

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	67
Proportion (%) of pupil premium eligible pupils	28%
Academic year that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Debbie Groom Headteacher
Pupil premium lead	Debbie Groom Headteacher
Governor / Trustee lead	Anne Sheddick Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,198.75
Recovery premium funding allocation this academic year	£2,320.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£25,518.75

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	A large proportion of our disadvantage pupils (42%) are from the Roman, Gypsy and Traveller community. Attendance continues to be an area of concern with our RGT families; making specific interventions hard to deliver. Of the 13 disadvantage families, only 4 families will actively engage with the school; 3 of which will also engage in outside learning. Internal and external assessments indicate that these pupils work significantly below that of non-disadvantaged pupils in English and maths.

2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. At the start of September 2022, 11% of disadvantage pupils (2/19) are working at ARE in reading
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. At the start of September 2022, 16% of disadvantage pupils (3/19) are working at ARE.
5	The whole school context identifies 38% are on the SEN register (EHCP, SEN support, C4C) of which 38% on the register are disadvantage pupils. Main issues are SLCN and CL. Ability range within our mixed year group classes is vast. 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'. This is majority funded through the SEN allocated budget and our own budget. Majority of SEN pupils do not exceed 13 hours (flirting just below) to be able to obtain additional funding support. Internal assessment has shown that attainment is lower in English and maths in KS2 than EYFS and KS1. However, it is difficult to draw conclusions due to the cohort sizes.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils. X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 improve engagement between disadvantage families	By 2025/2026, 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.
To improve reading attainment among disadvantaged pupils	Assessments and observations indicate significantly improved trend that all disadvantage pupils make better than expected progress in reading over the next 3 years.
To improve maths attainment among disadvantaged pupils	Assessments and observations indicate significantly improved trend that all disadvantage pupils make better than expected progress in maths over the next 3 years.
To improve APDR cycle so that pupils make better than expected progress in their area of need	Assessments and observations indicate significantly improved APDR cycle and that those pupils with SEND are disadvantaged make better than expected progress in their targeted area of need.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. <p>the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.</p>

Activity in this academic year 2022-2023

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: £5,680

Activity	Evidence that supports this approach	Challenge number(s) addressed	Approximate Cost
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.	2, 3, 4, 5	£2000 (release time and external CPD)
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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 4 and 5	£1000 (release time and external CPD)
Purchase White Rose Maths Mastery scheme of work and the equipment to deliver maths mastery lessons	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:	2, 4 and 5	White Rose (£180 annual fee) Maths equipment/

	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3		resources (£1,500)
Implementation of Twinkl a DfE validated Systematic Synthetic Phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2 and 3	£500 (CPD and release time)
Continue to purchase new reading material to supplement our new phonic scheme Twinkl. This includes online reading material.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2 and 3	£500 (Books and staff release time to organise)

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

Budgeted cost: £32,959.52

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated Cost
Purchase Provision Map to enable the new Inclusion lead to manage academic support.	Provision Map's a comprehensive tool that enables you to map and manage provision effectively and efficiently NASEN	1, 2, 3, 4 and 5	£792 (Provision map annual licence and set up fee) £600 (Staff CPD on using

			programme and entering initial data)
Appoint a teacher with QTS status to work 2 days a week to lead targeted interventions for disadvantaged pupils.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3, 4 and 5	£14,784.40 (Cost of teacher for two days)
Appoint a full time HLTA to deliver evidenced based interventions identified through our APDR to disadvantaged pupils.	Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Using TAs' to deliver evidenced based interventions EEF	2, 3, 4 and 5	£15,333.12 (Cost of full time HLTA)
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Language Link Infant and Junior and Talk Boost	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4 and 5	£425 (start up fee and annual cost) Delivery of intervention costed in HLTA and teacher (listed above)
Purchase programmes to improve academic achievement in maths and English that children can access in and outside school	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using Digital Technology To Improve Learning EEF	2, 3, 4 and 5	£600

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

Budgeted cost: £4,430

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated cost
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. Parent Engagement .	1, 5 and 6	£100 to cover petrol costs and parent refreshments
To foster relationships between the school and the RGT community to improve attendance and pupil progress and attainment	As above and EEF sourced evidence suggests that small improvements in attendance can lead to meaningful impacts for pupil outcomes.	1 and 6	Included in cost above
To provide transport for RGT families who are PP but don't qualify for transport	As above and EEF sourced evidence suggests that small improvements in attendance can lead to meaningful impacts for pupil outcomes.	1 and 6	3,800 (annual taxi cost)
To purchase and implement CPOMS to track safeguarding, behavior and attendance.	CPOMS allows you to quickly, easily and above all else securely record all of the information you have on a child in one place. The chronology around a student is built automatically and trends are much easier to spot than they would be on bits of paper	1, 5 and 6	£530 (annual fee and set up cost)
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside	All	£1000

	to respond quickly to needs that have not yet been identified.		
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Total budgeted cost: £39,643.95

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 2021-2022 academic year.

Performance of our school's disadvantaged pupils during the year of 2021-22 has been analysed using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Due to the recent pandemic, schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments only returned for the first time since 2019. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. Due to our small cohorts, it is difficult to compare our data with other schools, however it is evident that COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently.

To help us gauge the performance of our disadvantaged pupils, we worked with Buckinghamshire Council and compared our data results to those for disadvantaged and non-disadvantaged pupils with similar sized schools (although these comparisons are to be considered with caution given the caveats stated above). We also looked at both internal whole school data and compared with our pre-pandemic data for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was low. Our analysis suggests that the reason for this is primarily due to poor attendance and the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated due to staffing issues, and the over use of interventions rather than looking at the quality of teaching first teaching.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence and persistent absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

In light of these results, lessons learned, the new intake of pupils who have joined us mid-year and the changes of staffing, we have adapted our objectives and strategy plan and made changes to how we intend to use all of our Pupil Premium/Catch Up budget and some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above.

Externally provided programmes used during 2021-2022

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
The Hamilton Trust	The Hamilton Trust
Twinkl	Twinkl
RM Easimaths	RM
Language Link	Speech Link
Oak Academy	Oak Academy
Times Tables Rock Stars	Times Tables Rock Stars