

Cavendish Church of England Primary School



Pupil premium strategy statement 2025/2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2025/2026 academic year.

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
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year covered by pupil premium strategy plan	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tilian Partnership
Pupil premium lead	S Goulding
Governor / Trustee lead	T Jennings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,064.92
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,064.92

Part A: Pupil premium strategy plan

Statement of intent

The intent of our Pupil Premium Strategy

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

We use pupil premium funding in a three-tiered approach, following government guidance, to:

- Invest in high-quality teaching
- Provide additional support for some pupils focussed on their specific needs
- To support non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges

Pupil premium funding is not funding attached to specific children. Schools are not required to spend pupil premium so it solely benefits [eligible pupils](#). For example, using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils but by doing so, non-eligible pupils will also benefit.

[Service pupil premium](#) is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending. This funding is to help with pastoral support for these pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some pupils need additional support, high quality feedback and development of confidence in classroom activities
2	Some pupils need additional pre teaching or post teaching in order to consolidate their learning
3	Some pupils have underdeveloped oral language skills and vocabulary gaps in the younger years

4	Some pupils do not have adequate access to online resources and a wide range of online reading material. Some pupils lack quiet space, suitable resources (including internet access) at home for concentration on homework
5	Some pupils need additional support in class
6	Some pupils need support from nurture groups and friendship groups (raised anxiety/lack of confidence)
7	Some pupils do not receive a healthy breakfast before school and this affects concentration and attitude to work. Parents find wrap-around costs difficult. Some children benefit from additional nurturing support or social interaction to help with attendance.
8	Ensure all children can take part in extra curricular clubs, enhanced activities and trips. Including resources to take part in these events.

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
Gaps in learning are prioritised on future impact on learning basis; support provided and gaps narrowed	Internal data indicates good progress for all children in addressing prioritised gaps in learning
Progress and attainment of Pupil Premium pupils is in line with expectations for non disadvantaged pupils	Internal data comparisons and comparisons with other schools (locally and nationally where possible) indicates good progress for Pupil Premium pupils
All pupils to complete homework on time and to a good standard. To exceed in their home learning and thrive to go over and above the expected requirement.	Pupils hand in homework on time and with high expectations. Pupils thrive to produce additional work/interest for subjects beyond the classroom.
Pupils arrive on time after having a suitable breakfast and are ready for learning. Children feel they are able to attend school through wellbeing sessions. Persistent absence continues to decrease.	Monitoring of pupils' behaviour for learning indicates increased concentration for pupils. Attendance is above and persistent absence is below National
Opportunity to access extra curricular clubs, trips and enhanced activities are not reduced due to financial difficulties at home	Where financial support has been provided to families this increases attendance at extra curricular activities and adequate resources for each pupil premium child as required.

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 and Learning

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training to TAs in effective feedback during lessons. Monitor effectiveness to identify further training needs	EEF Teaching and Learning Toolkit evidence on impact of feedback. Used previously and evaluated as effective	1
Provide training to TAs in effective pre teaching with designated groups, and post teaching as required	EEF Teaching and Learning Toolkit evidence TA led interventions	1 and 2
Little Wandle phonics programme to replace existing Twinkl phonics to meet all the expectations of the National Curriculum and help prepare our pupils to go beyond the expectations of the phonics screening check. phonics training for staff delivering phonics. Phonics leader to evaluate effectiveness of phonics teaching in each class (YR - Y2 and KS2, to plan appropriate remedial actions, monitor impact. (see phonics action plan for more details)	The Rose Report. DfE reading framework. Phonics toolkit EEF + 5 months DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit	2
Communication and language support for the youngest pupils, continuation of additional TA to lead on the LanguageLink programme, as well as other communication based interventions	EEF communication and language programmes +6 months Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved	3

(staff training and allocation time are key to success)	in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds	
Continue training needs for teachers and teaching assistants in understanding and supporting new approaches to maths and NCETM resources	EEF Teaching and Learning Toolkit evidence Mastery	1 and 2
All classes have access to a Teaching assistant during the morning to support teacher.	EEF Teaching and Learning Toolkit	1, 2 and 5

Targeted academic support

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific support as identified during the year to support pupils.	EEF Teaching and Learning Toolkit evidence TA led interventions and one to one tuition	2 and 5
LanguageLink (Reception, and continuation into Year 1, Autumn term)	Nuffield foundation, closing the language gap Early years interventions EEF T&L toolkit	3
Ensure all pupils have access to quiet areas for completing homework that allow concentration and support from teaching staff by providing homework club free to these pupils	EEF Teaching and Learning Toolkit evidence Homework	6 & 7
Provide 1:1 Nurture support and group session (if preferred) timetabled and ad hoc as required	Nurture UK EEF T&L toolkit (social and emotional learning) PHE, link between wellbeing and attainment	6

Wider strategies

Budgeted cost: £1064.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide an online education platform (TT Rockstars) to be used both at home and school.	Used previously and evaluated as effective (Year 1 of 3)	4
Continue to focus on improving attendance of PPG pupils by using free Breakfast Club and wellbeing support	Used previously and evaluated as effective	7
To ensure all pupils can access extracurricular activities	Used previously and evaluated as effective	8
Provide enhanced learning provision in Arts and Sports to promote SMSC - continued Brass tuition - competitive/no competitive wider school sporting events	Used previously and evaluated as effective The importance of music -DfE ArtsEd research, music and academic performance	8

Total budgeted cost: £10,064.92

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 24/25 academic year

Aim	Outcome
Priorities for ensuring high quality teaching and learning	
Provide training to TAs in effective feedback during lessons. Monitor effectiveness to identify further training needs	All support staff trained in effective feedback - improvements identified in quality of feedback provided
Continue to embed the DfE validated systematic synthetic phonics programme (Twinkl Phonics) to meet all the expectations of the National Curriculum and help prepare our pupils to go beyond the expectations of the phonics screening check. Phonics training for staff delivering phonics. Phonics leader to evaluate effectiveness of phonics teaching in each class (YR - Y2 and KS2, to plan appropriate remedial actions, monitor impact. (see phonics action plan for more details)	100% Y2 passed phonics screening re-check 77% Y1 passed phonic screening check (80% SCC) (this group contained no pupils eligible for pupil premium) 66% Y2 achieved expected or above in Reading (86 %SCC) The school has reviewed the effectiveness of Twinkl and believes that Little Wandle will provide greater support to all pupils and therefore will be moving to a new phonics scheme for September (significant training has already been provided) Reading in KS2 is strong - by end of Year 6 73% of pupils achieved expected and 40% achieved greater depth
Communication and language support for the youngest pupils, continuation of additional TA to lead on the NELI programme, as well as other communication based interventions (staff training and allocation time are key to success)	NELI used to support interventions - CLL development for EYFS is good
Training for new Maths lead. Continue training needs for teachers and teaching assistants in understanding and supporting new approaches to maths and NCETM/White Rose Maths resources	Maths lead has received training and this will continue next year Good progress was made in arithmetic but attainment was lower than in Reading and Writing. KS2 Maths 67% achieved expected with 20% at greater depth

	White Rose needs to be supplemented with higher focus on problem solving and reasoning
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Targeted academic support	
Provide specific support as identified during the year to support pupils to bridge any gaps Use 'The Learning Space' for targeted support for identified pupils in maths.	Identified pupils attended 10 1 to 1 online maths tuition 'The Learning Space' 100% of Year 6 who were eligible for pupil premium achieved expected in maths
NELI (Reception, and continuation into Year 1, Autumn term) for identified pupils	CLL for EYFS good 100% of pupil premium eligible pupils attained CLL 83% of pupils attained CLL
Ensure all pupils have access to quiet areas for completing homework that allow concentration and support from teaching staff by providing homework club free to these pupils	This continues to provide a good opportunity for pupils to complete work at school in a suitable learning space with few distractions

Wider strategies	
Provide an online education platform (Purple Mash) and online reading library (Serial Mash) to be used both at home and school.	Use at school is having a positive impact - some children are accessing this at home and this is effective
Focus on improving attendance of PPG pupils by using free Breakfast Club	Breakfast club provided. Children start school more settled and ready to learn. Attendance figures have improved.
To ensure all pupils can access extracurricular activities	Every child had access to a free after school club. All PPG children attended at least one after school club each week throughout the year. Pupils in KS2 play a Brass instrument and have the option to continue.

Externally provided programmes

Programme	Provider
Language Link	Speech Link Multimedia Ltd