 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: £ 179,125

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 2022-23 academic year.

<p>Teaching Teachers and 2 TAs have been trained in the Phonics Sounds Write programme and this has had a positive impact on teaching and learning of reading. YR 1 PPG Phonics outcomes increased from 60% (2022) to 86% (2023). This will continue to be developed</p>

and embedded in 2023-24 with all new teachers and TAs because of an identified need to improve reading ages for disadvantaged pupils.

Teachers have received training on using curriculum adaptation documents for all subjects to enable pupils to successfully access all learning. Teachers and TAs have received further training on the effective use of scaffolding and modelling. This has allowed disadvantaged pupils to access the learning resulting in a positive impact on progress.

Targeted Support

KS2 outcomes for PPG pupils increased from 47% (2022) to 93% (2023) in Reading EXS and 7% (2022) to 27% (HS). Reading, writing and maths combined outcomes increased from 14% (2022) to 93% (2023).

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 and impact on using the Sounds Write programme has been identified.

Reading and spelling remains a priority and Identified pupils continue to receive 1-1 tuition in reading, daily, using their phonics knowledge.

Maths fluency remains a priority as identified above. The intervention tutor, for maths, will continue to work with targeted PPG pupils to improve their maths fluency and close gaps in knowledge and understanding.

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 although we have seen real success in improving attendance of disadvantaged pupils this year. Comparisons with previous years are not appropriate but comparing with current national data (FFT) show that the attendance of disadvantaged pupils at Cavendish (94 %) was above the projected overall national attendance for all pupils (91.3%).

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

Programme	Provider
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NA	NA