

Cadmore End CofE Combined School Pupil Premium Strategy Statement 2025–2028

This statement details our school's use of pupil 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	68
Proportion (%) of pupil premium eligible pupils	37% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 to 2027-2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Full Governing Body
Pupil premium lead	Debbie Groom
Governor / Trustee lead	Hayley Baverstock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (The 2026–2027 allocation is based on 27 funded pupils recorded through the relevant census arrangements; 25 pupils are currently eligible for pupil premium.)	£41,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£41,850

Part A: Pupil premium strategy plan

Statement of intent

In keeping with our Christian vision, **“From small beginnings come great things,”** our intention is that every child in the Cadmore End family receives the high-quality teaching, individual support and wider opportunities they need to flourish academically, socially and emotionally.

Our pupil premium strategy is based on a clear understanding of the specific challenges faced by our disadvantaged pupils. These include barriers relating to attendance, speech and language development, gaps in prior learning, special educational needs and/or disabilities, emotional regulation and emotionally based school non-attendance. A significant proportion of our disadvantaged cohort is also from the Gypsy, Roma and Traveller community.

High-quality, inclusive and adaptive teaching is at the heart of our approach. This is supported by carefully selected, evidence-informed interventions and wider strategies that help pupils to attend, belong and succeed. Our trauma-informed and relational practice supports pupils to feel safe, regulated and ready to learn.

We use assessment information, attendance data, pupil and parent voice, learning walks, work scrutiny and individual case studies to identify need and evaluate impact. Our small-school context enables us to know pupils and families well and to respond quickly when barriers arise.

Our continuing work with the English Hub strengthens the teaching of early language, phonics, reading and writing. Targeted communication and language provision, high-quality adaptive teaching, effective deployment of support staff and carefully planned support for pupils with SEND are intended to improve outcomes for disadvantaged pupils across the curriculum.

Our strategy follows the Department for Education’s three-tiered approach:

- developing high-quality teaching;
- providing targeted academic support; and
- using wider strategies to address barriers relating to attendance, wellbeing, behaviour, belonging and family engagement.

The ultimate aim of our strategy is to narrow the attainment gap, improve attendance and ensure that disadvantaged pupils make strong progress from their individual starting points. Our approach is responsive to pupils’ changing needs and is reviewed regularly by school leaders and governors.

Challenges

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

Challenge number	Detail of challenge
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1	Eleven of our 25 disadvantaged pupils are from the Gypsy, Roma and Traveller community, representing 44% of the disadvantaged cohort. During 2025–2026, attendance for disadvantaged GRT pupils was 75.3%. Irregular attendance and periods of travel create gaps in learning, limit access to sustained teaching and targeted interventions, and negatively affect attainment and progress.
2	Assessments, observations and discussions with staff indicate that a number of disadvantaged pupils have underdeveloped speech, language, communication and vocabulary skills. This is particularly evident in EYFS and Key Stage 1 and affects pupils' ability to understand instructions, express their ideas and access reading, writing and the wider curriculum.
3	Internal assessment information shows that a number of disadvantaged pupils have gaps in prior learning and are working below age-related expectations, particularly in writing and early reading. Irregular attendance, mobility and limited access to continuous teaching have contributed to these gaps.
4	Eleven of our 25 disadvantaged pupils (44%) are also identified as having SEND. Their needs include speech, language and communication difficulties, cognition and learning needs, and social, emotional and mental health needs. These pupils require carefully adapted teaching, personalised provision and robust assess–plan–do–review cycles to make strong progress from their individual starting points.
5	Some disadvantaged pupils experience difficulties with emotional regulation, anxiety and readiness to learn. For a small number of pupils, these needs can contribute to emotionally based school non-attendance (EBSNA), significantly affecting attendance, engagement and access to education. These pupils require relational, trauma-informed and individually planned support to help them feel safe, regulate their emotions and engage successfully with learning.

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 attendance, engagement and continuity of learning for disadvantaged GRT pupils.	- Attendance for disadvantaged GRT pupils increases from 75.3% to above 90% by July 2027, with individual pupils supported to achieve at least 95% wherever possible - The attendance gap between disadvantaged GRT pupils and their peers narrows. - The proportion of disadvantaged GRT pupils who are persistently or severely absent reduces. - Families engage more consistently with attendance meetings, school communication and support.

	Pupils returning after periods of absence or travel are assessed promptly and receive targeted support to address gaps in learning.
Improved speech, language, communication and vocabulary skills among disadvantaged pupils, enabling them to participate confidently and access learning across the curriculum.	- Language Link and school assessments demonstrate measurable progress from pupils' individual starting points. - Identified pupils meet or make good progress towards their individual communication and language targets. - Classroom observations show improved listening, understanding, verbal contributions and use of vocabulary. - Pupils increasingly use complete sentences and subject-specific vocabulary in their spoken and written work. - Communication and language support is embedded consistently in classroom teaching and targeted interventions.
Improved attainment and progress in reading, writing and mathematics for disadvantaged pupils, with a particular focus on early reading and writing.	- Disadvantaged pupils make strong progress from their individual starting points. - The proportion of disadvantaged pupils working at age-related expectations increases from the September 2026 baseline in reading, writing and mathematics. - The attainment gap between disadvantaged pupils and their peers narrows. - Phonics assessments demonstrate improved decoding, fluency and application of phonics in reading and writing. - Work scrutiny and assessment information show that gaps in prior learning are being identified and addressed effectively.
Disadvantaged pupils with SEND make strong progress from their individual starting points through high-quality adaptive teaching and carefully planned provision.	- Assess–plan–do–review records contain clear, measurable and appropriately ambitious individual targets. - Reviews demonstrate that pupils are making progress towards their identified outcomes. - Classroom observations and work scrutiny show that adaptive teaching enables pupils to access learning alongside their peers.

	- Interventions are delivered consistently and their impact is evaluated regularly. - Pupil and parent voice demonstrates that pupils' needs are understood and that support is making a positive difference.
Improved emotional regulation, wellbeing and engagement so that disadvantaged pupils feel safe, are ready to learn and can access education more consistently.	- Pupils demonstrate improved emotional regulation and return to learning more successfully following periods of dysregulation. - Behaviour and wellbeing records show a reduction in incidents that affect pupils' access to learning. - Individual support and reintegration plans demonstrate improved engagement and attendance for pupils experiencing EBSNA. - Relational and trauma-informed strategies are used consistently across the school. - Pupil voice shows that disadvantaged pupils feel safe, supported and able to seek help from trusted adults. - Parents and relevant professionals engage actively in individual support and reintegration planning.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening adaptive teaching through staff training, coaching, performance management and regular monitoring	Adaptive teaching is a key school improvement priority for 2026–2027. Staff development focuses on identifying barriers, checking understanding, explicit instruction, modelling, scaffolding and adapting teaching while maintaining ambitious expectations.	2,3,4 and 5

	Impact is monitored through learning walks, work scrutiny, pupil progress meetings and pupil voice. The EEF identifies high-quality teaching as the most important element of an effective pupil premium strategy.	
Continued collaboration with Whiteknights English Hub to strengthen early language, phonics, reading and writing, with sustained support in EYFS	The English Hub provides specialist support, staff development and monitoring to strengthen systematic synthetic phonics, early reading and language-rich teaching. The EEF identifies phonics and oral-language approaches as particularly beneficial for disadvantaged pupils. Consistent teaching, accurate assessment and closely matched support help pupils develop decoding, fluency, vocabulary and comprehension. Impact will be evaluated through phonics and reading assessments, learning walks, work scrutiny and pupil progress information.	2, 3 and 4
Continued use and renewal of White Rose Maths resources to sustain successful mastery-based mathematics teaching	White Rose Maths provides a carefully sequenced, small-step curriculum supported by clear modelling, practical and pictorial representations, mathematical discussion and opportunities to develop fluency, reasoning and problem-solving. The approach has already contributed to improved mathematics outcomes within the school. EEF guidance supports explicit instruction, appropriate use of representations and structured teaching that builds securely on pupils' prior knowledge. Impact will be monitored through assessments, work scrutiny, learning walks and pupil progress meetings.	3 and 4
Renewal of the Twinkl Phonics subscription to support consistent	Twinkl Phonics provides a structured and cumulative approach to teaching decoding, blending, segmenting, spelling and reading fluency.	2, 3 and 4

systematic synthetic phonics teaching	Staff use regular assessment to identify gaps and provide additional practice for pupils who are at risk of falling behind. EEF evidence shows that systematic phonics approaches have a strong positive impact, particularly for younger and disadvantaged pupils. Impact will be monitored through phonics assessments, reading progress, learning walks and the application of phonics in pupils' writing.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and Learning Provision: four structured sessions each week, led by an experienced HLTA	A small group of disadvantaged pupils with EHCPs and significant speech, language, communication, cognition and learning needs receive seven hours of carefully planned provision each week. This provides an appropriately adapted curriculum where pupils are not yet able to access particular aspects of whole-class learning. It develops communication, early literacy, numeracy, cognition, independence and readiness to learn. Provision is linked to EHCP outcomes and classroom learning, with impact evaluated through the assess–plan–do–review process. EEF evidence supports structured small-group teaching and targeted oral-language approaches delivered by trained staff.	2, 3 and 4

Language Link assessments and targeted communication and language interventions delivered by a trained HLTA	Language Link is used to identify pupils' receptive language, vocabulary and communication needs and to plan individual and small-group interventions. The EEF identifies oral-language interventions as having a strong positive impact when targeted to assessed need, delivered by trained staff and connected to classroom learning. Progress will be monitored through Language Link reassessment, individual targets, classroom observations and pupil work.	2, 3 and 4
Protected non-contact time for HLTA to complete the Level 5 Speech, Language and Communication Needs apprenticeship	The course fees are government-funded, while the school provides protected time for study, training and applying new learning in school. Developing specialist staff expertise will strengthen the identification of speech, language and communication needs and improve targeted interventions and classroom support. Evidence indicates that interventions have the greatest impact when delivered by appropriately trained staff, linked to assessed need and reinforced through classroom practice.	2, 3 and 4
Daily one-to-one phonics catch-up for pupils who are at risk of falling behind	Identified pupils receive a focused ten-minute one-to-one phonics session each day, closely matched to gaps identified through assessment. Sessions provide additional practice in decoding, blending, segmenting and fluency and are aligned with the school's Twinkl Phonics programme. EEF evidence supports frequent, targeted phonics teaching, particularly for younger pupils and those who have not secured the expected foundational reading skills.	2, 3 and 4

	Progress will be reviewed regularly so that support can be adapted or discontinued when it is no longer required.	
Renewal and continued use of Provision Map to strengthen the assess-plan-do-review cycle	Provision Map supports the accurate identification, planning, recording and evaluation of provision for disadvantaged pupils with SEND. It enables staff to set measurable outcomes, record interventions, monitor progress and review whether support is having the intended impact. This strengthens communication between teachers, the SENCO, support staff and parents and helps ensure that provision is responsive to pupils' changing needs.	2, 3 and 4
Structured LEGO-based social communication intervention delivered by a trained teaching assistant three times each week	A small group of disadvantaged pupils participate in three structured 30-minute sessions each week, led by a member of staff who has completed relevant training. The intervention develops communication, turn-taking, collaboration, problem-solving and emotional regulation through clearly defined roles and shared tasks. Progress will be monitored through individual targets, staff observations, pupil voice and the assess-plan-do-review process.	2, 4 and 5
Part-funding of additional classroom-based teaching assistant support for disadvantaged pupils, including those with SEND	Additional teaching assistant capacity is provided throughout the school day to help disadvantaged pupils access high-quality whole-class teaching. Five teaching assistants provide classroom-based support, with some also delivering targeted communication, language, phonics and social-development interventions. Support includes pre-teaching, scaffolding, adapted resources, reinforcement, guided practice and help with communication, cognition and emotional regulation.	2, 3, 4 and 5

	A high proportion of the pupils receiving this support are both disadvantaged and identified as having SEND. Teaching assistants work under the direction of class teachers, and impact is evaluated through assessment, work scrutiny, learning walks and the assess–plan–do–review process. EEF evidence indicates that teaching assistants have the greatest impact when their deployment is structured, supplements teacher instruction and promotes pupil independence.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance monitoring, home visits and family support meetings	Attendance is monitored closely, with early identification of absence patterns and prompt contact with families. The school uses regular communication, attendance meetings, home visits, individual attendance plans and collaboration with external professionals where appropriate. A relational and persistent approach helps identify practical or emotional barriers, strengthens trust with families and supports pupils to return to regular attendance. Impact will be measured through individual attendance data, persistent and severe absence figures, family engagement and pupils' continuity of learning.	1 and 5
Three trauma-informed and relational practice twilight sessions for all staff	Staff will complete three 90-minute twilight sessions to strengthen the consistent use of relational and trauma-informed approaches, including PACE and the 5Rs. Training will help staff understand behaviour as communication, recognise	1, 4 and 5

	triggers, respond consistently to dysregulation and support pupils to return successfully to learning. This is particularly important for disadvantaged pupils experiencing anxiety, SEND, emotional regulation difficulties or EBSNA. Impact will be evaluated through staff confidence, learning walks, behaviour and wellbeing records, attendance, pupil voice and individual case studies.	
Targeted wellbeing and emotional-regulation support led by the Mental Health Lead, including the Mentor Dog programme and Pawsitive Start	Identified disadvantaged pupils receive individual and small-group support to develop emotional literacy, confidence, regulation, resilience and positive engagement with school. Millie, the school's mentor dog, attends each Friday and supports carefully planned wellbeing activities, group work and the Pawsitive Start breakfast club. These approaches help pupils build trusted relationships, reduce anxiety and become ready to participate in learning. Impact will be monitored through wellbeing records, attendance, pupil voice, engagement and individual support-plan reviews.	1 and 5
Up to two funded pupil premium places in each after-school club	The school funds up to two places for disadvantaged pupils in each of the five weekly after-school clubs, ensuring that family finances do not prevent participation. The broad programme includes creative, practical, social and life-skills activities that develop confidence, communication, collaboration, independence and belonging. Participation and impact will be monitored through attendance records, pupil voice, engagement and staff observations.	1 and 5

50% contribution towards educational visits and swimming for disadvantaged pupils	The school contributes 50% of the cost of educational visits and swimming for all pupil premium pupils, reducing financial barriers to full participation. Educational visits enrich curriculum learning, build background knowledge and provide experiences that support vocabulary, confidence and aspiration. Funded access to swimming also helps disadvantaged pupils develop an essential life skill and participate alongside their peers. Participation will be monitored to ensure that eligible pupils benefit from the provision.	1, 3 and 5
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Total budgeted cost: £41,850

Part B: Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

Disadvantaged pupils represented a significant proportion of the school during 2025–2026 and were represented in every class. Many experienced overlapping barriers, including SEND, speech and language needs, interrupted learning, irregular attendance and emotional needs.

Because our year groups are very small, the outcomes of one pupil can significantly affect published percentages. We therefore evaluate impact through progress from individual starting points, assessment information, attendance, work scrutiny, learning walks, pupil and parent voice and individual case studies.

During 2025–2026, disadvantaged pupils generally made good progress from their starting points. Most disadvantaged pupils taking the Year 1 phonics screening check achieved the expected standard. Key Stage 1 outcomes were stronger in reading than in writing and mathematics, while the disadvantaged Key Stage 2 outcome was positive, with the expected standard achieved across reading, writing and mathematics. EYFS outcomes reflected the significant additional needs within the disadvantaged cohort.

Work with Whiteknights English Hub and the use of Twinkl Phonics and White Rose Maths have strengthened the consistency and sequencing of teaching. Targeted interventions, Language Link, additional teaching-assistant support and strengthened assess–plan–do–review processes helped pupils access learning and make progress. Relational and trauma-informed practice also supported pupils experiencing anxiety, dysregulation and EBSNA.

Attendance remained the most significant barrier. Overall pupil premium attendance was 83%, while attendance for disadvantaged GRT pupils was 75.3%. Despite regular communication, home visits, attendance meetings and work with families and external professionals, attendance remained below expectations.

The evaluation has informed our priorities for 2026–2027: improving attendance, strengthening adaptive teaching, developing communication and language, addressing gaps in early reading, writing and mathematics, improving provision for disadvantaged pupils with SEND, and widening access to enrichment opportunities.