

# 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	Cadmore End CofE Combined School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Debbie Groom Headteacher
Pupil premium lead	Debbie Groom Headteacher
Governor / Trustee lead	Jackie Day Pupil Premium Lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,321
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£23,496

# Part A: Pupil premium strategy plan

## Statement of intent

### **‘From small beginnings, come great things’**

*Parable of The Mustard Seed. Matthew 13: 31-32*

In keeping with our Christian vision and values, our intention is for every child within our Cadmore family, irrespective of their background or the challenges they face, will receive a personalised learning experience that will ensure that they reach their full potential both academically and personally and emotionally.

Our carefully designed curriculum, delivered through high-quality teaching personalised to the needs of each child, is at the heart of our approach to rapidly closing gaps due to the pandemic. Well researched and proven interventions have been carefully chosen for targeted support and are delivered by highly skilled staff.

Our approach has and will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic ongoing assessment. 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.

The approaches that we have adopted is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	The majority of our disadvantage pupils (53%) are from the Roman, Gypsy and Traveller community. During lockdown, the children did not attend nor engage in home learning despite ongoing contact. Attendance continues to be an area of concern; making specific interventions hard to deliver. All RGT pupils are working significantly below in all core academic areas. This was not the case pre COVID.
2	Lack of parental support. Only 20% of our disadvantage pupils receive parental support at home. This was the case during lockdown too.

3	Our assessments have identified that speech and language is a priority, especially in EYFS and KS1, with the majority of disadvantage children entering Cadmore below age related expectations.
4	As a consequence of COVID, our assessments have identified that reading is a priority with only 6% of our disadvantage pupils working at age related expectation across the school in reading and 0% (RGT children) achieving the expected standard in 2021 Phonics screening.
5	The school context identifies nearly 50% pupils are on the SEN register. Ability range within classes is huge. We have a high staff-pupil ratio to ensure we achieve our vision of 'personalised learning for all' and that 'every child is challenged and reaches their full potential'. Internal assessment has shown that attainment is lower in KS2. Again, COVID is a contributing factor.
6	Our assessments have identified that maths is a priority with only 6% of our disadvantage pupils working at age related expectation. Due to the pandemic, our disadvantage pupils have fallen further behind compared to our non-disadvantage pupils. Assessment shows that disadvantage pupils who are due to take statutory assessments in EYFS, Year 2, Year 4 and Year 6 would need additional interventions for them to meet expected standard.

## 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
To achieve and sustain improved attendance for all pupils, particularly our RGT disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 20%.</li> </ul>
Improve parental participation in supporting their child's learning	By 2024/2025, 100% of parents of disadvantage pupils will engage in parent/teacher consultations with 90% of disadvantage pupils reading at home to an adult more than 3 times a week.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 has shown that 90% of disadvantaged pupils meet set targets
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 90% of disadvantaged pupils meet set targets

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD in quality First Teaching in delivering our new 2-year curriculum	EEF article on 'Active Ingredients to Success' draws on a range of evidence that supports the importance of that depth of subject knowledge in order for teachers to deliver high quality learning experiences. Staff will be equipped with a deep understanding; identifying how each subject, especially in English and maths, is systematically and sequentially taught.	3, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	5
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Review and purchase new reading material to supplement our new phonic scheme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	4

This includes online reading material.	necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a HLTA with QTS status. 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4, 5
Carefully chosen interventions are delivered by trained staff to close gaps and accelerate attainment.	Internal and external evidence has been used when choosing specific interventions. Diagnostic assessments are used to identify the best intervention with half-termly reviews of the impact.	3, 4, 5
Allocate additional time to our SENCO to oversee interventions within the school and source external support where needed	Ongoing assessments taking place enables an accurate judgement on what support is required and the impact. Referrals are made in a timely manner.	3, 4, 5
To purchase online intervention material and tablets so that children can access carefully chosen programs to help close gaps in English and maths in school and from home	Internal assessment tracking will be used to track progress and impact over set periods of time	1,2,3,4 5

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement through workshops, improved parent/teacher communication and home visits.	EEF have sourced evidence to support that Parental engagement, especially in early years, education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. <a href="#">Parent Engagement</a> .	1, 2
To foster relationships between the school and the RGT community to improve attendance and pupil progress and attainment	As above and <a href="#">EEF sourced evidence</a> suggests that small improvements in attendance can lead to meaningful impacts for pupil outcomes.	1
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £28,000**

## 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.

#### *Impact of 2020-2021 Pupil Premium Strategy*

- *Two members of staff were trained in Mental Health and delivered tailored interventions to individual and groups of children. Our vision and values very much support both pupil and staff wellbeing and this was evident during lockdown. Pupil questionnaires were positive with 100% feeling that they had an adult to turn to and were happy to come to school. 100% parents felt supported.*
- *Support staff were strategically deployed during lockdown with Key Worker pupils, vulnerable pupils, those with SEN or at risk of getting further behind were invited in.*
- *Tailored interventions were used.*
- *Quality First Teaching.*

*Internal data demonstrated that the children did well in meeting 100 points progress (what is expected per year) with average progress as follows:*

**Reading: 94 Writing:89 Maths:92**

### 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
Mathletics	3P Learning
Purple Mash	2Simple
Oak Academy	Oak National Academy
Twinkl	Twinkl
The Hamilton Trust	The Hamilton Trust