

## Pupil premium strategy statement

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	Cardinham School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	David Jones
Pupil premium lead	David Jones
Governor / Trustee lead	Claire Davies

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,545
Recovery premium funding allocation this academic year	£2,000
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	£19,545

# Part A: Pupil premium strategy plan

## Statement of intent

Pupils at Cardinham Primary School will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement throughout targeted intervention – focused equally on academic, social and emotional development.

We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their needs. We will provide pastoral support service for families and aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Cardinham School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil premium children in Upper Key Stage Two find themselves within a large mixed aged classroom (34 children – Year 4, 5 and 6).
2	Progress in writing for pupil premium children within Upper Key Stage Two class is below the expected standard.
3	There are cases throughout Year 2 and 6 where the progress of pupil premium children has been adversely affected because of school closures – these groups require targeted intervention.
4	There have been individual cases within our pupil premium children where they have returned to school after elective home education.
5	Many of our pupil premium children fall into the category of requiring support with their social, emotional and mental health.

## 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
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<p>1 &amp; 2 – For the progress of pupil premium children in Reading, Writing and Maths in Upper Key Stage 2 to be no lower than non-PP children.</p>	<ul style="list-style-type: none"> <li>• Classrooms and staff are structured in a way that enables all children to thrive.</li> <li>• Quality first teaching is developed throughout the school.</li> <li>• Regular assessment identifies areas of need and swift interventions are put in place.</li> <li>• Termly pupil-progress meetings ensure leaders are able to support teachers in accelerating the progress of PP children.</li> </ul>
<p>3 – For PP children to be provided with targeted support throughout the school to ensure the gap between themselves and non-PP children closes in specific areas.</p>	<ul style="list-style-type: none"> <li>• Regular assessment identifies areas of need and swift interventions are put in place.</li> <li>• Termly pupil-progress meetings ensure leaders are able to support teachers in accelerating the progress PP children.</li> <li>• Small group tutoring through Teaching Personal will be planned and put into place throughout the school year.</li> </ul>
<p>4 – For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be ‘good’ compared to national average.</p>	<ul style="list-style-type: none"> <li>• Regular attendance reports are submitted to the Headteacher to identify PP children with a lower than 96% attendance.</li> <li>• Initial, child-centred meetings take place to support families to increase the attendance of pupils.</li> <li>• Attendance policy is in place by Spring 1.</li> <li>• Processes are followed in accordance with our attendance policy.</li> </ul>
<p>5 – For pupil questionnaires to show that pupil premium children have a positive outlook on themselves and their school lives and they enjoy a range of enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• Enrichment opportunities (school camp, music tuition, extra-curricular clubs etc...) of PP children are monitored throughout the school year.</li> <li>• Provide PP children with fruit for Autumn 1.</li> <li>• Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc...</li> <li>• School to enlist the support of a Children’s Mental Health Practitioner who will support PP children where need is identified.</li> </ul>

## 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: £17,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ 0.5 ECT Year 6 teacher contract to ensure smaller class sizes for English and Maths in Upper Key Stage 2.	Split of Year 4 & 5 and Year 6 will ensure that lessons can be differentiated more effectively.	1 & 2
Develop all staffs understanding of Quality First Teaching at staff meetings and INSET days.	Quality first teaching will be the main driver for progress of Pupil Premium children within lessons. School leaders will monitor the teaching within classrooms to ensure that pupil premium children are making, at least, expected progress.	1 & 2
Release teachers for termly pupil progress meetings.	Leaders to lead pupil progress meetings and support teachers to ensure that pupil premium children are making, at least, the expected progress.	1 & 2

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and the teacher in charge of SEND will oversee and arrange intervention groups from Spring 1 onwards.	Experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support.	3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher to monitor attendance of pupils and provide support to families as and where required.	Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	4
Provide PP children with either 1:1 or small group work intervention for their social and emotional mental health.	Trained practitioner will be introduced to the school will be best to support the children who require intervention.	5
Provide children with a fruit snack on a daily basis during morning break time (Autumn 1 only).	Children who are hungry are not in the right place to learn.	5
Exciting trips and visits will be planned to enhance the curriculum including swimming and residential for Year 3, 4, 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. PP children's families will be supported financially as when finance isn't a factor, they almost always want their children to experience these	5
Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem.	5

**Total budgeted cost: £21,400**