

Pupil premium strategy statement 2020 to 2023

School overview

Metric	Data
School name	Cavalry Primary School
Pupils in school	417
Proportion of disadvantaged pupils	28% - 115 children, funded for 100
Pupil premium allocation this academic year	£142,200 (includes 2 post LAC)
Academic year or years covered by statement	2020 to 2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	Fiona McCallum, Headteacher
Pupil premium lead	Sarah Edwards
Governor lead	Kerry Wilson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading (2019 data)	2.41 (nat av for disadv -0.62)
Writing (2019 data)	-1.40 (nat av for disadv -0.50)
Maths (2019 data)	-0.95 (nat av for disadv -0.71)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	2021: Reading: 45%; Writing 40%; Maths 45% 2022: Reading: 60%; Writing 45%; Maths 55% 2023 Reading: 65%; Writing 50%; Maths 60%
Achieving high standard at KS2	2021: Reading: 10%; Writing 10%; Maths 14% 2022: Reading: 10%; Writing 10%; Maths 20% 2023 Reading: 15%; Writing 10%; Maths 10%

Measure	Activity
<p>Improve the rate of progress for pupils eligible for pupil premium across the school</p>	<ul style="list-style-type: none"> • Ensure high quality first teaching is offered in all core subjects in all year groups, with consistency of approach and high expectations for all pupil groups • Offer a range of evidence based, effective and targeted interventions to pupils • Use a range of wider strategies to promote pupil engagement, wellbeing and enjoyment of school
<p>Improve the attendance of eligible pupils and decrease persistent absenteeism</p>	<ul style="list-style-type: none"> • Employ a family worker and attendance officer to monitor, support and promote good attendance and provide families with support to manage external events • Offer a rich, engaging and well differentiated curriculum so that pupils enjoy their experience of school • Address social, emotional, behavioural and mental health needs of pupils with appropriate support so that they are ready to learn
<p>Barriers to learning these priorities address</p>	<ol style="list-style-type: none"> 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 2. Where children have made limited progress in KS1, there are significant gaps in their learning to be addressed in KS2, along with raising their self-confidence. 3. For some children, having SEND as well as eligibility for PP means that they face multiple barriers to learning 4. school serves a ward with significant social deprivation - 25% of children are in lowest quintile for social deprivation and 44% in second lowest quintile (IDACI) 5. attendance for children eligible for PP is lower than for their non-disadvantaged peers 6. 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. 7. 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.
<p>Projected spending</p>	<p>£142,000 (year 1); £155,000 (estimated for year 2); £155,000 (estimated for year 3)</p>

	Total over 3 years: £452,000
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading & phonics	Gap between attainment of disadvantaged pupils at Cavalry and non-disadvantaged pupils nationally narrows in each of: Year 1 phonics screening check KS1 reading assessment KS2 reading SAT	July 2021
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	July 2021
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	July 2021
Other	Gap between attendance of disadvantaged pupils at Cavalry and all pupils nationally narrows	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Improve the rate of progress for pupils eligible for pupil premium across the school	<ul style="list-style-type: none"> • Pilot ‘Maths No Problem’ mastery approach in Y5 then roll out across KS2 • Introduce ‘Read, Write, Inc’ as new approach to teaching of phonics and early reading/writing in EYFS and KS1 • Embed ‘blue book marking’ into quality first teaching in all year groups so teachers are highly attuned to systematically assessing

	<p>and addressing gaps in children’s knowledge, skills and understanding</p> <ul style="list-style-type: none"> • Embed the Powerful Words Project approaches to extending children’s vocabulary across KS2 • Continue to use PiXL resources to run intervention groups in Y6, to support high quality first teaching in all year groups and to carry out assessment with associated gap analysis and follow up teaching • Developing self-assessment and peer assessment as tools to increase quality and accuracy of writing across school through ‘correct’ and ‘improve’ activities (purple pen) • Provide evidence based interventions for target groups of children to accelerate progress (Early Talk Boost; Talking Tennis; ELKLAN trained speech therapy sessions; First Class @ number (1 and 2); Success@ Arithmetic; Lexonik; phonics catch up in Y3; Project X Code; daily individualised reading support;) • Provide individual mentoring support for key children in Y5 and Y6 to overcome disengagement with learning
<p>Improve the attendance of eligible pupils and decrease persistent absenteeism</p>	<ul style="list-style-type: none"> • Continue to review and update our curriculum, ensuring there is a breadth of engaging activities • Introduce knowledge organisers in some foundation subjects to promote learning of key facts • When possible (due to Covid 10 considerations) offer a wide range of extra curricular activities, educational visits and visitors into school to support pupil enjoyment and engagement
<p>Barriers to learning these priorities address</p>	<p>From above, numbers: 1,2,4,5,7</p>
<p>Projected spending</p>	<ul style="list-style-type: none"> • Read Write Inc – whole staff training (£2,000), release time for Reading Leader to coach and support, and also her time for assessment and grouping of children (£3,200) • Maths Mastery – resources and training for KS2 (£10,000); release time for maths leader to coach, support and monitor (£5,000) • Phase Leaders release time to coach, monitor and support staff with summative assessment and focus on children’s writing (£15,000)

	<ul style="list-style-type: none"> • PiXL membership (£2500) • Delivery of PiXL booster groups by teachers (£14,500) • Accelerated Reader subscription (£2500) • Individual mentoring programme (£5,000) • Range of intervention groups delivered by TAs (£54,800) <p>Total: £114,500</p>
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Wider strategies for current academic year

Measure	Activity
Improve the rate of progress for pupils eligible for pupil premium across the school	<ul style="list-style-type: none"> • Offer play therapy to children with emotional needs • Deliver interventions to support children with social, emotional and mental health needs (lego therapy, Emotional Literacy 7 to 11, sensory circuits, time to talk) • Subsidise take up of brass and woodwind lessons for PP children • Subsidy for pupil premium children to take part in educational visits including residential trips (£5000)
Improve the attendance of eligible pupils and decrease persistent absenteeism	<ul style="list-style-type: none"> • Employ a family worker/attendance officer to offer additional support to families in need and administer a robust attendance monitoring and tracking system • 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 • Magic Breakfast Covid response scheme also on offer – bagels provided for all children (free to school)
Barriers to learning these priorities address	From above numbers: 3,4,5,6,7
Projected spending	Play therapy (£5500), SEMH interventions (£5000), Family worker/Attendance Officer 3 days per week (£12,000), Music lesson subsidy (£2000), Breakfast Club Subsidy (£3000) Total: £27,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Gather accurate and robust teacher assessment information at end of each term; analyse and use to action plan at class and individual pupil level	Teacher moderation activities termly; Phase Leaders monitor robustness of assessments; use of PiXL assessments, No More Marking, PIRA and PUMA to give some standardisation of assessments; termly pupil progress meetings use data to inform individual and class action planning. Led by: Phase leaders Monitored by: headteacher and PP lead, reporting to LGB/Trust
Targeted support	Track with accuracy that interventions have fidelity to the evidence based programme and are delivered with regularity and sufficient time commitment by well trained staff.	PP lead works with staff to maintain accurate and detailed records of interventions run, with pre and post data collected wherever possible. PP lead ensures staff are trained well and use programme materials correctly. Led by: PP Lead Monitored by: headteacher, reporting to LGB/Trust
Wider strategies	Promote parental engagement and take up of wider strategies, including accepting support of Family worker, engaging with subsidised activities, taking responsibility for pupil attendance.	Family work uses regular contact with families to build trust and promote engagement. Led by: PP Lead & Family Worker Monitored by: headteacher, reporting to LGB/Trust

Review: last year's aims and outcomes

Aim	Outcome
To be completed in July 2021	