

Pupil premium strategy statement – Cavendish C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Date this statement was published	7 November 2023
Date on which it will be reviewed	7 January 2024
Statement authorised by	Cheryl Wass
Pupil premium lead	Cheryl Wass
Governor / Trustee lead	Julie O'Neill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,770
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,770

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.

We are a small rural Church of England Primary School which serves our local village. Approximately 50% of our children come from out of catchment.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Our Priorities Setting priorities is key to maximising the use of the Pupil Premium Grant.

- We also recognise 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.

Our priorities are as follows:

- Ensuring all children receive quality first teaching (QFT) in each and every lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and well-being and cultural capital
- Ensuring that the Pupil Premium Grant (PP) reaches pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	A need for QFT and effective SEND in mainstream school strategies. 60% of PP access SEND/OIN support.
2	Develop strategies and skills to support resilience and independence in learning. Long term impact of covid has impacted independence & resilience in learning.
3	Rural disadvantage impacts negatively on cultural capital regarding ease of access to quality cultural events, transport links and family support services.
4	Complex home issues impacting on wellbeing and/or progress outcomes, including ease of access to home learning support. 67% PP
5	Financial constraints-family barriers in financing school life: equipment, uniform, inclusion in school visits including residential trips.

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
1 - All pupils and PP pupils have the resources and provision necessary for them to learn effectively. - Effective teaching enables disadvantaged pupils to achieve at least as well as all pupils.	- Teachers will use QFT teaching strategies to help reduce barriers for all learners. - Effective SEND structures are in place to enable all pupils to learn successfully. - Specific SEN interventions are used successfully to support children's specific learning barriers.
2 - Disadvantaged pupils understand their learning processes and have metacognitive tools and skills to independently direct their learning. - All pupils direct and guide their own learning. They have a positive attitude towards their own learning and skills to support their motivation.	- Teachers use metacognitive strategies within the classroom to support children with directing their own learning. - As a school we have a growth mindset attitude which embeds everything that we do, this supports children's resilience and intrinsic motivation.
3	- Percentage of disadvantage pupils participating in clubs and extra-curricula

<ul style="list-style-type: none"> - Disadvantage pupils have access to a wide range of enrichment activities and learning. 	<ul style="list-style-type: none"> - activities matches the school demographic. - School has a variety of diverse extra-curricula and enrichment opportunities for all students and families to take part in throughout the school year.
<p>4</p> <ul style="list-style-type: none"> - Children will have a secure attachment network within school to enable them to achieve. - Families feel comfortable in using the school as a community hub and source of additional support. 	<ul style="list-style-type: none"> - School and families will have a good working relationship based on openness and a shared child-focus. - All safeguarding procedures in school are clear and robust.
<p>5</p> <ul style="list-style-type: none"> - Cost finance and access to materials is no longer a barrier to accessing school provision. 	<ul style="list-style-type: none"> - PP children have school funded trips. - All visits, residentials and resources are supported and funded by school for all pupil premium pupils.

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: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Curriculum lead roll to support improvements in QFT Additional staffing hours for staff cpd & professional development	EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support. EEF Teaching and Learning Toolkit – Mastery learning (+5) 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 effective teachers’ EEF Teaching and Learning Toolkit – Feedback (+6)	1, 2
EEF Metacognition project	Whole staff implementation process linked directly to EEF training and school development priorities.	1, 2

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition (+7)	
EEF SEND in mainstream project	Whole staff implementation process linked directly to EEF training and school development priorities. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2
Investment in quality curriculum resources	Standardised tests can provide reliable insights into the specific needs of each pupil Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Non sport based clubs	Part of our Early help offer to support children’s access to a range of activities to promote development of cultural capital and support wellbeing https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene	3, 4, 5

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic based small group Intervention	Individual analysis of assessment and class teacher observations indicate children with learning gaps. EEF indicates that small groups of quality led intervention is an effective way to close identified gaps. 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. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
One to one tuition used to supplement QFT	Targeted support is can remove barriers more quickly than general classroom help.	1, 2

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

Budgeted cost: £11, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Artsmark/ ArtsAward	<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>https://www.artsmark.org.uk/</p> <p>Developing confidence in communicating through artistic media supports wellbeing and self esteem.</p> <p>https://www.artsaward.org.uk/</p>	3, 4,
Royal Shakespeare School Associate status	<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>Public performance raises self-esteem and ability to face challenge appropriately.</p> <p>https://www.rsc.org.uk/learn/associate-schools-programme</p>	3, 4,
Early bird Reading Club	<p>Part of our Early Help offer to encourage positive school attitudes and so increase attendance.</p> <p>https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene</p>	3, 4,
Drop in café	<p>A warm hub offered 2x weekly for families to chat, access homework help and have a hot drink / snack.</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>https://www.masterclass.com/articles/a-guide-to-the-5-levels-of-maslows-hierarchy-of-needs</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p>	3, 4, 5

	Removing financial barriers such as costs and equipment ensures the school's offer is inclusive and accessible to all.	
Forest Schools	The importance of engagement with the natural world is increasingly well recognised, both in terms of individual wellbeing, and developing awareness of environmental concerns. Biophilia supports positive attachment strategies. School provision of protective clothing ensures equality of access to all. https://forestschoollassociation.org/ <i>Last child in the Woods</i> – Louv (2010) <i>Inside I'm hurting</i> - Bomber (2007)	3, 4,
Access of provision	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Removing financial barriers such as costs and equipment ensures the school's offer is inclusive and accessible to all, including visits, clubs and residential.	3, 4, 5
Wellbeing groups/ TISUK	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 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/	3, 4

Total budgeted cost: £ 15, 000 + £6, 500 + £ 11, 500 = £33, 000

(£230 overspend)