

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	82
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£22,200.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£22,200.00
<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>	

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 our Cadmore family receives a personalised learning experience that enables them to thrive academically, socially, and emotionally.

Our trauma-informed approach (TIP), rooted in relational practice, ensures pupils feel safe, regulated and ready to learn. Staff use PACE-informed strategies and the 5Rs to support emotional regulation. This is particularly critical for pupils who are disadvantaged, have SEND, or experience EBSNA.

Our ongoing partnership with the Whiteknights English Hub and BBO Maths Hub continues to strengthen early reading, phonics, writing and maths mastery across the school. These improvements have had a direct positive impact on the outcomes of our 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 high proportion of disadvantaged pupils are from GRT backgrounds and continue to face significant attendance barriers.
2	Underdeveloped oral language and vocabulary skills continue to impact learning across the curriculum.
3	Current attainment for PP pupils at ARE remains low: Reading 26%, Writing 22%, Maths 33% (September 2025).
4	A high proportion of pupils have SEND (25%), including 17% who are both PP and SEN (September 2025).
5	Emotional regulation difficulties impact pupils' readiness to learn and require continued TIP strategies.
6	Persistent absence among GRT disadvantaged pupils remains significantly above national expectations.
7	EBSNA difficulties have contributed to persistent absence; all but one affected pupils are Pupil Premium (September 2025).

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 for GRT disadvantaged pupils	<p>Persistent absence for GRT PP pupils reduces year-on-year.</p> <ul style="list-style-type: none"> - The attendance gap between GRT PP pupils and their peers narrows. - Increased engagement in school events, meetings and communication.
Improved oral language and vocabulary	<ul style="list-style-type: none"> - Language Link and classroom assessments show measurable improvement. - Pupils demonstrate increased vocabulary in speech and writing. - Book looks and learning walks show improvement in sentence structure and verbal contributions.
Improved attainment in reading, writing and maths for PP pupils	<ul style="list-style-type: none"> - PP pupils make expected or better than expected progress. - ARE increases from current baselines in R/W/M. - Phonics and early reading interventions show strong impact.
Improved progress for PP pupils with SEND through strengthened APDR	<ul style="list-style-type: none"> - APDR reviews show clear progress in targeted areas. - Provision Map entries demonstrate precise, consistent support planning. - PP SEND pupils meet or exceed personalised targets.

Improved emotional regulation enabling better access to learning	<ul style="list-style-type: none"> - TIP strategies are consistently used across the school. - Reduction in dysregulation-related incidents. - PP pupils show increased engagement and time on task. - Pupil voice reflects improved emotional readiness.
Reduction in persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> - Whole-school persistent absence reduces, including PP pupils. - Half-termly monitoring shows sustained improvements. - Increased family engagement with Early Help and attendance support.
Improved engagement and attendance for pupils experiencing EBSNA	<ul style="list-style-type: none"> - Reintegration plans show measurable progress. - Attendance of EBSNA pupils improves year-on-year. - TIP and wellbeing tools support successful re-engagement. - Parents engage actively with support plans.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD with BBO Maths Hub (Mastery & Mastering Number)	<ul style="list-style-type: none"> • EEF <i>Improving Mathematics in KS1 and KS2</i> recommends mastery approaches, concrete–pictorial–abstract modelling, and structured small-step progression as high-impact. • DfE supported Maths Hubs implement mastery approaches that raise 	3

	<p>attainment, particularly for disadvantaged pupils.</p> <ul style="list-style-type: none"> Research shows consistent positive effects of mastery on pupil progress, especially in fluency and conceptual understanding. <p>Why it works for PP pupils: Highly structured teaching reduces cognitive load, increases clarity and supports pupils with weak prior knowledge.</p>	
Continued collaboration with Whiteknights English Hub (phonics, reading, writing)	<ul style="list-style-type: none"> EEF: Phonics approaches have very high impact (+5 months), especially for disadvantaged pupils. DfE English Hubs are designed to embed Systematic Synthetic Phonics (SSP), improve early reading, and raise outcomes for the lowest 20%. Strong early reading instruction is linked to improved long-term attainment and reduced SEN misidentification. <p>Why it works for PP pupils: Many have vocabulary gaps and limited reading fluency, so SSP and reading-rich approaches support rapid progress.</p>	2, 3, 4
TIP (Trauma-Informed Practice) and relational practice training	<ul style="list-style-type: none"> DfE <i>Behaviour in Schools and Mental Health & Behaviour Guidance (2022)</i> highlight relational approaches as effective for pupils with trauma, anxiety, and emotional needs. EEF: Behaviour interventions, including relational approaches, have moderate positive impact (+4 months). TIP increases emotional regulation, reduces exclusions, and improves engagement. <p>Why it works for PP pupils: Disadvantaged pupils are statistically more likely to experience trauma or dysregulation; TIP removes barriers to learning.</p>	1, 3, 4, 5, 7
Renewal of White Rose Maths resources	<ul style="list-style-type: none"> Aligned to DfE Teaching for Mastery principles. Supports structured, sequenced learning — recommended by EEF maths guidance. 	3, 4

	<ul style="list-style-type: none"> Proven impact on fluency, reasoning and independent practice. <p>Why it works for PP pupils: Provides consistent small-step learning and accessible resources for mixed-age classes.</p>	
Twinkl SSP resources for phonics	<ul style="list-style-type: none"> Twinkl is a DfE validated SSP programme, meeting all requirements of the national phonics framework. EEF: Systematic phonics is the most effective way to teach early reading. <p>Why it works for PP pupils: Supports decoding, fluency and reading confidence.</p>	2, 3, 4

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA-led interventions (reading, writing, maths)	<ul style="list-style-type: none"> EEF: Targeted small-group interventions delivered by trained paraprofessionals produce +3 to +4 months additional progress. High-quality staff delivering structured programmes has greater impact than ad-hoc TA support. <p>Why it works for PP pupils: Interventions close gaps rapidly and supplement QFT.</p>	2, 3, 4
Language Link Junior for oral language development	<ul style="list-style-type: none"> EEF: Oral language interventions produce very high impact (+6 months). Improvements in narrative skills, vocabulary, listening and attention are strongly linked to improved writing and reading comprehension. <p>Why it works for PP pupils: Many enter school with lower vocabulary and limited spoken language experiences.</p>	2, 3, 4

Targeted 1:1 and small-group phonics tutoring	<ul style="list-style-type: none"> EEF: Highly effective for the lowest-attaining readers (+5 months). DfE: Tutoring has strong evidence of impact for disadvantaged pupils. Phonics catch-up prevents widening gaps later. <p>Why it works for PP pupils: Directly targets decoding gaps that hinder comprehension and writing.</p>	2, 3, 4
Renewal of Provision Map to strengthen APDR cycle	<ul style="list-style-type: none"> NASEN: Effective SEND provision requires robust assess–plan–do–review cycles. Schools with strong provision management show better outcomes for vulnerable learners. Enables evidence-based reviews and improved parental engagement. <p>Why it works for PP pupils: Many disadvantaged pupils also have SEND; high-quality APDR improves progress.</p>	All

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

Budgeted cost: £4,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport provision for GRT families to improve attendance	<ul style="list-style-type: none"> EEF: Improved attendance correlates directly with improved attainment. DfE research shows practical barriers (like transport) significantly affect GRT attendance. Reducing physical barriers is essential for persistent absenteeism. 	1, 6

	<p>Why it works for PP pupils: Ensures consistency, routine and access to learning.</p>	
Home visits and attendance support meetings	<ul style="list-style-type: none"> EEF: Parental engagement strategies produce high impact (+4 months). DfE: Early Help and family engagement reduce persistent absence. Relationship-driven attendance work is particularly effective for GRT and EBSNA pupils. <p>Why it works for PP pupils: Builds trust, improves communication, and supports reintegration.</p>	1, 6, 7
Renewal of CPOMS	<p>Evidence:</p> <ul style="list-style-type: none"> Effective safeguarding systems improve early identification of unmet needs. Ofsted: Schools with strong monitoring systems have better outcomes for vulnerable pupils. <p>Why it works for PP pupils: Ensures quick, coordinated responses to concerns affecting attendance and learning.</p>	1, 6, 7
Wellbeing interventions led by the Mental Health Lead	<ul style="list-style-type: none"> EEF: SEL (social and emotional learning) interventions produce +4 months additional progress. DfE: Mental health support improves attendance, engagement, and readiness to learn. TIP research also links wellbeing interventions to improved emotional regulation. <p>Why it works for PP pupils: Disadvantaged pupils statistically have higher mental health vulnerabilities.</p>	1, 5, 6, 7
After-school clubs and enrichment	<ul style="list-style-type: none"> EEF: Arts, sports and enrichment activities show positive impacts 	6, 7

opportunities for PP pupils	<p>on engagement, motivation and wider academic outcomes, particularly for disadvantaged pupils.</p> <ul style="list-style-type: none"> • EEF: Social and Emotional Learning (SEL) programmes, which are developed through structured enrichment, result in +4 months additional progress. • DfE: Research into extended schools shows enrichment increases aspiration, confidence and school connectedness, improving engagement and behaviour. • Ofsted: Disadvantaged pupils benefit significantly from cultural capital development and wider experiences beyond the core curriculum. • Attendance research: Participation in clubs and enrichment is linked to better attendance and reduced persistent absence, especially important for GRT and EBSNA pupils. <p>Why it works for PP pupils: Disadvantaged pupils often have limited access to extracurricular activities outside school. Providing funded enrichment opportunities helps close the experience gap, strengthens relationships with school, increases motivation, improves attendance, and builds confidence, communication skills and emotional regulation—all crucial for learning readiness.</p>	
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Total budgeted cost: £22,200

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

During the 2024–2025 academic year, the school made strong progress in strengthening provision for disadvantaged pupils through high-quality teaching, targeted intervention, and relational, trauma-informed practice. Although our small cohorts make quantitative analysis difficult, triangulated evidence from pupil outcomes, engagement, work scrutiny, hub reports, external reviews, and staff observations demonstrates clear improvements in provision and pupil progress.

Improvements in teaching and learning

The continued partnership with the Whiteknights English Hub led to greater consistency in early reading and phonics teaching across the school. Staff have embedded the Twinkl SSP programme with increasing confidence, resulting in more pupils becoming secure in decoding and fluency. The introduction of renewed reading books and matched home–school materials has supported pupils to practise reading at the appropriate level.

Work with the BBO Maths Hub has deepened staff subject knowledge and strengthened lesson sequencing and modelling. Pupils across all year groups show greater confidence when using practical equipment, talking mathematically, and explaining their thinking. Books show improved fluency, accuracy and confidence with basic number.

Curriculum improvements and impact on outcomes

The implementation of Maths Mastery and novel-driven writing has raised expectations and improved quality of work across the curriculum. Learning walks and book looks show disadvantaged pupils are better able to access whole-class learning, with clearer structures and more carefully scaffolded tasks.

SEND and disadvantaged pupils have particularly benefitted from the more systematic approach to modelling, small-step teaching and vocabulary development. Targeted support has helped pupils close gaps in reading, writing, and maths, with most pupils now demonstrating stronger understanding and more independence in lessons.

Impact of targeted interventions

HLTA-led interventions have had a positive effect on reading, phonics, language and number. Pupils receiving targeted support demonstrate improved confidence, better engagement and clearer progress in books and assessments. Language Link has supported pupils with limited vocabulary or weak narrative skills, helping them participate more confidently in class discussion.

The strengthened APDR cycle has enabled earlier identification of needs, more precise planning and more relevant interventions. Provision Map has supported clearer tracking, improved communication with parents and more consistent reviews.

Emotional regulation and readiness for learning

Trauma-Informed Practice continues to be a key strength of the school. Staff consistently use

regulation strategies—including the 5Rs and PACE—to support pupils who struggle with anxiety, dysregulation or EBSNA-related barriers. This has led to calmer classrooms, fewer incidents, and pupils returning to learning more quickly after moments of difficulty.

The Mental Health Lead’s work with individuals and small groups has provided vulnerable pupils with a safe space to talk, regulate, and build resilience. Pupils report feeling more supported and more confident in asking for help.

Attendance and engagement with families

Attendance remains an ongoing challenge, particularly for disadvantaged pupils from GRT backgrounds and those experiencing EBSNA. However, the school’s proactive approach—through home visits, strengthened relationships, and practical support such as transport—has resulted in improved engagement with a growing number of families.

More disadvantaged families attended parent consultations than in previous years, demonstrating increased trust and connection with the school. Regular communication and Early Help support have contributed to better relationships and improved attendance for several individual pupils.

Overall evaluation

Despite the challenges of complex needs, high mobility and persistent absence, disadvantaged pupils at Cadmore End have made clear, tangible progress this year. They are better supported in lessons, more confident in their learning, and more emotionally regulated. Teaching is stronger, curriculum delivery is more consistent, and targeted interventions are having measurable impact.

The work with the English and Maths Hubs, alongside the school’s trauma-informed approach, has been central to this improvement. While attendance remains a key priority moving forward, the school has strong systems, strong relationships and increasingly confident practice to continue closing the gap for disadvantaged pupils.