

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	Cavendish Close Infant School
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Christina Diffin Headteacher
Pupil premium lead	Caroline Howett Deputy Headteacher
Governor / Trustee lead	Carol Moore, Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,305
Recovery premium funding allocation this academic year	£11,600
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	£110,905

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We need to have unwavering ambition.

A number of our children don't have the stability, guidance and support needed to thrive. Instead, they face a life of insecurity, unpredictability, neglect and chaos.

We are aspirational about all of our children. Intelligence can grow. We are prepared to do something different to get a different outcome. Every child should experience success every day. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our context

Our definition of disadvantage: An unfavourable circumstance that reduces the chances of success.

We need to view disadvantage as a broad spectrum. We have many children at our school who are not on the PP register but can be described as 'disadvantaged'. We have created a register of CARD children (**C**hildren **A**t **R**isk of **D**isadvantage) to identify those who are more broadly disadvantaged. Teachers use their professional judgement when compiling their class register of 'CARD' children.

We work with a number of children who face significant barriers to educational achievement. These barriers can also affect a child's wellbeing and ultimately life chances. Many vulnerabilities are linked.

Some children are more disadvantaged than others. Some children are persistently disadvantaged. Our 'Index of Disadvantage' will allow us to demonstrate this. We need to understand and embrace children's vulnerabilities.

Our strategy is also integral to wider school plans for education recovery, including targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to the context of the school, the challenges faced by disadvantaged and vulnerable families in our school community, alongside EEF research and analysis of school data and identification of pupil premium pupils rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in phonics, reading and writing attainment</p> <p>Internal and external (where available) assessments indicate that phonics, reading, and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Pupil premium assessment information shows 32% of Reception children achieved a 'good level of development' in 2021 and 58% of Reception children achieved a 'good level of development' in 2019.</p> <p>The national pupil premium data from 2019 was 57%</p>
2	<p>Speech, language and communication needs</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>On entry to nursery 2020, 56% of our disadvantaged pupils were below age-related expectations compared to 50% of other non-disadvantaged pupils.</p>
3	<p>Attendance and punctuality</p> <p>Our attendance data from 2018.19 indicates that attendance among disadvantaged pupils was 95%.</p> <p>12% of disadvantaged pupils have been 'persistently absent' compared to 7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Social, emotional and mental health needs</p> <p>18% pupils (10% of whom are disadvantaged) currently require additional support with social and emotional needs, with 10% (8% of whom are disadvantaged) receiving small group interventions.</p>
5	<p>Access to wider opportunities</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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 reading and writing attainment 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 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils is 96% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. the 'persistently absent' attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, parent surveys and teacher observations of well-being and involvement a significant increase in participation in enrichment activities, particularly among disadvantaged 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: £1,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Word Aware Early Word Aware CPD</p> <p>Embedding systematic approach to teaching vocabulary across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Resources; £270 Training; £500</p>	<p>- (Dockrell and Lindsay, 1998). Children who have speech, language and communication difficulties are significantly disadvantaged in their ability to access the national curriculum since “almost every educational skill pre-supposes the use of language”.</p> <p>- Treffers-Dallerand Milton (2013) found that early language skills, in particular vocabulary, are a key indicator of academic success</p> <p>- Waldfoegel and Washbrook (2010) found a two year gap at aged 5 between the wealthiest and the poorest.</p> <p>- Ford-Connors and Paratore (2015) highlight that students who enter classrooms with a low store of vocabulary are unlikely to acquire complex knowledge through simple exposure.</p> <p>- Word Aware evidence research ‘Thinking, Talking’ Promotes vocabulary development of all children and is of particular value for those who start at a disadvantage through a structured whole school approach. Word Aware has been developed by combining up to date research with extensive classroom practice. Effective and time efficient method.</p> <p>EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;</p>	<p>1,2,4</p>

	<p>Prioritise the development of communication and language.</p> <p>Develop pupils' speaking and listening skills and wider understanding of language</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions</p> <p>EEF Improving Literacy-Supporting oral language development October 2021; Evidence shows the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is to be more important than the quantity. (2017)</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Quality First Teaching CPD</p> <p>Staff training looking at Ofsted grade descriptors about quality of education. What does good teaching and learning look like?</p>	<p>EEF Teaching and Learning Toolkit evidence-Metacognition and self-regulation; Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective (+7 months).</p> <p>Evidence suggests that disadvantaged pupils are less likely to use meta cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of meta cognitive and self-regulatory strategies could encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges for themselves in the future.</p>	1,2,4

	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching and Learning Toolkit evidence-Feedback; Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).</p> <p>Effects are high across all curriculum subjects; with slightly higher effects in Maths and Science</p> <p>Low attaining pupils benefit more from explicit feedback than higher attainers.</p>	
<p>Developing PP leadership</p> <p><i>Making the Difference for Disadvantaged Pupil</i> <i>Derby Research Schools training</i> £395</p>	<p>EEF Putting Evidence Work – School’s Guide to Implementation;</p> <p>Treat implementation as a process, not an event; plan and execute it in stages.</p> <p>Create a leadership environment and school climate that is conducive to good implementation. Define the problem you want to solve and identify appropriate programmes or practices to implement.</p> <p>Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.</p> <p>Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1,2,4,5
<p>Principles into Practice and child development CPD</p>	<p>Julien Grenier-Principles into Practice</p> <ul style="list-style-type: none"> • The Best for Every Child • High Quality Care • The Curriculum • Pedagogy • Assessment • Self-Regulation • Partnership with Parents 	1,2,4

	http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf	
Continuous provision-training for subject leaders to monitor and improve the quality of learning environment.	<p>EEF Metacognition and Self-Regulated Learning</p> <p>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</p> <p>Explicitly teach pupils how to organise and effectively manage their learning independently</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1,2,4

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

Budgeted cost: £81,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Interventions;</p> <ul style="list-style-type: none"> - Early Talk Boost - Talk Boost - Speech Link - Language Link <p>Targeted deployment of teaching assistants</p> <p>Where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday</p>	<p>EEF Teaching and Learning Toolkit evidence-Oral language interventions; Oral language interventions supported or led by trained teaching assistants have broadly similar impact as those by teachers</p> <p>Impact of oral language interventions is approximately an additional 6 months progress over the course of a year. Early years is +7months.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Language interventions with frequent sessions (3 times a week or more) over a sustained period may have a larger impact, overall.</p> <p>Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language</p>	1,2,4

<p>classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p><i>ETB 90 hours intervention plus 54 hours assessment</i> <i>TB cost 1620 hours intervention plus 486 hours assessment</i> <i>Total 2,250 hours</i> <i>£26,910</i></p> <p><i>Speech and Language Link package</i> <i>£183</i> <i>£280</i></p> <p><i>Speech Link and Language Link</i> <i>228 hours assessment</i> <i>£2,727</i></p> <p><i>Speech Link and Language Link</i> <i>931 hours intervention</i> <i>£11,134</i> <i>49 children</i></p> <p><i>School contribution to school led tutoring from Recovery Premium</i> <i>£2,362</i></p> <p><i>£400 Early Talk Boost and Talk Boost training</i></p>	<p>development, the targeted use of approaches may support some disadvantaged pupils to catch up with their peers, particularly when provided one-to-one.</p> <p>https://ican.org.uk/media/2928/tb-data-statements-0311.pdf</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations; Prioritise the development of communication and language.</p> <p>Use high quality targeted support to help struggling children.</p> <p>Small group support is likely more effective when the children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Early Talk Boost evaluation evidence ‘I Can’ 2015</p> <p>Evidence-based targeted intervention aimed at 3–4 year old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers.</p> <p>Children make statistically significant progress in their early language development.</p> <p>On average, children make six months’ progress after the nine-week intervention, helping them to narrow the gap between them and other children</p>
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	<p>their age. This is twice the rate of progress of children not having the intervention.</p> <p>95% of parents felt that Early Talk Boost had made a difference to their children's language and communication. Parents felt they had learnt something by being involved in the programme, and would change how they talked to their child.</p> <p>76% of children said that they were happy telling stories (compared with 31% before the intervention).</p> <p>Samples of children's talking showed they used longer and more complicated sentences.</p> <p>After Early Talk Boost training, all early years practitioners surveyed felt more confident in supporting children's language, and 94% said it would change the way they worked.</p> <p>Talk Boost evidence research 'I Can' 2015</p> <p>Boosts the language and communication skills of children who have not had the opportunity to develop their language skills either through lack of good language models or because they have EAL.</p> <p>Evidence shows statistically significant results to show on average, children made between 9-18 months progress in language levels over the 10 week period.</p> <p>Children who have intact language learning ability but who have not had the opportunity to develop their language benefit most from Talk Boost KS1.</p>	
<p>Literacy interventions;</p> <ul style="list-style-type: none"> - Read it, Write it - Launchpad To Literacy 	<p>RIWI Evidence</p> <p>Results showed that, on average, pupils' reading age improved by 6.5 months and their spelling age by 4 months over the 8-10 weeks teaching programme.</p> <p>EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;</p>	1,2,4

<p>- Pre-teach to support phonics and maths whole class teaching</p> <p>Targeted deployment of teaching assistants</p> <p>Where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>EP support for Literacy leaders to be accountable for impact of interventions</p> <p><i>Launchpad To Literacy Toolkit £250</i></p> <p><i>EP support £250</i></p> <p><i>RIWI 1,782 hours assessment</i> <i>RIWI 450 hours intervention</i> <i>£26,514</i></p> <p><i>Pre-teach 855 hours</i> <i>£10,225</i></p>	<p>Effectively implement a systematic phonics programme.</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy.</p> <p>Small group support is likely more effective when the children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere.</p> <p>Preparing for Literacy EEF educationendowmentfoundation.org.uk</p> <p>Improving Literacy in Key Stage 1 EEF educationendowmentfoundation.org.uk</p> <p>EEF Teaching and Learning Toolkit evidence-Small group tuition; Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. (+4 months) impact.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds</p> <p>EEF Teaching and Learning Toolkit evidence-Phonics; Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics has a positive impact overall (+5 months) and is an important component in</p>	
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	<p>development of early reading skills, particularly from disadvantaged backgrounds.</p> <p>EEF Making Best Use of Teaching Assistants; Teaching assistants should not be used as an informal teaching resource for low attaining pupils.</p> <p>Use TAs to deliver high quality one-to-one and small group support using structured interventions.</p> <p>Adopt evidence-based interventions to support TAs in small group and one-to-one instruction.</p> <p>Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being and involvement-L CPD</p> <p>Emotion Coaching CPD</p>	<p>EEF Teaching and Learning Toolkit evidence- Social and emotional learning; Social and emotional learning approaches have a positive impact (+4 months) additional progress in academic outcomes over the course of a year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores</p> <p>Evidence indicates that there is particular promise for approaches that's focus on improving social interaction between pupils</p>	1,2,4

	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils; lower SEL skills are linked with poorer mental health and lower academic achievement.</p> <p>One of the major advantages of The Leuven Scale is that it is observation based, and puts the child at the centre of their own learning. Observation and observation based teaching have been shown time and time again to be the most effective method of teaching. By focussing on the child, and their mental, social and emotional wellbeing, the Leuven Scale ensures that the approach doesn't fall into the trap of being a 'one size fits all' pedagogical method that can be blanket applied to every child. It forces practitioners to be adaptive and reactive to a child's needs.</p>	
<p>Dedicated Safeguarding Champions Identifying and supporting disadvantaged and vulnerable families through regular face to face engagement and working closely with social and health professionals £26,185</p>	<p>EEF Parental Engagement The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,4,5
<p>Lunchtime provision leader £6,618</p>	<p>EEF Improving Behaviour in Schools</p> <ul style="list-style-type: none"> • Know and understand pupils and their influences • Teach learning behaviours alongside managing misbehaviour • Use simple approaches as part of routine • Whole School 	1,4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
Attendance Leader monitoring attendance weekly, working closely with Safeguarding Champions and EWO to proactively challenge poor attendance. Attendance rewards Teachers respond to absence enabling children to catch up on missed learning.	EEF Attendance Interventions Rapid Assessment Evidence; Poor school attendance is a significant problem in the UK. In 2019/20, it was reported as 4.9% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf	1,2,3,4
Develop Behaviour Leader	EEF Improving Behaviour in Schools <ul style="list-style-type: none"> • Know and understand pupils and their influences • Teach learning behaviours alongside managing misbehaviour • Use classroom management strategies to manage behaviour • Use simple approaches as part of routine • Tailor targeted approaches to meet the needs of individuals in our school • Whole School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,3,4,5
Link 2 ICT package to identify PP children £810	EEF Using Pupil Premium Identifying children eligible for Pupil Premium	1,2,3,4,5
Wider curriculum opportunities through after-school club offer which includes sport	EEF Life Skills and Enrichment Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum	5

and music Free/subsidise d enrichment opportunities <i>Sports Club</i> <i>allocation £450</i> <i>Rock Steady</i> <i>6 children per</i> <i>month</i> <i>£2,088</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
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Total budgeted cost: £ 118,531

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.

Key Findings from 2021

- The impact of COVID 19 is significant, especially with the youngest children who have lived a greater proportion of their lives with restrictions and without opportunities to socialise freely and access community opportunities for cultural capital and enrichment. Disadvantaged children have been affected the most.
- Internal assessment information demonstrates disadvantaged children making good progress from their starting points.
- Staff are ambitious so that disadvantaged children achieve the best possible outcomes.

	Reception Good Level of Development	
School PP 2021	32%	
	Below 2019 National	
School PP 2019	58%	
	Above 2019 National	
National PP 2019	57%	
	Year 1 Phonics Screening Check Working at the Expected Standard	Year 2 Phonics Screening Check Working at the Expected Standard
School PP 2021	54%	89%
	Below 2019 National	Above 2019 National
School PP 2019	68%	78%
	Just below 2019 National	Below 2019 National
National PP 2019	71%	85%

	Year 2 Reading Expected standard or above	Year 2 Writing Expected standard or above	Year 2 Mathematics Expected standard or above
School PP 2021	75% Above 2019 National	64% Above 2019 National	68% Above 2019 National
School PP 2019	61% Just below 2019 National	64% Above 2019 National	64% Above 2019 National
National PP 2019	62%	55%	62%

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
Early Talk Boost	I Can
Talk Boost	I Can
Read It Write It	Educational Psychologist-Judith McAlister
Speech Link	Speech Link
Language Link	Speech Link
Launchpad for Literacy	Kirstie Page

Further information (optional)

Digital Device Grant of £4020 has been used in school to purchase iPads to be used in the KS1 classrooms to support disadvantaged children.