

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	Dame Elizabeth Cadbury School
Number of pupils in school	853
Proportion (%) of pupil premium eligible pupils	41.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jacqui Newsome
Pupil premium lead	Emma Raine
Governor / Trustee lead	Jeremy Bench

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,805.41
Recovery premium funding allocation this academic year	£52,925.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£395,730.41

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Negative impact in progress, increased by the pandemic
2	Poor levels of literacy and numeracy
3	Poor attendance levels, including high rates of exclusion
4	High levels of Social, Emotional and Mental Health problems
5	Lacking cultural capital
6	Low aspirations for future destinations

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
To improve academic progress of PP pupils through quality first teaching	<p>For all pupils, including PP pupils to progress greater than that of all pupils nationally. PP and Non-PP P8 scores to be above 0.</p> <p>For the gap between PP and Non-PP pupils, measured by P8, to significantly reduce. The gap to be no greater than 0.2 by 2024.</p>
To improve literacy and numeracy levels so that pupils are able to access the whole curriculum	<p>For all pupils, including PP pupils to receive additional literacy and numeracy sessions to improve confidence and ability.</p> <p>Pupils to receive targeted interventions to improve literacy and numeracy levels.</p>
Improve attendance levels and limit exclusions	<p>Attendance for all pupils to be above 97% (pre-pandemic levels).</p> <p>The gap between PP and Non-PP pupils to be decrease.</p> <p>The persistent absence rate of the school to be lower than national average (2019 13.7%, school rate in 2021 which includes COVID issues at 31.38%)</p> <p>Increased parental engagement demonstrated through home visits log.</p> <p>Attendance matters tracked consistently through Pastoral meetings.</p>
Provide meaningful support to pupils with	<p>Pupils listed on the SEND register for SEMH to be positive about the support they receive, including PP pupils.</p>

<p>Social, Emotional and Mental Health problems.</p>	<p>Pupils listed on the SEND register for SEMH to be attending school regularly, in line with Non-PP pupils.</p> <p>Pupils listed on the SEND register for SEMH to have high aspirations, in line with all pupils at the school.</p>
<p>Further embed opportunities for enhancing cultural capital through enrichment and experiences.</p>	<p>All pupils to experience cultural capital within curriculum lessons and as part of the wider curriculum offer.</p>
<p>To improve aspirations and CAIEG in order to secure post 16 destinations.</p>	<p>100% of PP pupils to successfully complete a two-week work experience placement in year 10.</p> <p>100% of PP pupils to attend a meeting with the careers officer in year 11.</p> <p>NEET figures for PP are in line with, or lower than, national average.</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: £82,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise PP pupils for reading interventions where pupils have a lower reading age.	Nationally pupils from disadvantaged background were about half a month behind non-disadvantaged pupils in reading on their return to school in autumn 2020. Reading comprehension strategies can add up to 6+months. (EEF, 2020)	1, 2
State of the Nation meetings and high quality RSL programme	Rigorous monitoring and tracking of pupil progress through both facilities and SLT link.	1
Continue to implement and refine whole school PP strategies (For example seating plans, RAPs, Whole Class Feedback, Medals, Missions and Actions marking)	Seating plans, RAPs and marking strategies can add up to 6+ months progress (EEF, 2020)	1, 2
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Through the EEF research and toolkit, findings show that improvements in teaching and learning have a disproportionately positive impact on progress of disadvantaged pupils. Evidence suggests the most effective approaches are: Feedback Metacognition Homework These approaches are being addressed in school CPD throughout the duration of the plan.	1, 2
Recruitment and retentions of specialist teachers in core and humanities subjects.	Quality first teaching has the greatest impact on pupil progress. Quality first teaching will not only have the greatest impact on disadvantaged pupils but will impact positively on all pupils.	1, 2
Use programmes such as Mathswatch,	Digital technology can add up to 4+months progress (EEF, 2020)	1, 2

Tassomi, GCSE Pod to ensure pupils have access to learning tools at all times		
Use blended learning to support gaps caused by COVID 19 lockdowns.	Digital technology can add up to 4+months progress (EEF, 2020)	1, 2
Further develop links with primary schools to develop effective strategies as early as possible.	Identification of barriers as early as possible and close work with families enables effective implementation of strategies.	All

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

Budgeted cost: £167,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor to support key pupils	Evidence indicates that one to one tuition can be effective, delivering approximately 5+ additional months progress on average (EEF, 2020).	All
Academic intervention and tuition	Evidence indicates that one to one tuition can be effective, delivering approximately 5+ additional months progress on average (EEF, 2020).	All
New Group Reading Test (NGRT), Bedrock and Accelerated Reader used to track pupils progress and direct targeted and evidence-based interventions.	Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.	All
Dedicated teaching assistants to support targeted interventions using data from NGRT	EEF improving literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match pupils to relevant interventions.	All
Prioritise PP pupils for holiday intervention work.	Evidence indicates that small group interventions can be effective, delivering approximately 4+ additional months progress on average (EEF, 2020).	All
Books and revision guides provided to pupils as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggests 8+ months progress for metacognition and self-regulation.	All

Use of summer school to ensure pupils have meaningful academic work to do in July of Year 6 and to focus on key tasks over the summer holidays.	Research has shown disadvantaged pupils can make the same progress as non-disadvantaged pupils during term time but a gap develops over long holidays.	All
Music lessons	Disadvantaged pupils to access musical opportunities and to be supported in learning to play instruments, resulting in increased self-esteem and confidence. Music tuition financial support given to pupils and families for the cost of the lessons, when taking music exams, cost of instruments etc	All

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

Budgeted cost: £145,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use pastoral support to positively reinforce attitude to learning.	EEF toolkit suggest 3+ months progress for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	1, 3, 4, 5, 6
Offer consistency through a whole school behaviour policy.	Creates a purposeful learning environment for all pupils. Clear expectations and boundaries for all pupils. EEF supporting behaviour in schools guidance.	1
Ensure all identified PP pupils with poor attendance to school have access to key staff	The attendance of PP pupils to school is significantly below national levels. Many PP pupils have significant social and emotional barriers to learning and are subject to external multiagency plans.	1, 3
Embed a rewards and incentive scheme for improved attendance to school. Personalised rewards and recognition to ensure whole school profile is raised.	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including 	3

	English and mathematics than pupils that missed 15-20% of KS4 lessons	
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform, transport and food hardship	<p>Ensure parents/carers of PP pupils feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>Heads of House to arrange appointments with key parents at parental evenings.</p> <p>EEF Toolkit suggests parental engagement adds 3+ months progress.</p>	3
Work with external agencies including CAMHS and Kooth to support pupils and families	Ofsted expect to see learners' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	4
BELIEVE interventions	The current statistics around mental health show 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only in adults but also in children and young people. The last national morbidity survey completed for children and young people in 2004, which found that 1 in 10 children between the age of 5 and 16 were reported as having a clinically diagnosed mental health disorder. COVID 19 has also had a negative impact on 54% of children and young people with mental disorder said that lockdown had made their life worse. Childline says that since the start of 2020, it has delivered 11,783 counselling sessions related to the coronavirus. And between 23 March and 30 June 2020 the charity delivered more than 60,000 counselling sessions in total, a third of these were about mental and emotional health. 83% of school leaders, teachers and support workers feel that mental health among pupils in England has deteriorated in the past two years. Statistics show rising levels of anxiety, self-harm and actual cases of suicide. The counsellor service is an extremely valuable resource.	4
<p>Reduce the number of exclusions.</p> <p>Reduce the number of fixed term exclusions.</p> <p>Reduce the number of permanent exclusions.</p>	<p>Disadvantaged pupil outcomes will not be improved if they lose valuable lesson time.</p> <p>Disadvantaged pupils have a higher national percentage of permanent exclusions. If they are excluded by school, they have less chance of becoming productive members of society.</p> <p>Measure attendance of groups. PP pupils more than 4X more likely to receive a FT exclusion</p>	3

Combined Cadet Force	EEF Toolkit suggests 4+ months of progress through outdoor adventure learning	5
Duke of Edinburgh's Award	EEF Toolkit suggests 4+ months of progress through outdoor adventure learning Nationally accepted and evidenced cultural and social mobility development activity.	5

Total budgeted cost: £395,730

Part B: Review of outcomes in the previous academic year

Allocation and Budget

Key Priorities	Expected Outcomes
<ul style="list-style-type: none"> To accelerate the progress for pupil premium pupils. To improve outcomes for pupil premium pupils, and narrow the gap between pupil premium and non-pupil premium pupils. To ensure teaching enables all pupils to make good progress over time in all year groups. To implement and monitor intervention strategies for underperforming pupil premium pupils. To raise aspirations of pupil premium pupils inviting parents to celebrate success of pupils. 	<ul style="list-style-type: none"> Accelerated progress of pupil premium pupils. Close the gap between pupil premium and non-pupil premium pupils. Progress 8 scores of pupil premium pupils are greater than or equal to zero. PP attendance above national and the gap between PP and non PP is narrowed. Successfully remove/ reduce barriers to learning for PP pupils and improve their engagement in education and aspirations for future wellbeing.

Allocation 2018-19	£336,600
Allocation 2019-20	£325,782
Allocation 2020-21	£349,068

Pupil Premium Student Profile*

2020-2021		
Year Group	Disadvantaged	LAC
7	49%	1
8	52%	1
9	40%	4
10	42%	0
11	37%	2
Total	41%	8

*Students who have been on FSM during the year and any point during the previous 6 years.

Actions, Strategies and Interventions 2020-21

Action	Impact
Additional staff teaching hours in core subjects and humanities, to teach specific pupil premium pupils that are underachieving. These	GCSE 2021 TAG Analysis all progress data is an estimate. Whole School progress: +0.06 Disadvantaged progress 8: -0.12 School Gap: - 0.29 (2020 gap: -0.44)

<p>specific targeted intervention groups will consist of fewer pupils in order to accelerate their progress. Appropriate intervention will be implemented by the subject teacher in consultation with the faculty leader in order to meet the needs of the pupils and ensure they achieve at least expected grade.</p>	<p>National Disadvantaged gap: -0.45 (2018/2019)</p> <p>English Language: Whole School: +0.41 Disadvantaged: +0.17 Non disadvantaged: +0.56 Gap: -0.39</p> <p>Mathematics: Whole School: +0.16 Disadvantaged: +0.11 Non disadvantaged: +0.18 Gap: -0.06</p> <p>Disadvantaged pupils who gained a grade 4+ in both English and Maths was 67%, up from 63% in 2020</p> <p>History: Whole School: +0.14 Disadvantaged: +0.06 Non disadvantaged: +0.19 Gap:-0.13</p> <p>Geography: Whole School: +0.50 Disadvantaged: +0.29 Non disadvantaged: +0.64 Gap:-0.35</p> <p>Double Award Science: Whole School: -0.58 Disadvantaged: -0.54 Non disadvantaged: -0.61 Gap: 0.07</p>
<p>Continuing TLR posts have been created for literacy (including reading) (£2796) and numeracy (£2796) to support the continued development of literacy and numeracy whole school. Implementation of Bedrock to immerse pupils in academic vocabulary, through reading interesting fiction and non-fiction texts.</p>	<p>Literacy and numeracy TLR holders designed and implemented a whole school programme which was delivered in form time to support the progress of Maths and English. Literacy coordinator ensured all FSM pupils had a reading book, which was suitable for their age.</p> <p>Maths progress: Estimated Progress 8 Gap between Non Disadvantaged and Disadvantaged pupils closed to only - 0.06 difference.</p> <p>English progress: Estimated Progress 8 Gap between Non Disadvantaged and Disadvantaged pupils closed to -0.39 difference.</p> <p>Bedrock was implemented whole school to improve the pupils reading ages. Disadvantaged pupils made on average 17% increase in their progress (compared to non-disadvantaged at 14%).</p>
<p>Use the individual fund to ensure pupil premium pupils are fully equip in all aspects of their school life and have access to the same opportunities as the whole school community</p>	<p>All FSM pupils were provided with laptops, Wi-Fi dongles, exercise books and stationery, to support them during the lockdown period of January – March.</p>
<p>School/PE uniform</p>	<p>All FSM pupils provided with school and PE uniform financial support, where required.</p> <p>School uniform cupboard was stocked to ensure, any FSM who required short term uniform support were provided with the necessary items.</p>

Designated member of Leadership to drive the focus of Pupil Premium Achievement.

A senior leader carries responsibility and ownership for monitoring up to date progress 8 scores for pupil premium pupils. This person is to take appropriate action, improve attainment and progress of all underachieving PP pupils in all years, ensuring there is a focus on narrowing the gap.

Internal data analysis

Year 7	Total % Above		Total % Expected		Total % Below		Total % Cause for Concern	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
PP								
No	13.4	14.5	83.6	82.9	3.0	2.6	0.0	0.0
Yes	9.5	11.5	81.4	81.8	8.5	6.3	0.6	0.4
GAP	-3.9	-3	-2.2	-1.8	5.5	3.7	0.6	0.4

Year 8	Total % Above		Total % Expected		Total % Below		Total % Cause for Concern	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
PP								
No	18.2	16.0	76.9	75.2	4.7	8.8	0.2	0.0
Yes	16.9	13.7	73.4	74.3	9.1	11.8	0.6	0.3
GAP	-1.3	-2.3	-3.5	-0.9	4.4	3	0.4	0.3

Year 9	Total % Above		Total % Expected		Total % Below		Total % Cause for Concern	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
PP								
No	13.2	12.8	76.2	76.8	10.6	10.5	0.0	0.0
Yes	12.5	14.5	74.8	74.1	12.1	11.2	0.6	0.3
GAP	-0.7	-1.7	-1.4	-2.7	1.5	0.7	0.6	0.3

Year 10	Total % Above		Total % Expected		Total % Below		Total % Cause for Concern	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
PP								
No	16.4	14.5	71.6	72.4	10.6	12.5	1.4	0.6
Yes	14.6	12.1	65.2	68.0	17.3	18.1	2.9	1.8
GAP	-1.8	-2.4	-6.4	-4.4	6.7	5.6	-1.5	-1.2

<p>Revision materials for year 11 pupils</p>	<p>All FSM pupils had materials to support their study in lessons and at home. These were provided to pupils to use in all lessons, during the January – March lockdown and for independent study at home. Impact of these resources can only be judged on the TAGs: GCSE 2021 TAG Analysis all progress data is an estimate. Whole School progress: +0.06 Disadvantaged progress 8: -0.12 School Gap: - 0.29 (2020 gap: -0.44) National Disadvantaged gap: -0.45 (2018/2019)</p>
<p>Attendance Manager to work alongside Pastoral school staff to promote excellent attendance, reduce levels of absence and work with children and families to promote high levels of attendance across the school.</p>	<p>Dame Elizabeth Cadbury Attendance (during COVID): Whole School: 92.06% National Average 2018/2019: 94.5% Dame Elizabeth Cadbury Disadvantaged Attendance: 90% (2018/2019: 93.7%) National Disadvantaged Attendance 2018/2019: 95.7% Dame Elizabeth Cadbury Non-Disadvantaged: 96.2% (2018/2019: 96.7%) National Non disadvantaged Attendance 2019: 98.7%</p>
<p>Bus Passes / Transport costs</p>	<p>All FSM pupils provided with bus passes if required.</p>
<p>Social worker to work alongside Pastoral school staff to enable pupils experiencing hardship/difficulties to integrate into school life and assist the DSL and Deputy DSL with casework.</p>	<p>Childline says that since the start of 2020, it has delivered 11,783 counselling sessions related to the coronavirus. And between 23 March and 30 June 2020 the charity delivered more than 60,000 counselling sessions in total, a third of these were about mental and emotional health. 83% of school leaders, teachers and support workers feel that mental health among pupils in England has deteriorated in the past two years. Statistics show rising levels of anxiety, self-harm and actual cases of suicide. The counsellor service is an extremely valuable resource. Pupils supported: Non PP: 39% PP: 61%</p> <p>Excellent evaluations from pupils, with pupils stating the interventions had up to a 95% improvement on their wellbeing.</p>
<p>Careers Guidance</p>	<p>All Year 11 Pupil Premium Pupils received a Careers Interview and successfully accessed a level 2 course in 2020/21. 1 pupil is recorded as being N.E.E.T and is being supported by our careers advisors to support them to get back into education or employment. All pupil premium pupils accessed a careers drop down day and attended a virtual careers fair which included various different providers from Universities, apprenticeships and other large employers.</p>
<p>Mentoring of vulnerable pupils to provide opportunities for vulnerable pupils to participate in multiple programmes which enables them to engage with positive role models, improve engagement with their own education and manage their own physical/mental health, through the Believe Centre.</p>	<p>Childline says that since the start of 2020, it has delivered 11,783 counselling sessions related to the coronavirus. And between 23 March and 30 June 2020 the charity delivered more than 60,000 counselling sessions in total, a third of these were about mental and emotional health. 83% of school leaders, teachers and support workers feel that mental health among pupils in England has deteriorated in the past two years. Statistics show rising levels of anxiety, self-harm and actual cases of suicide. The counsellor service is an extremely valuable resource. Pupils supported: Non PP: 39% PP: 61%</p> <p>Excellent evaluations from pupils, with pupils stating the interventions had up to a 95% improvement on their wellbeing.</p>
<p>Music Lessons targeted to pupils who study BTEC Music and any other pupil who wishes to learn or continue to learn to play an instrument to create opportunities as part of cultural capital and pupil pledge.</p>	<p>All pupil premium pupils were offered the opportunity to take part in music lessons.</p> <p>1/3 of the pupils who took part in these music lessons took BTEC music in year 10 as their option.</p>

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.