



# Cavendish Primary School

**Pupil premium strategy statement**

## Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

### School Overview:

Detail	Data
School name	Cavendish Primary Academy
Number of pupils in school	448 – 08/12/25
Proportion (%) of pupil premium eligible pupils	51% on Arbor – 08/12.25
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was <b>FIRST</b> published	November 2024
Date this statement was re-published (second)	February 2026
Date this statement will be re-published (third)	February 2027
Date on which it will be next reviewed	December 2027
Statement authorised by	Jonathan Nixon
Pupil premium lead	Jonathan Nixon
Governor / Trustee lead	Annette Patterson

### Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year	£304,380
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	£304,380

## Part A: Pupil premium strategy plan Statement of Intent:

At Cavendish Primary Academy, we are committed to raising aspirations, driving social mobility, and ensuring that all pupils—regardless of background—thrive academically and personally. Our mission is to equip every child with the knowledge, skills, and confidence to become successful, active citizens, capable of accessing the future careers of their choice.

We recognise that high-quality teaching is the most powerful tool in closing the attainment gap. Therefore, our pupil premium strategy prioritises outstanding teaching and learning for all, while providing targeted support for disadvantaged pupils. Through a rigorous needs analysis, we ensure that funding is directed where it will have the greatest impact, whether for specific individuals, groups, or cohorts.

Cavendish Primary Academy takes a strategic, evidence-informed approach to the use of pupil premium funding, integrating it within our wider school improvement systems. Our decisions are underpinned by EEF research, ensuring that interventions are rooted in best practice and offer value for money. These strategies are monitored, evaluated, and refined regularly to maximise their effectiveness.

We recognise that disadvantage is complex and goes beyond financial hardship.

As part of our ongoing self-evaluation, we regularly review the needs of our pupils to ensure our provision remains targeted, ambitious, and inclusive. The following areas of need shape our strategic priorities and help us direct pupil premium funding where it has the greatest impact:

- **Language and Vocabulary Development**  
Some children join us with developing early communication skills. This presents a strong opportunity to build rich language experiences through high-quality early reading, explicit vocabulary instruction, and oracy-based teaching.
- **Confidence, Self-Esteem and Aspiration**  
A number of pupils benefit from additional support to build confidence and resilience. Our curriculum, pastoral systems, and enrichment offer provide purposeful opportunities for pupils to develop ambition and belief in themselves.
- **Social, Emotional and Behavioural Readiness**  
A number of pupils require support with emotional regulation and personal development. Our pastoral team, learning mentors, and trauma-informed approaches enable pupils to thrive socially and emotionally so they are ready to learn.
- **Attendance and Punctuality**  
A minority of pupils require more intensive attendance support. Our strengthened attendance systems, early intervention, and close partnership with families ensure pupils are in school consistently and benefit fully from the curriculum.
- **Family Support and Engagement**  
Some families value additional support with routines, learning at home, or accessing wider services. Through strong relationships and multi-agency partnerships, we work collaboratively to ensure every child is well supported.

These needs guide our decision-making and ensure our strategies remain evidence-informed, sharply focused, and responsive to the realities of our community — always with the ambition that every child at Cavendish will flourish academically, socially, and personally.

### **Our Key Objectives:**

At Cavendish Primary Academy, our key objectives reflect our commitment to ensuring every pupil — including those eligible for Pupil Premium — thrives academically, socially, and personally. We focus on building on strengths, widening opportunities, and ensuring consistently high aspirations for all.

- **To secure excellent progress and outcomes for disadvantaged pupils**  
By ensuring access to consistently high-quality teaching, targeted support, and a rich curriculum, we aim for disadvantaged pupils to achieve at least in line with their peers, with many exceeding expected standards.
- **To strengthen the learning behaviours, resilience, and personal development of all pupils**  
By nurturing confidence, self-belief, and positive learning habits, we ensure pupils are well-equipped to engage fully in lessons and take increasing ownership of their learning.

- **To ensure all pupils benefit from strong early language, communication, and reading foundations**

Through high-quality early reading, explicit vocabulary instruction, and oracy-rich teaching, we support pupils to develop the language skills needed to access the full curriculum.

- **To maintain high attendance so pupils access every opportunity to succeed**  
By working closely with families and promoting a culture where excellent attendance is celebrated, we ensure pupils are in school consistently and ready to learn.
- **To broaden pupils' experiences and aspirations through a rich offer of enrichment and cultural capital**  
Through the Cavendish curriculum, high-quality trips, clubs, and leadership opportunities, we ensure every child develops ambition, curiosity, and a strong sense of their future potential.

## **Strategies:**

### **High-Quality Teaching and Engagement Strategies**

- Ensuring consistent high-quality teaching through research-based engagement strategies, including scaffolding, retrieval practice, and metacognitive approaches.
- Leveraging technology through iPads to enhance personalised learning, increase engagement, and provide instant feedback to accelerate progress.
- Using adaptive teaching to ensure lessons are inclusive, accessible, and tailored to meet the needs of all learners.
- Embedding oracy-rich teaching to develop language acquisition and communication skills from EYFS to KS2.

### **Accelerating Progress and Raising Attainment**

- Targeted academic interventions for disadvantaged pupils, ensuring they reach at least age-related expectations.
- Focused support for higher-attaining disadvantaged pupils, enabling them to reach greater depth in learning.
- Additional learning support, including small-group tuition and structured interventions in reading, writing, and maths.

### **Pastoral and Well-Being Support**

- Dedicated pastoral team providing behavioural, attendance, and family support to remove barriers to learning.
- Proactive attendance strategies, including early intervention for persistent absence.
- Mental health and well-being initiatives, including access to counselling, mentoring, and social-emotional learning programmes.

### **Broadening Horizons Through Enrichment and Cultural Capital**

- Subsidised access to enrichment activities, including educational visits, residentials, and cultural experiences.
- Commitment to our 'Cavendish Passport', ensuring all children experience a range of aspirational opportunities before they leave primary school.
- Providing access to extracurricular activities that develop confidence, resilience, and ambition.
- Through these strategies, we ensure that pupil premium funding is allocated effectively, maximising impact and enabling every child to succeed, regardless of background.

## Challenges:

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

Challenge number	Detail of challenge
1	<b>Language and Communication Development</b> Many children start school with developing early language skills which gives us a strong opportunity to focus on high-quality early reading, vocabulary enrichment, and oracy-rich classroom practice.
2	<b>Securing Strong Outcomes for All</b> Assessment information highlights specific groups where we aim to accelerate progress so that disadvantaged pupils match the strong outcomes of their peers by the end of Key Stage 2.
3	<b>Strengthening Early Reading Foundations</b> Some pupils require additional support in phonics and early literacy, which informs our structured teaching approach and ensures rapid, targeted intervention to build fluency and confidence.
4	<b>Supporting Social, Emotional and Well-Being Needs</b> A number of pupils benefit from additional pastoral support. Our well-established pastoral team provides proactive nurture, emotional-regulation guidance, and family support to maintain positive learning behaviours.
5	<b>Improving Attendance so Every Child Thrives</b> Attendance for some disadvantaged pupils can be variable. Our strengthened systems, early intervention, and partnership with families ensure pupils attend consistently and benefit fully from the curriculum.
6	<b>Ensuring Access to Resources</b> Some families require support with things to be able to access school fully. Our commitment to equitable provision ensures all pupils have the resources they need to participate fully
7	<b>Developing Social and Communication Skills</b> Some pupils benefit from targeted opportunities to build confidence, teamwork, and emotional literacy. Our enriched curriculum and mentor support ensure these skills develop securely.

## 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
<p>To ensure disadvantaged pupils achieve outcomes that are at least in line with their peers, with gaps in attainment and progress closing year on year.</p>	<p>Internal and external assessment data show the gap between disadvantaged and non-disadvantaged pupils narrowing across Reading, Writing and Maths, with an ambition to eliminate the gap over the life of the strategy.</p> <p>In-year tracking demonstrates that disadvantaged pupils keep up, rather than catch up, through high-quality teaching, early intervention and targeted support.</p> <p>The proportion of disadvantaged pupils achieving ARE and GDS increases year on year, reflecting strong progress from starting points.</p> <p>Targeted teaching, structured interventions and strengthened writing foundations result in fewer disadvantaged pupils working below age-related expectations.</p> <p>Improved early reading foundations (phonics, fluency, decoding and language development) ensure disadvantaged pupils access the full curriculum confidently.</p> <p>Progress meetings demonstrate growing parity between groups, with rapid intervention for any pupils at risk of falling behind.</p> <p>A consistent “keep up, not catch up” approach is evident through classroom practice, curriculum adaptation and SEN/PP mapping.</p>
<p>To enhance pupils’ mental well-being, resilience, and readiness to learn.</p>	<p>All staff are trained and confident in approaches that nurture pupils’ emotional well-being.</p> <p>Behaviour incidents involving disadvantaged pupils reduce as pupils develop stronger regulation and resilience.</p> <p>Suspensions for disadvantaged pupils reduce as proactive support and early intervention take effect.</p>
<p>To embed a rich language and communication culture across the school.</p>	<p>Performance data (e.g. GLD, phonics screening, % Reading ARE) show sustained improvement in literacy outcomes.</p> <p>Teaching and Learning strategies promote discussion-rich lessons with high-quality oracy opportunities embedded.</p> <p>Oracy strategies are consistently evident across subjects, demonstrated through learning walks</p> <p>Early language interventions (e.g. WellComm) show measurable impact in EYFS and KS1.</p> <p>Pupil engagement in structured talk activities increases, demonstrating greater confidence and participation.</p>

<p>To secure high attendance so pupils benefit fully from every learning opportunity.</p>	<p>Pupil Premium attendance improves to at least 95% with an aspirational trajectory towards 97% (2025–26).</p> <p>Persistent absence reduces year on year, supported by strong family engagement.</p> <p>Termly attendance rewards are visible, understood by parents and pupils, and celebrated throughout school.</p> <p>Early intervention leads to fewer term-time absences.</p> <p>Weekly attendance monitoring enables swift, effective action with families.</p>
<p>To strengthen pupil engagement, curiosity, and ambition in learning.</p>	<p>Learning walks and lesson observations show high levels of active participation.</p> <p>Greater depth attainment increases in core subjects for disadvantaged pupils.</p> <p>Use of retrieval practice and metacognition strategies is evident in lessons.</p> <p>Adaptive teaching strategies are consistently applied to stretch and support all learners.</p>
<p>To ensure all disadvantaged pupils benefit from enriching experiences that broaden aspiration and cultural capital.</p>	<p>100% of pupils complete the Cavendish Passport by the end of Year 6.</p> <p>Extracurricular participation of disadvantaged pupils increases to at least 50%.</p> <p>All pupils' access curriculum-linked trips, residentials, and cultural experiences.</p> <p>Leadership and personal development opportunities for PP pupils increase.</p> <p>Enrichment activities raise aspirations and expose pupils to a diverse range of future careers.</p>

## 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: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening Early Reading Foundations</p> <ul style="list-style-type: none"> <li>Continued high-quality RWI implementation: development days, half-termly assessments with targeted tutoring for lowest 20%.</li> <li>Additional 1:1 and small group phonics tutoring for identified pupils.</li> <li>Ensure book-matching fidelity using new decodable texts and daily reading practice.</li> <li>Increase coaching support from English Lead &amp; RWI consultant (CIP: Reading priority).</li> </ul>	<p>EEF Guidance: Phonics approaches have a high impact on early reading, especially for disadvantaged pupils. DfE Reading Framework (2021).</p> <p>Internal phonics screening data.</p> <p>EY outcomes re word reading</p> <p>Telling the story: the English education subject report: Our approach reflects the report's recommendation that early reading must focus on secure decoding, fluency, and systematic practice, rather than over-reliance on comprehension questions that do not build fluency</p>	<p>1, 2, 3</p>
<p>Systematic Development of Strong Writing Foundations (Early Years to Year 6)</p> <ul style="list-style-type: none"> <li>Implement a whole-school, sequenced approach to the teaching of writing that prioritises transcription fluency (handwriting, spelling, sentence construction) before extended composition.</li> <li>Focus on sentence-level instruction across KS1 and KS2, including oral rehearsal, sentence combining, sentence manipulation and explicit modelling.</li> <li>Ensure writing units include structured oral composition before writing, enabling pupils to secure the language patterns needed for success.</li> </ul>	<p><i>Telling the Story</i> subject report 2024</p> <p>Strong foundations (DFE 2024)</p> <p>Writing outcomes to ensure closing of gap</p>	<p>2 and 3</p>

<ul style="list-style-type: none"> <li>• Increase opportunities for short, purposeful writing practice to consolidate grammar, punctuation and syntax before extended pieces.</li> <li>• Use high-quality texts to model sentence structure, grammar, authorial techniques and language choices — carefully sequenced across year groups.</li> <li>• Provide targeted small-group support for identified pupils to develop writing stamina, fluency and accuracy.</li> </ul> <p>Ensure Early Years and KS1 pupils secure foundational skills through:</p> <ul style="list-style-type: none"> <li>• Embed RWI handwriting scheme with daily phonics-linked writing</li> <li>• fine motor development programmes including dough disco</li> </ul>		
<p>High-Quality Early Language, Vocabulary &amp; Oracy</p> <ul style="list-style-type: none"> <li>• Ensure high-quality learning environments that model rich vocabulary, supported by displays and visual scaffolds</li> <li>• Embed a whole-school approach to language development, drawing on WellComm, RWI, and structured vocabulary instruction</li> <li>• Coaching and CPD for all staff on early language, communication and oracy pedagogy.</li> <li>• Staff use structured oral rehearsal and planned talk routines to model high-quality language, aligning with guidance that effective curriculum implementation requires deliberate opportunities for pupils to generate, rehearse and apply vocabulary in context.</li> </ul>	<p>EEF Guidance: Phonics approaches have a high impact on early reading, especially for disadvantaged pupils. DfE Reading Framework (2021).</p> <p>Internal phonics screening data.</p> <p>EY outcomes re communication / word reading</p>	1,2,3
<p>Development of home reading</p> <ul style="list-style-type: none"> <li>• Rewards and incentives to encourage reading at home and school.</li> <li>• Early reading information session held for parents. Handbooks given</li> </ul>	<p>The Reading Framework. July 2021 (DFE)</p> <p>Reading outcomes</p>	1,2,3

<p>to all families to support reading at home.</p> <ul style="list-style-type: none"> <li>• Home access to e-books gives pupils the opportunity to revisit books and to read for pleasure.</li> <li>• High quality, non-fiction texts included in LTPs, class book lists and home reading books give children the opportunity to read more widely. Texts are chosen for literary merit, coherence within the Cavendish curriculum, and increasing complexity across year groups,</li> </ul>		
<p>Coaching &amp; Teaching Excellence Programme</p> <ul style="list-style-type: none"> <li>• Peer coaching model for high-quality instruction (Rosenshine, questioning, scaffolding).</li> <li>• Lesson coaching cycles aligned to reading, vocabulary, modelling and retrieval.</li> <li>• CPD on adaptive teaching to ensure all pupils, including PP and SEND, access ambitious curriculum sequences.</li> </ul>	<p>EEF research on adaptive teaching</p>	<p>1,2,3</p>

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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Support &amp; Family Engagement</p> <ul style="list-style-type: none"> <li>LA attendance service partnership: home visits, panels, staged approach.</li> <li>Strengthened parent communication (attendance dashboards, weekly analysis).</li> <li>Continue Early Help, family support and targeted casework.</li> <li>Incentivise attendance through termly challenges aligned with Cavendish values.</li> </ul>	<p><i>EEF Toolkit – Attendance interventions</i></p> <p><i>COVID-19 series: briefing on schools, November 2020</i></p> <p><i>Attendance % in previous years – below national</i></p>	<p>5 and 6</p>
<p>Targeted Academic support</p> <p>Employment of additional classroom-based staff to ensure that children receive additionality in the form of:</p> <ul style="list-style-type: none"> <li>Precision teaching</li> <li>Same day interventions based on ongoing assessments</li> </ul> <p>Teaching assistants assist teacher in responding to pupils' needs in real time.</p>	<p><i>EEF – Making best use of teaching assistants</i></p> <p><i>EEF - individualised instruction</i></p> <p><i>EEF – Teaching assistant interventions</i></p> <p><i>COVID-19 series: briefing on early years, November 2020</i></p>	<p>2 and 3</p>
<p>Pastoral &amp; Behaviour Support</p> <p>To continue to support the academic, social, emotional and behavioural needs of all children through:</p> <ul style="list-style-type: none"> <li>Deployment of learning mentors for proactive mentoring, social skills, self-regulation and emotional literacy.</li> <li>Zones of Regulation embedded school-wide (CIP).</li> <li>Trauma-informed practice training for all staff.</li> </ul>	<p><i>EEF - individualised instruction</i></p> <p><i>EEF – Teaching assistant interventions</i></p>	<p>2</p>
<p>To continue to close the gap between PP Children and 'All Children' and ensure that children make rapid progress We will identify children and support 1:1 tuition and/or in a small group supported by class teachers.</p>	<p><i>EEF – Teaching and Learning toolkit – Behaviour Interventions</i></p>	<p>2</p>

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

Budgeted cost: **£120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote children's engagement in school life. We will provide funding for before and after school clubs and subsidise trips.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Broadened our Language-Rich Enrichment Offer by:</p> <p>Enhance Cavendish Passport with communication-focused experiences (theatre, museums, debate events, storytelling workshops).</p> <p>Subsidise trips and residentials ensuring PP access is high.</p> <p>Expand clubs that promote communication &amp; teamwork.</p> <p>Enrichment activities provided to children i.e. trips, event days in school.</p>	<p><i>COVID-19 series: briefing on schools, November 2020 - Extra-curricular provision and enrichment</i></p>	<p>1 and 7</p>
<p>OPAL &amp; Play-Based Social Development (Challenge 7)</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Continue development of OPAL to strengthen communication, teamwork and social confidence.</li> <li>New zones promoting language, cooperative play and emotional regulation.</li> </ul>	<p>Lunchtime observations and pupil voice</p>	<p>7</p>

**Total budgeted cost: £360,000**

## 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 2024 to 2025 academic year

### Outcomes:

- Our Pupil Premium strategy has had a significant positive impact on both academic outcomes and the wider experiences of our disadvantaged pupils over the past year.

### Year 6

- Our Year 6 cohort in 2024/2025 was contextually not typical for our school. In the cohort we had 6 children who went to special secondary schools. These children were unable to access the tests and were pupil premium. We also had six children who experienced significant trauma in the run up to SATS and although they were given special consideration by the NCA this didn't result in the children achieving ARE.
- ***For the basis of this report, I have removed the six children from our outcomes who went to a specialist secondary provision and the impact is below***

Group	Combined	Maths	Reading	Writing	GPS
All pupils	62%	62%	69.2%	71%	66%
PPG	58%	58%	65%	61%	54%

### Year 4 MTC

- All groups outperformed national non-ppg group. PP eligible pupils achieved 68% and non PP achieved 77%.

### Year 1 Phonics

- Phonics outcomes were 84% with PP eligible pupils achieving 73% and non PP eligible pupils achieving 94%.

### Reception

- Good Level of Development was 66% with PP eligible pupils achieving 57% and non PP eligible pupils achieving 75%.

### Attendance:

- Clear systems policies and procedures in place and set up at the start of last academic year. Attendance in academic year improved from a low of 91.5% in Autumn term 2024 to 94.5% in Autumn term 2025 (compulsory school age). This continues to show a rapid improvement towards national averages and above.
- Additional support purchased from local authority attendance team
- Range of rewards implemented

### Cultural Capital and Enrichment:

- Pupils accessed a range of external trips and in-school workshops, designed to enhance real-world learning and expand cultural capital. These experiences provided enriching opportunities that broadened pupils' understanding of the world.

### After-School Clubs and Extra-Curricular Engagement:

- Participation in extracurricular activities has increased, with:
- Careful monitoring and targeted encouragement have ensured that disadvantaged pupils access opportunities they might not otherwise experience at home.

**Engagement with learning**

- Learning mentors embedded in school delivering a range of pro-active interventions.
- Monitoring shows school becoming a much calmer environment with minimal disruption to learning
- Teachers and support staff received a range of training with positive regard on ACE's and trauma based approaches.
- Spaces with provision set up to allow all children to learn and thrive

This review highlights the positive impact of our strategic approach to supporting disadvantaged pupils, ensuring they receive the academic, emotional, and enrichment opportunities needed to thrive and succeed.