

## Pupil premium strategy statement 2024 to 2027

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	406
Proportion (%) of pupil premium eligible pupils	<b>26.8%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024- 2027.
Date this statement was published	12th September 2024
Date on which it will be reviewed	5th Sept 2025
Statement authorised by	Sarah Edwards, Headteacher
Pupil Premium Lead	Rune Webb
Governor / Trustee lead	Jem Shuttleworth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£182,590</b>
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£182,590</b>

## 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.*

*The wider Pastoral Team will continue to develop practice and provision for vulnerable pupils. A dedicated Emotional Literacy Support Assistant (ELSA) and Family Support Worker will provide bespoke mentoring programmes with a particular focus on disadvantaged pupils, developing physical and mental well being, improving attendance; reduce instances of unwanted behaviour; and improve a range of academic and non academic outcomes. There will be a particular focus on co-regulation/ self regulation, socialisation and maintaining positive relationships with the support of an established Trusted Adult network.*

## 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	<ul style="list-style-type: none"> <li>● High standards of phonics attainment in EYFS and KS1</li> <li>● RWM attainment in line with cohort and above national</li> <li>● KS2 whole class reading sequence (x3 weekly 30 min sessions) to raise standards.</li> <li>● The library in school and in the community is visited regularly and builds a culture of reading</li> <li>● Reading for pleasure opportunities shared across Key Stages</li> </ul>
Disadvantaged children make accelerated progress in writing	<ul style="list-style-type: none"> <li>● Professional development further supports high quality teaching</li> <li>● High quality models of different text types provide inspiration for higher level written outcomes.</li> <li>● Year group outcomes in writing to be in line with national.</li> </ul>
Disadvantaged children make accelerated progress in mathematics	<ul style="list-style-type: none"> <li>● Year 4 MTC mean score in line with cohort</li> <li>● All year groups have weekly cumulative arithmetic sessions to support children in becoming fluent, competent and confident when applying arithmetic skills; raising end of key stage standards.</li> </ul>
Attendance improves and persistent absence rates decrease.	<ul style="list-style-type: none"> <li>● Improved attendance for our disadvantaged pupils and those identified as most vulnerable. Gap between PP and Non PP attendance reduces significantly.</li> <li>● Work with attendance mentors significantly reduces the number of PP pupils identified with persistent absence. This approach becomes embedded in school culture.</li> </ul>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Student voice, student and parent surveys and teacher observations evidence high levels of wellbeing</li> <li>• Continued and increasing participation in enrichment activities</li> <li>• Rigorous monitoring and early intervention for persistently challenging behaviour results in reduction of behaviour incidents</li> <li>• Access to ELSA/ Family Support Worker provides pupils with support to improve self regulation and engage positively in all aspects of the curriculum.</li> </ul>
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## 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: **£75,776**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>EEF toolkit - Mastery learning approaches give high impact on pupil outcomes. Teaching approach promoted by DfE and supported by Maths Hub. <a href="#">EEF - Mastery learning.</a></p>	<p>2,5,7</p>

key knowledge <b>£6440</b> ; release time for maths leader to coach, support and monitor		
Ensure rapid recall of tables facts including use of TT Rockstars ( <b>£183</b> ) and Prodigy (free) as online maths tools to increase pupil fluency with times tables and maths skills more generally.	After participation chn are 38% faster at times table recall ( <a href="#">SHINE research case study</a> )	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. <b>£968</b>	Educational Impact from SATS companion <a href="#">research</a> - 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; access to training website and developmental support from trainer <b>£200</b> , release time for Reading Leader to coach and support, and also her time for assessment and grouping of children <b>£25,964</b> Purchase additional nonfiction decodable texts for KS1 and additional decodable fiction texts to ensure scheme continues into Y3 <b>£2,939</b>	<a href="#">EEF Improving Literacy in KS1 - Recommendation 3</a> - Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading 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.	1,2,5 & 7
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 <b>£2666</b> , release time for x2 English subject leaders <b>£17,356 &amp; £16,356</b>	See Teresa Cremin et al, Open University - strong evidence that <a href="#">reading for pleasure</a> is linked to accelerated progress in reading and across the curriculum. <a href="#">Evidence4Impact</a> (E4I) rates Accelerated Reader as having a 'strong' impact on pupil outcomes.	1,2,3,6 & 7
Continue to use PiXL resources to run to support high quality first teaching in all year groups and to carry out	<a href="#">EEF - guidance report primary maths - Recommendation 1</a> - importance of accurate assessment which inform future planning and	2,5,7

<p>assessment with associated gap analysis and follow up teaching (therapies); PiXL membership <b>£2,700</b>.</p> <p>Accelerate progress in Year 6 through the deployment of an HLTA to release Yr 6 lead teacher to deliver PiXL booster groups to run for one afternoon per week HLTA cover <b>£2,267</b></p>	teaching	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£29,414**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide evidence based interventions for target groups of children to accelerate progress; Range of support and intervention groups delivered by TAs (£//////)</p>	<p><a href="#">EEF Toolkit- Making best use of Teaching Assistants</a>- TAs to deliver high quality one-to-one or small group support using structured interventions.</p>	1, 2, 3, 5, 6 & 7
<p>- ELKLAN trained speech therapy sessions <b>£7,696</b></p>	<p><a href="#">EEF Toolkit- Oral language interventions</a>- Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	



<ul style="list-style-type: none"> <li>- Employ two teaching assistants to deliver RWI one to one 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. <b>£20,394</b> This includes additional responsibility for lead TA to assess and track progress <b>£1324</b></li> </ul>	<p>EEF Toolkit- One to one tuition- High impact on pupil outcomes.  <a href="#">EEF One to one tuition toolkit.</a></p>	
<ul style="list-style-type: none"> <li>- Daily individualised reading support (KS2)</li> </ul>	<p><a href="#">Evidence 4 Impact-</a> EEF project investigating the effectiveness of Accelerated Reader, concluded strong intervention at a primary level.</p>	
<ul style="list-style-type: none"> <li>- Implement a tutor program for Maths at the end of KS2 (Years 5 and 6) using our own skilled teaching staff, who will deliver tuition to identified pupils before school.</li> </ul>	<p>High quality tutoring can offer crucial evidence-based support for pupils.  <a href="#">EEF- Making a difference with Effective Tutoring</a></p>	

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

Budgeted cost: **£77,400**

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 <b>£38,016</b>	There is a clear link between poor attendance and lower academic achievement <b>DfE- <a href="#">Working Together to Improve School Attendance- August 2024</a></b>	2, 3, 4 & 5
Further enhance the school environment, including brand new teaching spaces, to support pupils behaviour and well being (e.g. break out spaces, safe spaces, playground equipment) <b>£2,000</b>	The school environment can help children apply their social and emotional learning by providing areas in the corridors and playground where children can go to calm down, or spaces where they can use restorative conversations to resolve conflict, engage in group activities. <b>EEF guidance report- <a href="#">Improving social and emotional learning in schools- Recommendation 5</a></b>	
Deliver interventions to support children with social, emotional and mental health needs- daily sensory circuits (am) <b>£6,000</b>	Sensory circuits: recommended by occupational therapists. <b><a href="#">Sensory Motor Circuits- A Sensory Motor Skills Programme for Children</a></b>	2, 3, 4, 5 & 6
Emotional Literacy Support Assistant (ELSA) (15 hours per week) targets engagement, self esteem, growth mindset, metacognition, strategies for managing anxiety for target pupils <b>£18,124</b>	<b><a href="#">EEF low impact for moderate cost (mentoring)</a></b> EEF +7 months progress when used well, impact very high especially for disadvantaged pupils (teaching metacognitive strategies)	3, 4, 5 & 6

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 <b>£3,500</b>	<a href="#">DfE Research Report</a> 'Evaluation of Breakfast Clubs in schools with high levels of Deprivation'(2017) and <a href="#">Evidence4Impact EEF</a> 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.	2,3,4 & 5
Subsidise take up of brass and woodwind lessons for PP children <b>£4,260</b>	EEF Toolkit - arts participation has a moderate impact on pupil outcomes. <a href="#">EEF Education Arts Participation Toolkit</a>	6
Subsidy for pupil premium children to take part in educational visits including residential trips <b>£5,500</b>	Council for Learning Outside the Classroom <a href="https://www.lotc.org.uk/">https://www.lotc.org.uk/</a> references research about impact day and residential visits	6

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

## 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 **2023** to **2024** academic year.

EYFS					
	National PP	CAV all	CAV PP	Difference to National	
GLD	52%	59%	48%	+7%	-4%
KS1					
Subject	National	CAV all	CAV PP	Diff to CAV All	Diff to Nat.
Reading	68%	80%	58%	-22%	-10%
Writing	60%	73%	33%	-40%	-27%
Maths	70%	81%	58%	-21%	-12%
RWM Combined	N/A	68%	25%	-48%	N/A
Phonics	89%	94%	82%	-12%	-7%

<b>KS2</b>					
<b>Subject</b>	<b>National</b>	<b>CAV All</b>	<b>CAV PP</b>	<b>PP to CAV All</b>	<b>PP to Nat.</b>
<b>Reading</b>	<b>73%</b>	<b>67%</b>	<b>44%</b>	<b>-23%</b>	<b>-29%</b>
<b>Writing</b>	<b>71%</b>	<b>72%</b>	<b>56%</b>	<b>-16%</b>	<b>-15%</b>
<b>Maths</b>	<b>73%</b>	<b>66%</b>	<b>56%</b>	<b>-10%</b>	<b>-17%</b>
<b>RWM Combined</b>	<b>59%</b>	<b>54%</b>	<b>44%</b>	<b>-10%</b>	<b>-15%</b>
<b>MTC</b>	<b>27%</b>	<b>71%</b>	<b>68%</b>	<b>-3%</b>	<b>+41%</b>