# Pupil Premium Strategy Statement

# Edith Cavell Primary School

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| Academic Year | 2025-2026 | Total PP budget | £112,110 (based on 74 children) | Amount of PP received per child | £1,515 |
| Total number of Pupils | 292 | Number of pupils eligible for PP | 95 | Review of PP strategy | July 2026 |

## 1. Strategy Statement

Edith Cavell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process.

The Government allocates Pupil Premium, additional funding, to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum

• Alternative support and intervention within the school

## 2. Current attainment

| | KS2 – 2022<br>Pupils eligible for PP - 13 | KS2 – 2023<br>Pupils eligible for PP - 8 | KS2 – 2024<br>Pupils eligible for PP -11 | KS2- 2025<br>Pupils eligible for PP- 15 | KS2 – 2022<br>Pupils not eligible for PP - 27 | KS2 – 2023<br>Pupils not eligible for PP – 29 | KS2 – 2024<br>Pupils not eligible for PP – 28 | KS2- 2025<br>Pupils not eligible for PP- 19 |
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| | % achieved expected level or above | | | | | | | |
| Reading | 38% | 62.5% (5/8) | 63% (7/11) | 47% | 81% | 75.9% | 71% | 84% |
| Writing | 31% | 62.5% (5/8) | 45% (5/11) | 47% | 67% | 65.5% | 61% | 74% |
| Maths | 46% | 62.5%(5/8) | 55% (6/11) | 53% (8/15) | 81% | 79.3% | 75% | 89% (17/19) |
| GPAS | 62% | 75%(6/8) | 63% (7/11) | 47% (7/15) | 81% | 58.6% | 78% | 74% (14/19) |
| RWM combined | 23% | 37.5% | 45% | 40% | 63% | 82.8% | 61% | 68% |

In 2023 – 2 children who are PP are also SEN – 1 with an EHCP

In 2023 – 2 children who are PP are also EAL – 1 arrived in the country this year

In 2024- 3 children who are PP are also SEN; 6 who are PP are also EAL.

In 2023 – 5 children who are PP are also SEN – 1 with EHCP

In 2024- 2 children who are PP are also SEN; 1 is EAL.

In 2025 - 50% of PP children achieving below expected in GPaS have EAL. 100% of PP children achieving below expected in GPaS have SEND.
57% of PP children achieving below expected in maths have EAL. 100% of PP children achieving below expected in maths have SEND.
50% of PP children achieving below expected in reading have EAL. 100% of PP children achieving below expected in reading have SEND.
50% of PP children achieving below expected in writing have EAL. 100% of PP children achieving below expected in reading have SEND.
4/15 PP children in Y6 have both EAL and SEND.

| **3. Barriers to Future Attainment (for pupils eligible to PP)** | |
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| In school barriers | |
| **A** | The gap between PP children and their peers within school and nationally |
| **B** | A higher percentage of pupils with EAL/SENd within this group than the non PP eligible |
| **C** | % of children who are PP eligible are working significantly lower in the areas of communication and language on entry than their peers, with low levels of vocabulary |
| **D** | Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning |
| **E** | Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. |
| External barriers | |
| F | The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit. |
| G | Parental engagement with school and perceptions and importance of education leads to poor attendance of Pupil Premium eligible children |
| H | Lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills. |
| I | Low household income restricts the life experiences of children and the opportunity for the extra-curricular, cultural or out of school activities such as holidays, visits to local and national places of interest and so limits the opportunity to develop cultural capital. (Cultural capital is the essential knowledge and experiences that children need to prepare them for their future success) |

| **4. Desired outcomes** | |
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| Desired Outcomes and how they will be measured | | Success Criteria |
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| **A** | Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups. | ● The gap between PP and NPP Nationally will narrow so that at least 65% of PP children are working at ARE by the end of the academic year 2025.<br>● Termly assessment by SLT and Teachers via various assessment methods including formal and informal.<br>● SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group.<br>● PP pupils known to all staff within the year group and across the school.<br>● PP pupils closely monitored for attainment/progress/attendance by class teachers/TA's and SLT.<br>● Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good.<br>● Highly effective teaching leading to good/outstanding progress of PP pupils.<br>● Increased % of pupils working at or above age related expectations across the school in Reading, Writing and Maths.<br>● Increased parental engagement, through supporting parents to help their child with their home learning. |
| **B** | Pupils coming into school that are PP with weak language levels and restricted vocabulary have daily communication-rich opportunities | ● Identified EYFS and KS1 staff to complete word level language training to be disseminated down to other staff in the phase.<br>● Identified EYFS and KS1 staff to complete on-going training for oral language interventions.<br>● Pupils taught Sounds Write will gain clear pronunciation and word semantics when reading<br>● Pupils will engage in regular drama opportunities within English lessons, to gain more expressive writing skills<br>● All staff will be encouraged to speak using grammatically correct language and re-shape children's responses where necessary so that children's language skills will be increased. |
| **C** | All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities. | ● All pupils who are eligible for PP funding will access half price costs for any trips or visits. Some may access full costs of visits and trips.<br>● A greater number of Reception and KS1 parents will complete the forms necessary to enable PP funding. |

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| | | • A greater number of PP pupils will have access to residential, school trips and after school clubs. |
| **D** | All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture of reading for enjoyment. | • Improvements in the provision of reading for PP pupils.<br>• Teacher and TA intervention for reading to be consistent across the whole school.<br>• Consistent implementation of excellent practice and high expectations across the school for reading.<br>• Increased % of PP pupils working at ARE or above across the school in reading. |
| **E** | Parents are able to support children with home learning, including Reading, Writing and Maths development and remain active partners in their children's learning. | • On-going letters, handouts and emails for parents explain the curriculum and learning opportunities for their children.<br>• On-going letters, handouts and emails for parents on how they can help with their child's learning.<br>• Sharing of children's termly targets<br>• If PP children are SEN, Provision Maps will support parents on focused targets<br>• Open day events and year group learning workshops.<br>• Homework clubs for each phase for children to attend<br>• Targeted parents invited to attend curriculum workshops |
| **G** | Attendance of PP children is in line with national averages. | • Attendance officer makes daily contact if PP child is not in school, or continually late leading to improved awareness of importance of good attendance by parents<br>• Importance of good attendance repeatedly highlighted to whole school across the year<br>• Individual attendance meetings with Head teacher if a PP child's attendance falls below 90% to enable HT to fully understand barriers to attendance and punctuality<br>• PP children to be offered FOC places at Breakfast and after school clubs to motivate attendance and punctuality<br>• Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions.<br>• Identified child(ren) plus parent supplied with bus pass to ensure financial difficulties is not preventing regular attendance at school |

## 5. Planned Expenditure

The plan below demonstrates how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and enrichment and experiences.

| Quality teaching for all | | | | | |
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| **Desired Outcome** | **Chosen Action/Approach** | **Cost** | **Success Criteria** | **Staff Lead** | **Review -** |
| Disadvantaged pupils make progress from their starting points; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards. | Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations]<br>Half termly book trawls by Phase lead and half termly assessment data analysis.<br>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.<br>Half termly book trawls by Phase lead and half termly assessment data analysis.<br>Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need.<br>Half termly review of deployment | £49,000 | Disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position if this was low. | LS | |
| Revisit Writing for a Purpose' training, taking into account EEF, CLPE and Literacy Trust research and reports to support disadvantaged pupils to make accelerated progress within their writing and to support their engagement. | Review the 'DfE Writing Framework (July 2025)', 'EEF Report into improving literacy in KS1', 'EEF Report into improving literacy in KS2' and the CLPE report 'Writing in Primary Schools – What we know works' to identify where recommendations are being applied to teaching and learning across the school. This will help to ensure that those who are disadvantaged are able to engage effectively within English lessons and their writing is purposeful and coherent. | £1000 | Disadvantaged pupils will engage more within English writing lessons and will make accelerated progress. | HC | |
| Disadvantaged pupils who are behind ARE with language development make | A qualified teacher will run a daily English lesson (KS1 in a separate group to KS2) where key aspects of the KS1 curriculum will be revisited. In a small group setting (max 8 | £8,000 | Disadvantaged pupils, including those new to English will make increased progress in | J. Ch | |

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| accelerated progress within their reading and writing. | children), pupils will have opportunities to develop theirEnglish vocabulary, letter formation and handwriting, phonics knowledge and understanding of sentence structures. | | reading and writing. This will be trackable via phonics screener results, the Insight assessment tool (tracking objectives from the KS1 curriculum), Sounds-Write baseline assessments and writing moderations. | | |
| Disadvantaged pupils who enter school at any stage with oracy issues and less well developed speech, knowledge & understanding of language make rapid progress. This enables them to narrow the gap on achieving the expected standard in their year group | Trained school staff will deliver Poetry Baskets, Talking Success, Lift off to Language, Talk for All, NELI and Five to Thrive interventions to children with identified speech and language issues, or to those identified as disadvantaged. Delivery could be whole class, small group or individuals. | £5,000 | Disadvantaged pupils with identified speech and language issues make rapid progress and the gap in achievement is narrowed between identified disadvantaged pupils and their peers. | LS/HC | |
| Disadvantaged pupils identified as needing support with reading are supported and challenged via various strategies from the 'Reading Ambition for All: Teaching those who need the most support, including SEN' project. | Staff across all KS implement strategies and ideas from 'Reading Ambition for All' training into their lessons. Intervention groups support specific pupils identified as having poor reading skills. English Lead supports staff members with appropriate training, access to CPD modules/webinars and examples of suitable classroom practice. | £2000 | Disadvantaged pupils with identified comprehension and reading fluency needs make rapid progress in Reading, and the gap in achievement is narrowed between the identified disadvantaged pupils and their peers. | JM | |
| Disadvantaged pupils identified as needing support with oracy are supported and challenged via various strategies from the Voice 21 oracy project and the 'Supporting Early Language Development' project. | Staff across all KS implement strategies and ideas from relevant Voice 21 and Early Language Development training into their lessons. Intervention groups support specific pupils identified as having poor oracy skills. Voice 21 school lead/oracy champions support staff members with appropriate training, access to CPD modules/webinars and examples of suitable classroom practice. | £1,000 | Disadvantaged pupils with identified oracy issues make rapid progress in speaking and listening. The impact on their writing will be greater fluidity/coherence, increased range of vocabulary, and a greater ability to talk about their | C.D/J.Mo | |

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| | | | writing with peers and adults. | | |
| Disadvantaged pupils partake in the Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities | Each half term, groups of identified children access the Forest school programme within the school grounds. | £1,000 | Identified children learn new skills which they can apply in a range of different circumstances. Well-being and mental health of participants is improved | CP | |
| Y6 children who are unable to swim 25 meters continue to access swimming lessons to develop swimming skills, stamina and stroke technique | Y6 children who are unable to swim 25 meters, continue to access weekly swimming lessons at Trinity Arts Centre. Swimming teachers work in small groups with identified children to develop their swimming abilities | £2,000 | Increased number of Y6 children are able to swim 25 meters unaided using a recognised stroke | CP | |
| | Total | £69,000 | | | |
| **Targeted Support** | | | | | |
| **Desired Outcome** | **Chosen Action/Approach** | **Cost** | **Success Criteria** | **Staff Lead** | |
| Pupils with additional well-being and mental health needs are supported effectively. | PP Leads and the Learning Mentor will collaborate to produce and deliver 'Barrier Plans' for disadvantaged pupils to identify barriers to their learning in addition to their future aspirations.<br>Learning mentor will support individuals or groups to meet their emotional and well-being needs.<br>Learning mentor develops relationship with parents of identified pupils to ensure that any home issues raised by pupils can be addressed and parental skills to support learning at home and engagement are increased.<br>Targeted children to work with the NHS Mental Health Support Team.<br>Half termly review with Inclusion lead. | £8,000 | Pupils who experience a barrier to learning, a dip in well-being or mental health have the opportunity to explore their feelings and address the barriers to learning. This will lead to improved learning and attainment and a narrowing of the gap in achievement to their peers. | T.C, J.M, C.D | |

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| Concentration levels for disadvantaged pupils are boosted by rehydration and protein. | Children qualifying for pupil premium funding are provided with 189ml of milk (one third of a pint) each day. | £3,367 | Pupils are fed and rehydrated so they are better able to concentrate for the second half of the morning. | HC | |
| Vulnerable children have increased life chances by being offered opportunity to access individual instrument or singing lessons | PP children offered the opportunity to undertake group music lessons with a peripatetic music teacher (LKS2 or UK2) or participate in a weekly 'RockSteady' group music lesson (all KS.) | £1000 | PP pupils have opportunity to develop their wider skills and interests that may be unavailable to them outside school. | HC/JMo | |
| Attendance levels of disadvantaged pupils is raised to enable consistent and full access to quality whole class teaching and where appropriate targeted small group and 1 -1 support | Attendance officer challenges non-attendance and punctuality.<br>Use First Day Contact consistently and effectively to track the absence of vulnerable pupils and those identified as 'Persistent Absenteeism'.<br>Patterns of attendance, punctuality and unauthorised absence shared with parents at each parent consultation meeting.<br>Scrutinise attendance data for those vulnerable groups where progress is identified as falling below what is expected and take steps to raise attendance levels.<br>Purchase weekly/monthly bus passes for identified vulnerable children living out of walking distance from the school to encourage improved regular attendance at school. | £4,000 | Attendance of vulnerable pupils is improved and so they are in class consistently to access high quality learning, teaching and tailored additional support leading to improved outcomes<br>Attendance of children being supported with bus pass improves and improvements are sustained. | HC | |

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| Attendance at school of vulnerable pupils does not fall into the persistent absenteeism category (PA) | Identified vulnerable children, who do not live within walking distance to school, and are at risk of becoming PA are provided with a weekly/monthly bus pass for parent and child(ren) to remove cost of travel as a barrier to attending school.<br>Provision of bus passes to be reviewed each half term through discussion with parents and following review of attendance data.<br>Identified vulnerable children at risk of becoming PA, who live within walking distance, may be collected by staff members if need arises. | £2,000 | Attendance of vulnerable pupils improves and, as a result, achievement of targeted child(ren) accelerates. | HC | |
| All children will experience and be included to attend school residential trips with their peers.<br>Other residential or trips made available in order to improve resilience and self-esteem along with team building and cooperation skills. | To continue to provide financial support for PP pupils to enable them to attend termly enrichment opportunities linked to the theme's 'bigger picture' and purpose for writing, school trips, residential and after school clubs.<br>Residential and school trips ensure that we are developing the whole child and providing them with opportunities they may not have at home.<br>Financial circumstances should not be a barrier to these experiences.<br>The learning surrounding the school trips is valuable and is an important part of the curriculum. | £2,000 | PP Pupils will access visits and residential that they would not otherwise experience.<br>These visits build cultural capital and opportunities to access experiences outside those of family interest which will open experience and understanding of diverse future employment opportunities. | HC/Phase Leads | |
| Booster sessions for eligible and targeted UKS2 pupils to support, reinforce learning and develop assessment craft in preparation for Y6 SAT's. | Teacher- led targeted group booster sessions focus on identified areas for development to ensure identified gaps in knowledge and understanding are addressed, so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests. Half termly reviews with phase lead. | £7,000 | The gap between the attainment of PP and Non PP children is closed. | HC/LS/ CP/CD HC | |
| All pupils attend during SATS week and can perform to their best ability. | Breakfast during SATs week and refreshments during weekly boosters to encourage attendance at booster sessions. | £200 | Pupils have a calm and measured start to the day that gives the best | HC/CP | |

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| | | | opportunity to approach SAT's papers. | | |
| The sensory needs of identified pupils are met to enable them to better concentrate in lessons. | Sensory tent sessions and activities provided at identified times and on a needs basis to disadvantaged pupils identified with sensory needs.<br>Half termly reviews with Inclusion Lead | £2,000 | Disadvantaged pupils with sensory needs have the opportunity to have their sensory needs met so that they can better access their learning, concentrate and achieve their potential through narrowing the gap in achievement between them and their peers. | LS | |
| Reception and Year 1 pupils identified with poor language skills make rapid progress to enable them to narrow the gap on achieving the expected standard in their year group | Children assessed using NELI tool to determine eligibility for the programme.<br>20 week course involving 5 sessions per week, 3 in a group and 2 individual sessions. | £1,500 | Children completing the 20-week programme have developed the language, oracy, phonological awareness and vocabulary skills to successfully support their long term progress in reading comprehension. | LS/PH | |
| Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions. | Siblings to Gems club to allow for additional UKS2 after-school tutoring for sibling – parents only need to pick up once. | £1,000 | Removing barriers to children attending UKS2 additional tutoring. Identified and targeted children can attend arranged tutoring and booster groups. | CD | |
| Pupil premium children have access to additional booster publications that support their learning towards success in KS2 SAT's | Provide CGP booster books for Pupil Premium children in Year 6. | £370 | Pupil Premium eligible children's use of targeted CGP study materials supports their learning and confidence as approaching Y6 SAT's | CP | |
| Specific child to attend a series of 'Stable and Wild' sessions. | Stable and Wild is a natural, wild and supportive environment to help young people to overcome their barriers to learning and help them to grow and thrive. S&W | £3000 | Named pupil will develop transferrable skills that help them to cope in their everyday life. Weekly | T.C | |

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| | offers a unique combination of experiences with horses, small animals and the natural world.<br>Support with transport costs where needed. | | reports are sent to Edith Cavell informing about progress, confidence, understanding and knowledge. | | |
| | Total | £35,437 | | | |
| **Other Approaches** | | | | | |
| **Desired Outcome** | **Chosen Action/Approach** | **Cost** | **Success Criteria** | **Staff Lead** | |
| Increased/improved parental engagement in supporting homework, home learning and readiness for school | Parents are encouraged through parent evenings, email communication and home school agreement of the need to continue to support children with homework. Text messages and letters sent home.<br>Parent guides to supporting Phonics and reading to be filmed and shared on website for parents to access for guidance on supporting home learning. | £100 | Parents become more skilled, more willing to support homework, home learning and support the recovery of missed learning. | JM | |
| All pupils, especially those who are disadvantaged, know how to stay safe online. Staff have access to the latest guidance and regular training. | School will subscribe to the National Online Safety service to ensure that the school meets, and exceeds, the statutory safeguarding requirements to keep pupils safe online. | £1900 | All pupils, especially those who are disadvantaged, know how to stay safe online. Staff have access to the latest guidance and regular training. | HC | |
| Pupil Premium Champion closely monitors the progress both academically and socially of children qualifying for Pupil Premium Grant funding | Short term TLR awarded to 2 x members of SLT for monitoring, supporting and challenging achievement of pupils who qualify for Pupil Premium Grant | £2,833<br>£2,833 | Achievement of children eligible for Pupil Premium Grant is equivalent to that of other children, from their respective starting points | JM & CD | |
| | Total | £7,666 | | | |
| | | | | | Total Budget Cost £112,103 |

£112,110