

Pupil premium strategy statement 2023 to 2026

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	Cavalry Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	27.1% (as at 20.9.23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Fiona McCallum, Headteacher
Pupil premium lead	Sarah Edwards
Governor / Trustee lead	Jem Shuttleworth

Funding overview

Detail for 2023 to 2024	Amount
Pupil premium funding allocation this academic year	£154,835 (99 x PP; 4 x post LAC; 2 x service)
Recovery premium funding allocation this academic year	£16,820
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	£171655

Part A: Pupil premium strategy plan

Statement of intent

At Cavalry Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We are committed to ensuring that all pupils, including those who are disadvantaged in any way, receive high quality teaching, show improving attainment sustained over time and receive targeted support where necessary.

Our approach is rooted in robust diagnostic assessments. We aim to act early to intervene where children begin to fall behind the expected outcomes for their age group. This is a whole school approach with high expectations and challenge for those who are disadvantaged. In addition to this, we aim to provide all children with access to a variety of exciting opportunities and a rich and varied curriculum.

Our goal is to ensure that our disadvantaged pupils gain as much from education as their peers and that they and their families value and understand the impact of education on life chances. The success of our strategy will be measured by:

- High attendance and punctuality for all*
- Progress and outcomes for all children compares favourably to local and national data*
- All children take advantage of the extra-curricular/ wider opportunities that the school offers to support cultural capital and interest in the world, and a love of learning.*
- The strong relationships the school has with parents, including parents 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	In EYFS, Baseline levels for many areas for development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PP. Gaps in children's tier 2 and tier 3 vocabulary remain significant throughout the school.
2	For some children, having SEND as well as eligibility for PP means that they face multiple barriers to learning
3	The school is situated in a market town in rural Fenland and serves a mixed catchment area with some areas of significant deprivation. 21% of children on roll in September 2023 live in postcodes in the lowest 10% according to the Index of Multiple Deprivation and in the lowest 20% for IDACI. Since the Covid 19 pandemic the school has seen a sharp rise in children with mental health needs, particularly related to anxiety.
4	Attendance for children eligible for PP is lower than for their non-disadvantaged peers
5	Safeguarding and welfare issues impact on children's well-being and capacity to learn and there are limited external resources and agencies to support families.
6	We are located in a rural town with limited facilities and poor transport links, making it hard for children and families to access wider opportunities and life enriching experiences.
7	Impact of Covid 19 pandemic has disproportionately affected disadvantaged pupils, especially those in KS2 who have gaps in their prior learning and Year 1 where Personal and Social Development has been affected for some pupils.

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
Disadvantaged children make accelerated progress in reading	Gap between attainment of disadvantaged pupils at Cavalry and non-disadvantaged pupils nationally narrows in each of: KS1 reading assessment KS2 reading SAT
Disadvantaged children make accelerated progress in writing	Gap between attainment of disadvantaged pupils at Cavalry and non-disadvantaged pupils nationally narrows in each of: KS1 writing assessment KS2 writing assessment
Disadvantaged children make accelerated progress in mathematics	Gap between attainment of disadvantaged pupils at Cavalry and non-disadvantaged pupils nationally narrows in each of: Year 4 MSC (times tables check) KS1 Maths assessment KS2 Maths SAT
Attendance improves and persistent absence rates decrease.	Gap between attendance of disadvantaged pupils at Cavalry and all pupils nationally narrows
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - student voice, student and parent surveys and teacher observations - continued and increasing participation in enrichment activities

Activity in current year 2023 to 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: £47,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use 'Maths No Problem' (mastery based approach to all year groups from Y1 to Y6) effectively by identify gaps before each unit is taught and addressing these; by consistently working through the 'I do, We do, You do' phases so that children apply new learning with increasing independence in varying contexts; provide children with daily opportunities to rehearse and retrieve key knowledge (£4958); release time for maths leader to coach, support and monitor (£8886)	EEF toolkit - Mastery learning approaches give high impact on pupil outcomes. Teaching approach promoted by DfE and supported by Maths Hub	2,5,7
Ensure rapid recall of tables facts including use of TT Rockstars (£179) and Prodigy (free) as online maths tools to increase pupil fluency with times tables and maths skills more generally.	After participation ch are 38% faster at times table recall (SHINE research case study)	2,5,7
SATS companion to be introduced for children in Y5 and Y6 to use at school and as homework to consolidate maths learning. (£1440)	Educational Impact from SATS companion research- Improve teaching efficiency (79%), improve attainment (76%)	2,5,7
Continue 'Read, Write, Inc' as approach to teaching of phonics and early reading/writing in EYFS and KS1;	EEF Improving Literacy in KS1 -	1,2,5 & 7

<p>access to training website and developmental support from trainer (£200), release time for Reading Leader to coach and support, and also her time for assessment and grouping of children (£14,559). Purchase additional non fiction decodable texts for KS1 and additional decodable fiction texts to ensure scheme continues into Y3. (£1380)</p>	<p>Recommendation 3 - 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 RWI has a proven track record of positive outcomes especially for disadvantaged pupils and after 2 years has had a significant impact on outcomes in this school.</p>	
<p>Continue to develop 'Reading for Pleasure' following project with Open University and English Hub in 2021-2023; engage children in KS2 with reading regularly to develop fluency and stamina Accelerated Reader subscription (£2730); release time for English subject leader (£3500); Additional reading books purchased for KS2 using funding from TEFAT and Steve Barclay MP</p>	<p>See Teresa Cremin et al, Open University - strong evidence that reading for pleasure is linked to accelerated progress in reading and across the curriculum. Evidence4Impact (E4I) rates Accelerated Reader as having a 'strong' impact on pupil outcomes.</p>	1,2,3,6 & 7
<p>Continue to use PiXL resources to run to support high quality first teaching in all year groups and to carry out assessment with associated gap analysis and follow up teaching; PiXL membership (£2700) Accelerate progress in Year 6 through deployment of a HLTA to enable PiXL booster groups to run for two afternoons per week (£7062)</p>	<p>EEF - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction EEF - guidance report primary maths - Recommendation 1 - importance of accurate assessment which inform future planning and teaching</p>	2,5,7

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

Budgeted cost: £63730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide evidence based interventions for target groups of children to accelerate progress; Range of support and intervention groups delivered by TAs (£//////)	EEF Toolkit- Making best use of Teaching Assistants- TAs to deliver high quality one-to-one or small group support using structured interventions.	1, 2, 3, 5, 6 & 7
<ul style="list-style-type: none"> - Early Talk Boost; Talking Tennis in EYFS 	EEF Toolkit- Oral language interventions- Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	
<ul style="list-style-type: none"> - ELKLAN trained speech therapy sessions (£9147) 		
<ul style="list-style-type: none"> - Employ two teaching assistants to deliver one to one or one to one to tuition every afternoon to ensure all children keep up with the programme and that children who are still learning to decode in lower KS2 have expert support. (£10,830) 	EEF Toolkit- One to one tuition- High impact on pupil outcomes.	
<ul style="list-style-type: none"> - Deliver First Class @ Number intervention to target groups in Y2 and Y3 	Edgehill research shows accelerated progress for this small group intervention	
<ul style="list-style-type: none"> - Daily individualised reading support 	Evidence 4 Impact- EEF project investigating the effectiveness of Accelerated Reader,	

	concluded strong intervention at a primary level. Studies show it to be effective for weaker readers as a catch-up intervention at the end of KS1/ start of secondary school.	
Provide 15 hours of 1:3 face to face tutoring for 46 children in Y4/5/6 for maths and writing (50% funding from DfE, £6615 from PP Grant)	EEF Toolkit - Individualised instruction gives moderate impact on pupil outcomes	2, 3, 5 & 8.
Deliver success @ arithmetic in Y6 for target group	Edgehill Research indicates significant impact on progress	2, 8

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

Budgeted cost: £60381

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a family worker/attendance officer to offer additional support to families in need (including opening EHAs and signposting to other services) and administer a robust attendance monitoring and tracking system (£26,821)	Institute of Education (DERA) 'Strategies for schools to improve attendance' lists a range of effective strategies which are used by our family worker. See also www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully .	2, 3, 4 & 5

<p>Deliver interventions to support children with social, emotional and mental health needs (lego therapy, Emotional Literacy 7 to 11, sensory circuits, time to talk) (£5500)</p>	<p>Sensory circuits: recommended by occupational therapists. https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8 Lego Therapy: Early research has identified several behavioural and social benefits flowing from Lego Therapy with children (Positive Psychology research review) Emotional Literacy 7 to 11: recommended by Cambs Educational Psychology service</p>	<p>2, 3, 4, 5 & 6</p>
<p>Emotional Literacy Support Assistant (ELSA) and assistant mental health lead (15 hours per week) targets engagement, self esteem, growth mindset, metacognition, strategies for managing anxiety for target pupils (£16560) taken from recovery premium)</p>	<p>EEF low impact for moderate cost (mentoring) EEF +7 months progress when used well, impact very high especially for disadvantaged pupils (teaching metacognitive strategies)</p>	<p>3, 4, 5 & 6</p>
<p>Offer a free place in Breakfast club to all PP children so that they have a calm, settled start to the day and are fed before school (£3500)</p>	<p>DfE Research Report 'Evaluation of Breakfast Clubs in schools with high levels of Deprivation'(2017) and Evidence4Impact EEF report investigating the effectiveness of 'Magic Breakfast', which found that it had a positive impact on maths, reading and writing in KS1, and moderate impact in KS2.</p>	<p>2,3,4 & 5</p>
<p>Subsidise take up of brass and woodwind lessons for PP children (£2500)</p>	<p>EEF Toolkit - arts participation has a moderate impact on pupil outcomes</p>	<p>6</p>
<p>Subsidy for pupil premium children to take part in educational visits including residential trips (£5500)</p>	<p>Council for Learning Outside the Classroom https://www.lotc.org.uk/ references research about impact day and residential visits</p>	<p>6</p>

Total budgeted cost: £ (PPG) + £ (RPG)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023 to 2024

Activity	Evidence that supports this approach	Challenge number(s) addressed

