

## Pupil premium strategy statement 2021-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Debbie Groom Headteacher
Pupil premium lead	Debbie Groom Headteacher
Governor / Trustee lead	Mark Ackford Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,000</b>

## 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 (29%) 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 11 disadvantage families, we now have 7 families that will actively engage with the school. 2023-2024 was the first time where 4 out of 6 RGT families attended Parent Teacher Consultations. Internal and external assessments indicate that most RGT 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 2023, 36% of disadvantage pupils (6/17) are working at ARE in reading and 6% (1/17) in writing.
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, 18% of disadvantage pupils (3/17) are working at ARE.
5	As of September 2023, the whole school context identifies 42% (30ch) are on the SEN register (EHCP, SEN support, C4C) of which 40% (12ch) 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. External data shows positive trends in reading writing and maths in KS1. KS2 scored above national in SPAG and reading but below in maths and writing.
6	Our attendance data over the last year (2022-2023) indicates that attendance among disadvantaged pupils (RGT pupils) is significantly lower than remaining disadvantage pupils and non-disadvantaged pupils. 100% of disadvantaged pupils (RGT) have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged (RGT) 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 (RGT) pupils.	Sustained high attendance by 2025/2026 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils improves year on year and the attendance gap between disadvantaged pupils (RGT) and their non-disadvantaged peers being reduced.</li> </ul> the percentage of all pupils who are persistently absent reduces year on year.

## Activity in this academic year 2023-2024

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: £8,579.80

Activity	Evidence that supports this approach	Challenge number(s) addressed	Approximate Cost
Whole school CPD in Quality First Teaching in delivering our 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 is systematically and sequentially taught.	2, 3, 4, 5	£500 (release time and external CPD)
Working with Maths Mastery Hub (year 1 - Readiness) to develop our maths teaching and curriculum planning of Maths Mastery using White Rose.  We will fund teacher release time to embed key elements of guidance in school and to work with Maths Hub to implement EYFS/KS1 Mastering Number and whole school Maths Mastery.  Support staff involved with Maths Mastery will receive external CPD in Maths Mastery.	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 1 and 2</a>	2, 4 and 5	£1000 (release time and external CPD)

<p>Renewal White Rose Maths Mastery scheme of work and purchase workbooks and equipment to deliver maths mastery lessons.</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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 1 and 2</a></p>	2, 4 and 5	<p>White Rose (£180 annual fee)          Maths workbooks/resources (£1,700)</p>
<p>Continue to work with DfE funded Whiteknights English Hub advisors and access CPD to raise the standard of teaching and learning of phonics and reading (in particular the lowest 20%) using our SSP Twinkl a <a href="#">DfE validated Systematic Synthetic Phonics programme</a></p>	<p>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></p>	2 and 3	<p>CPD and release time (£500)</p>
<p>Continue to purchase new reading material to supplement our new phonic scheme Twinkl. Continue to purchase Twinkl work books</p>	<p>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></p>	2 and 3	<p>Resources (£1500)</p>
<p>Sponsor the headteacher to complete her SENCO qualification</p>	<p>Statutory requirement that the SENCO must obtain a SENCO qualification</p>	1, 2, 3, 4 and 5	<p>£3,199.80</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £17,517.12

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated Cost
<p>Renew Provision Map to enable the SENCO lead to manage academic support.</p>	<p>Provision Map’s a comprehensive tool that enables you to map and manage provision effectively and efficiently <b>NASEN</b></p>	<p>1, 2, 3, 4 and 5</p>	<p>£660 (Provision map annual licence) £500 (Staff CPD on using programme and entering initial data)</p>
<p>Fund an existing full time HLTA to deliver evidenced based interventions identified through our APDR to disadvantaged pupils.</p>	<p>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 <a href="#">Using TAs’ to deliver evidenced based interventions EEF</a></p>	<p>2, 3, 4 and 5</p>	<p>£15,333.12 (Cost of full time HLTA)</p>
<p>Purchase of a Language Link Junior to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Language Link Infant and Junior</p>	<p>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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4 and 5</p>	<p>£425 (annual cost) Delivery of intervention costed in HLTA and teacher (listed above)</p>
<p>Purchase/renew programmes to improve academic achievement in maths and English that children can access in and outside school</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. <a href="#">Using Digital Technology To Improve Learning EEF</a></p>	<p>2, 3, 4 and 5</p>	<p>£600</p>

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

Budgeted cost: £5,665

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. <a href="#">Parent Engagement</a> .	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 <a href="#">EEF sourced evidence</a> 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 <a href="#">EEF sourced evidence</a> suggests that small improvements in attendance can lead to meaningful impacts for pupil outcomes.	1 and 6	£3,800 (annual taxi cost)
To re-new 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	£765 (annual fee)
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	£1000

**Total budgeted cost: £31,761.92**



## 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 2022-2023 academic year.

Performance of our school's disadvantaged pupils during the year of 2022-2023 has been analysed using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The DfE has published our 2023 performance data. Due to our small cohorts (eleven children or below), it is difficult to compare our data with other schools.

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 2022 and pre-pandemic data for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from internal and external tests and assessments suggest that, the work with the maths and English hubs and the extensive CPD and policies that have been put in place, we have seen a positive impact in progress and attainment across the school. For those pupils who did not meet statutory end of year assessments or made poor progress, a 'paper trail' was evident.

Through triangulation of evidence, it is evident that the SSP and the implementation of Maths Mastery has had a positive impact with improved progress and attainment in EYFS and KS1. Despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was low. Our analysis suggests that the reason for this is primarily due to poor attendance or due to SEN.

The school continues to work closely with the BBO Maths Hub, Whiteknights English Hub and Buckinghamshire Specialist Teaching Service. The work with these external providers is ongoing as we continue our work in shaping our curriculum to ensure ALL pupils' needs are met.

The school also works closely with the RGT liaison officer and Buckinghamshire attendance team to raise attendance. The school has built a strong relationship with the RGT community and visit their homes on a regular basis.

Absence and persistent absence among our RGT disadvantaged pupils for 2022/23 was higher than their peers (disadvantaged and non-disadvantage). We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan and SDP.

Of the 11 disadvantage families, we now have 7 families that will actively engage with the school. Sep was the first time where 4 out of 6 RGT families attended Parent Teacher Consultations.