

Cavendish C of E Primary School

Pupil premium strategy statement 2021-22

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	Cavendish C of E Primary
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Cheryl Wass Headteacher
Pupil premium lead	Cheryl Wass
Governor / Trustee lead	Liz Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,175 = (18 FSM/E6 £24,210) 1 pCLA (£2,345) 2 Forces premium £620 Actual number eligible children on roll Autumn 2021 = 21 (funding gap)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£29,175 Planned costs: £32,120 School top-up : £2945

Part A: Pupil premium strategy plan

Statement of intent

Cavendish Church of England Primary School

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

In our school our Christian vision shapes all we do.

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Strategy and Rationale

We are deeply committed to supporting each child individually. This includes support for learning, social and emotional development, and mental health. Our Vision Statement reflects the key areas of focus – challenge in learning or removing barriers faced by those who have been identified as vulnerable; creativity in ensuring each child's support meets their individual interest and needs and reflects the school's commitment to a broad curriculum with cultural enrichment; and compassion where we may use Pupil Premium resources to meet children's social and emotional needs to ensure they are able to develop self-confidence and resilience. Our aim is for all children, regardless of their financial background, home circumstances or prior knowledge to develop an understanding of our school ethos and aims, so they are fully supported in our setting, and so well prepared for the next stage in their lives.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of vulnerable pupils are adequately assessed and addressed
- In making provision for Pupil Premium children, we recognize that not all pupils who receive free school meals will be vulnerable
- We also recognize that not all pupils who are vulnerable are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time

Provision

- The range of provision the Governors may consider making for this group could include:
 - reducing class sizes thus improving opportunities for effective teaching learning and assessment, and accelerating progress
 - providing small group work with an experienced teacher focused on overcoming gaps

- in learning
 - 1-1 support
 - additional teaching and learning opportunities provided through learning mentors, trained LSAs or external agencies
 - purchasing resources against identified personalized need.
 - Supporting secure, emotional and mental health needs
- All our work through the pupil premium will be aimed at accelerating progress, closing gaps to support children to at least age related expectations or supporting mental health and social development.
- Priority will be given to children whose needs are identified as being in communication, reading, English and maths and holistic wellbeing.
- Pupil premium allocation may also be used to extend children's cultural experience and so further develop cultural capital.
- The needs of each child are reviewed individually, as premium funding may be used for clubs, music or specialist provision.
- Pupil premium resources may also be used to target able children in receipt of pupil premium to achieve age related expectations.
- Pupil premium allocation may also be used to ensure inclusivity and equality of opportunity for example through equipment, visits and enrichment costs.

Reporting

- It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governors Finance Committee on:
 - the progress made towards narrowing the gap, by year group, for vulnerable pupils
 - an outline of the provision that was made since the last meeting
 - an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
 - the impact holistically of other support measures.
- It will be the responsibility of the Chairperson of the Governors Finance Committee to ensure this information is made known to the full Governing Body.
- The Governors of the school will ensure that there is an annual statement available to parents via the school website on how the pupil premium funding has been used. This task will be carried out within the requirements published by the Department for Education

Challenges

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

Challenge number	Detail of challenge
1	Language and communication needs, including vocabulary knowledge. School screening tools and assessments indicate some children have lower than expected communication development. Many children's pre-school and nursery attendance affected by pandemic and lockdown. DfE reading Review identifies link between lower vocabulary and access to cultural experiences as barriers to future success.
2	Social, emotional and mental health wellbeing. As a TISUK school, we believe children need to be supported for mental health and wellbeing needs in order than meaningful

	and sustained learning can take place, and that full engage in life can be achieved. Individual home circumstances and the impact of the pandemic has resulted in a higher identification of emotional need. Further developing school skill set will widen our early help offer and support at a time when external referral services are stretched.
3	Gaps in learning, especially those in core subjects create a barrier to further progress and development. Individual analysis of assessment data enables support interventions to be more effectively targeted, especially to those who are disadvantaged.
4	Our rural location creates a geographical barrier for children to access a wide range of cultural experiences. This impacts on development of cultural capital. In addition access to family support services and after school activities have a travel cost and time implication.
5	Family engagement and support for learning and attendance. Some children's attendance is impacted by attitudes to and experience of covid. Challenging and changing home circumstances can impact on children's learning. Low attendance and engagement impacts on aspiration. When additional provision or support is offered, it is not always accepted.

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
Improved language and communication supports social interaction and learning. Children have subject appropriate vocabulary knowledge to support learning, communication and development of cultural capital.	Assessments and observations indicate improved oral language amongst disadvantaged pupils and improved vocabulary within class discussions and in children's work across the curriculum.
Improved social, emotional and mental health wellbeing for all pupils, and tailored support for those in need or who are disadvantaged.	Pupil perceptions and feedback from pupil well-being surveys demonstrate children feel supported and know their voices are heard. Improvements in engagement following individual/ small group interventions according to need. I.e increased participation, increased understanding of own feelings and emotions, changes in behaviour and attitudes. This is supported by our spiritual offer as a Church of England School.
Improved learning outcomes in core subjects. Gaps in learning are reduced, with a particular emphasis on reading as a means to access wider learning and enjoyment.	Pupils achieve at least in line and above with national average progress scores in national and standardised assessment of phonics, reading, writing and maths.
Increase opportunities to engage in high quality experiences and so further develop cultural capital.	Pupils are able to experience high quality arts either through school organised travel or on site. As a consequence, children are not disadvantaged by geographical location, or financial constraints. Children's creativity and aspiration flourishes and is evidenced in written

	reflection and active participation. School meets Artsmark and Arts Award criteria. Percentage of children achieving Arts Award certification increases.
Family engagement and support for learning and attendance improves. Children are supported to fully engage in their learning, experience enrichment and improve their levels of fitness and stamina.	Increased parental engagement support offer is evidenced by attendance at workshops/meetings. The school Early Help offer meets needs and participation in additional support increases, evidenced by attendance data, pupil perceptions and family feedback.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £8,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that all staff understand the importance of the factors which contribute to quality teaching: plan, do, review cycle, low stakes assessments bespoke assessments to identify specific needs and gaps in learning in reading, writing, spelling and maths, which will inform support and interventions quality deployment of teaching assistants for specific interventions</p>	<p>Standardised tests can provide reliable insights into the specific needs of each pupil <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p> <p>EEF Maximising Impact of Teaching Assistants: Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>Targeted support is more effective than general classroom help <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1,3, 5
<p>To implement staff training to address specific aspects identified as gaps for learning or to support aspects identified as needing development in learning and pupil outcomes.</p> <p>CPD Programme:</p> <ul style="list-style-type: none"> To implement a bespoke training programme for teaching and support staff in order to address identified needs and impact on whole class quality for teaching To carry out an audit of staff needs aligned with pupil progress meetings and identified needs in each cohort to plan CPD programme. 	<p>EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support.</p> <p>EEF Teaching and Learning Toolkit – Mastery learning (+5)</p> <p>DfE report: Supporting the attainment of disadvantaged pupils: articulating success and good practice Nov 2015 identifies QFT as the key to ensuring PP pupils make progress 1, 3, 4, 5 5 Opportunities to enhance and refine a range of teaching strategies to help make teaching and learning consistent and high-quality in all areas.</p> <p>Sutton Trust – ‘The effects of high-quality teaching are especially significant for children from disadvantaged backgrounds: over a school year, these children gain 1.5 years’ worth of learning with very</p>	1,3

	<p>effective teachers'</p> <p>EEF Teaching and Learning Toolkit – Feedback (+6)</p>	
<p>Continued engagement with Maths Hub</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>All teaching staff benefit from external CPD and release time to support professional understanding and so impact on quality of maths teaching in school.</p> <p>Support staff release time for CPD through maths hub LSA support.</p> <p>Additional home access software to further support pupils: My maths, RM maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Professional development and ongoing access to external supervision to support staff training in social, emotional and mental health support.</p> <p>A significant part of the recovery curriculum was to support children's SEMH needs. Backlogs created by covid-19, and lack of access due to geographical access for wider family support networks have indicated a need for the school to further extend its early help and onsite offer.</p> <p>Elsa training release time and supervision; Thrive training and supervision. TISUK professional supervision to maintain accreditation</p>	<p>EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p> <p>TISUK website cites the need for children to be listened to and supported to secure positive development.</p> <p>EEF_Social_and_Emotional_Learning.pdf(education Endowment foundation.org.uk)</p> <p>Staff must be confident and skilled to offer support, but also have professional supervision to support their own needs.</p>	1, 2, 5
<p>IKON behaviour management training</p> <p>External CPD for all staff to ensure an understanding of behaviour as communication and consistency in whole school approach within our nurture framework.</p>	<p>EEF Teaching and Learning Toolkit – Behaviour Interventions (+4)</p>	1, 2, 5
<p>Phonics update training</p> <p>To ensure that training for phonics programme is in place in order to deliver phonics scheme effectively and consistently and to maintain the school's high quality teaching and outcomes in phonics. Additional costs if current scheme does not remain validated to ensure school provision is consistent with best practice</p>	<p>DfE Reading recovery documentation consistently identifies the benefits of a structured phonic approach for impact of decoding skills, but also to further support independent writing and spelling.</p> <p>Teachers and TAs will receive bespoke training to understand and implement strategies that meet identified needs, ensure engagement in whole class learning and ensure progress from individual starting points.</p> <p>Additional resources to support existing scheme is remains validated or purchase of new scheme if not accredited beyond register window 2022</p>	1, 3
EEF Rural disadvantaged group	Guidance from steering group indicates disad-	1, 4

CPD for HT as part of steering group and then whole staff engagement to support understanding of barriers and share cross school strategies	vantage should be considered in terms of geographical location as well as individual financial status. This matches government focus on rural/coastal deprived areas nationally.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13, 280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identification of and support for language and communication needs</p> <p>All EYFS and Year 1 pupils in entry to school using Language Link assessment tool.</p> <p>Identified children receive support programmes to address identified areas of need, which include vocabulary acquisition, naming, describing, retelling and justifying language skills, receptive language skills.</p> <p>Children are re screened at end of academic year, with further interventions in year 2 if required.</p> <p>Trained ELKLAN staff support children with identified Sp&L needs and work alongside external professionals</p>	<p>A number of pupils in EYFS and Year 1 have weak language and communication skills.</p> <p>Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. There is a strong evidence base that suggests oral language interventions have a high impact on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,3, 4
<p>After school tuition</p> <p>Bespoke small group or 1-1 provision offered by qualified teachers including 2 trained SENDCOs.</p>	<p>Individual analysis of assessment and classteacher observations indicate children with learning gaps. EEF indicates that small groups of quality led intervention is an effective way to close identified gaps.</p> <p>Weekly sessions in addition to catch up funding allocation.</p>	3
<p>Wellbeing and Feelings Group</p> <p>Trained staff deliver a 10 week programme to support children whose feelings, emotions, friendships and behaviour may result in a barrier to classroom engagement, social wellbeing and academic learning.</p> <p>Follow up individual /small group sessions as required</p>	<p>EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p> <p>TISUK website cites the need for children to be listened to and supported to secure positive development.</p> <p>EEF_Social_and_Emotional_Learning.pdf(education</p>	1, 2, 5

	Endowment foundation.org.uk)	
In school tuition Bespoke small group or 1-1 provision offered to support identified needs in core learning. Phonics, handwriting, fine & gross motor skills, reading strategies, spelling support, grammar group, problem solving and reasoning, additional fluency support.	Individual analysis of assessment and classteacher observations indicate children with learning gaps. EEF indicates that small groups of quality led intervention is an effective way to close identified gaps.	3
Individual access & need analysis In school assessments and screening eg Boxall profile, YARC, Working Memory Scale, ACE support our holistic approach in identifying barriers for children.	Accurate needs analysis is essential to identify types of support/intervention needed, and supports referrals to wider professional help.	1, 2, 3, 5

Wider strategies

Budgeted cost: £ 10, 520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, emotional and mental health wellbeing support. Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies. Introduce ELSA support groups following training, to complement our Wellbeing group provision. Further develop individuals offer through TISUK accredited diploma trained staff Extend role of pupil led sport and wellbeing council to work alongside governor's ethos committee Review and evaluate provision in line with EEF 'Improving Social and Emotional Learning in primary Schools'	EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours. TISUK website cites the need for children to be listened to and supported to secure positive development. EEF_Social_and_Emotional_Learning.pdf(education Endowment foundation.org.uk) https://www.traumainformedschools.co.uk/	2
Royal Shakespeare Associate Schools Programme Access to high quality performances, workshops, staff CPD and opportunities to work alongside professionals and other schools raises aspiration for children, and extends cultural capital. An emphasis on drama and interpretation of language increases vocabulary and higher order thinking skills. Geographical barriers of location are overcome by school provision.	The importance of ensuring children, especially those of disadvantaged backgrounds are able to access high quality cultural events and experiences is fully developed within the Ofsted framework, and Ofsted Research Review Series. School provision can help to remove both financial and geographical barriers to individual access. Public performance raises self-esteem and ability to face challenge appropriately	1, 4
Artsmark School Status	The importance of ensuring children, especially	1,2, 4

<p>This robust external accreditation process ensures the school maintains a commitment to high quality development of the arts in their widest sense and opportunities for children to extend cultural capital through developing knowledge and experience. School provision removes geographical barriers to enable access to museums, art galleries, architecture and professional theatre/ live performance</p>	<p>those of disadvantaged backgrounds are able to access high quality cultural events and experiences is fully developed within the Ofsted framework, and Ofsted Research Review Series. School provision can help to remove both financial and geographical barriers to individual access.</p> <p>https://www.artsmark.org.uk/</p>	
<p>Arts Award Centre</p> <p>By having the school maintain its status as an Arts Award centre children are able to use their developing knowledge and skills in the arts to express and respond to cultural experiences. The portfolio process facilitates confidence and self esteem as children are able to gain external accreditation from Trinity College London, for their work. The school is inclusive in its provision offer.</p>	<p>The importance of ensuring children, especially those of disadvantaged backgrounds are able to access high quality cultural events and experiences is fully developed within the Ofsted framework, and Ofsted Research Review Series. School provision can help to remove both financial and geographical barriers to individual access.</p> <p>Developing confidence in communicating through artistic media supports wellbeing and self esteem.</p> <p>https://www.artsaward.org.uk/</p>	1, 2, 4
<p>Forest school</p> <p>Accredited and trained staff provide onsite provision in our dedicated forest school setting. A rolling programme ensures this access to nature, nurture and spiritual wellbeing is offered annually to every child.</p>	<p>The importance of engagement with the natural world is increasingly well recognised, both in terms of individual wellbeing, and developing awareness of environmental concerns. School provision of protective clothing ensures equality of access to all.</p> <p>https://forestschoollassociation.org/</p>	2, 4, 5
<p>Access of provision</p> <p>To ensure access of provision any fees/ contributions for visits residentials, clubs, music tuition etc are met by the school for children in receipt of pupil premium.</p> <p>Additional support such as resources and equipment are provided for those most in need.</p>	<p>The five levels of needs as demonstrated in Maslow's hierarchy of need how basic needs must be met before learning and personal development can take place.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Removing financial barriers such as costs and equipment ensures the school's offer is inclusive and accessible to all.</p>	2, 3, 4, 5

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 2020 to 2021 academic year. To be read alongside the catch up premium impact statement.

Aim	Outcome
To assess and address gaps in learning as a result of educational disruption.	<p>Teachers used assessments, information gained through Pupil progress meetings, observations in class and analysis of the school's data system to understand the barriers for each child. Assessments for reading, maths, writing and spelling identified key gaps in knowledge and understanding that were addressed through bespoke planning for each class and a review of the school's curriculum.</p> <p>Individual /small group interventions to meet a range of identified need including core learning: reading, writing, maths, phonics.</p> <p>More than 50% of children on roll offered bespoke intervention</p> <p>Language Link screening and intervention to support low entry oracy. PIRA/PUMA analysis</p> <p>Internal assessment data outcomes on catch premium impact statement.</p>
To support emotional wellbeing following pandemic and disrupted education	<p>Pupil return to school following the lockdowns indicated an increased need for SEMH support for pupils, which included support for anxiety and self esteem. Additional support and wellbeing being groups, Forest Schools and a focus on shared artistic and cultural experiences supported children's reintegration and socialisation. Accredited training and diploma received for mental health, trauma and emotional wellbeing support.</p> <p>Additional support/ referrals for children who have emotional needs impacting on behaviour or ability to access learning.</p> <p>Feedback from Neptune Class onsite Forest School camp out extremely positive.</p> <p>Cross school participation in RSC Associate school performance in Ipswich</p> <p>Onsite bubble group outdoor theatre visit.</p>
To put in place support for parents to support their child's learning.	<p>During lockdown the school provide additional resources to support children and families. Adjustments were made to suit individual and family need in terms of access and home / work balance.</p>