

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	793
Proportion (%) of pupil premium eligible pupils	44.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Rich Prime
Pupil premium lead	Kat Shahmiri
Governor / Trustee lead	Jeremy Bench

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,675.00
Recovery premium funding allocation this academic year	£51,475.00
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	£401,150.00

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. For the gap between PP and Non-PP pupils, measured by P8, to significantly reduce.</p> <p>Recruitment of subject specialists, and additional groups in core subjects, reduces class sizes. The progress gap between Pupil Premium and non-Pupil Premium pupils is reduced.</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> <p>Reading coach employed in order to target pupil premium pupils with lower literacy levels.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Attendance for all pupils to be above 97% (pre-pandemic levels).The gap between PP and Non-PP pupils to decrease. The persistent absence rate of the school to be lower than national average.</p> <p>Increased parental engagement demonstrated through home visits log.</p> <p>Attendance matters tracked and acted upon consistently through Pastoral meetings.</p> <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 6.2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>Provide meaningful support to pupils with Social, Emotional and Mental Health problems.</p>	<p>Pupils listed on the SEND register for SEMH to be positive about the support they receive, including PP pupils.</p> <p>Pupils listed on the SEND register for SEMH to be attending school regularly, in line with Non-PP pupils.</p>

<p>Further embed opportunities for enhancing cultural capital through enrichment and experiences.</p> <p>There are pupil leadership opportunities through School Council, Prefects, Anti-bullying Ambassadors and Careers Ambassadors. The school also offers opportunities such as Duke of Edinburgh, Cadets, Enrichment Week and the Turing Scheme in Languages.</p>	<p>All pupils to experience cultural capital within curriculum lessons and as part of the wider curriculum offer.</p> <p>Increased opportunities and attendance rates at extra-curricular clubs, trips, visits, and enrichment provision.</p> <p>Ensure that Pupil Premium participation in extra-curricular and Student Leadership opportunities is in line with non-Pupil Premium.</p>
<p>To improve aspirations and CAIEG in order to secure post 16 destinations.</p>	<p>100% of PP pupils to experience a workplace, physically or virtually, by the end of year 10.</p> <p>100% of PP pupils to attend a meeting with the careers officer in years 13, 11 and 10.</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: £90,000

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 2021. Reading comprehension strategies can add up to 6+months. (EEF, 2020)	1, 2
'State of the Nation' meetings with Directors of Learning after key assessment points	Rigorous monitoring and tracking of pupil progress through both faculties and SLT link enables identification of pupils who require targeted intervention.	1
Purchase of standardised diagnostic assessments for target setting.	Standardised tests will produce targets for year groups where there is no current accurate KS2 data. These tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Continue to implement and refine whole school PP strategies (e.g. quality marking and feedback, small group intervention work)	Marking and feedback 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: <ul style="list-style-type: none"> • Feedback • Metacognition • Homework These approaches are being addressed in school	1, 2

	CPD throughout the duration of the plan.	
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, Seneca, Activelearn and GCSE Pod to ensure pupils have access to learning tools at all times	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: £165,000

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, Lexia and Accelerated Reader used to track pupils progress and direct targeted and evidence-based interventions.	Regular tracking and intervention 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 intervention work.	Evidence indicates that small group interventions can be effective, delivering approximately 4+ additional months progress on average (EEF, 2020).	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.	<p>Research has shown disadvantaged pupils can make the same progress as non-disadvantaged pupils during term time but a gap develops over long holidays.</p> <p>To make provision for Year 6 pupils to ease transition to school – academic and enrichment.</p> <p>https://www.nfer.ac.uk/summer-schools-programme-for-disadvantaged-pupils-overview-report</p>	All

Music lessons	<p>Disadvantaged pupils to access musical opportunities and to be supported in learning to play instruments, resulting in increased self-esteem and confidence.</p> <p>Music tuition financial support given to pupils and families for the cost of the lessons, when taking music exams, cost of instruments etc.</p>	All
Curriculum resources to support pupils in their lessons and in working independently at home.	<p>Provide resources to support Pupil Premium pupils both within lessons and at home – e.g. equipment, calculators, textbooks, revision guides, subscriptions to online platforms. Visualizers in all faculties to support modelling and review of learning.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_briefing_for_school_leaders.pdf</p>	All

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

Budgeted cost: £163,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use pastoral support to positively reinforce attitudes 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 Attendance/support officer appointed to improve attendance.	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 re-search in 2016 which found that: <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage KS2 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 English and mathematics than pupils that missed 15-20% of KS4 lessons. 	3
Improve family home school liaison and relationships by supporting potential attendance barriers	Ensure parents/carers of PP pupils feel safe and confident engaging with school. Home visits completed to engage the hard to reach pupils. Heads of House to arrange appointments with key parents at parental evenings. EEF Toolkit suggests parental engagement adds 3+ months progress.	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
SUCCESS Centre interventions	<p>Over the course of the pandemic, we have seen that, in some cases, pupils' mental health has taken a toll. With that in mind we have employed a Success Centre manager who runs a series of programmes to support individuals with SEMH issues.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</p> <p>We have also employed a Mental Health Lead as statistics show rising levels of anxiety, self-harm and actual cases of suicide. The Mental Health worker/counsellor service is an extremely valuable resource.</p>	4
Reduce the number of exclusions, fixed term exclusions and permanent exclusions.	<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 four times more likely to receive a fixed term 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
Virtual parents evenings	<p>We have seen increased attendance to Parents' Evenings using our online platform. We intend to continue its use for our progress evenings to maintain and improve the attendance to these events.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	All

Total budgeted cost: £401,150

Part B: Review of outcomes in the previous academic year

Intended outcome	Success criteria	Impact
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>	<p>For 2022, the Progress 8 score for our disadvantaged pupils was -0.12 and attainment 8 was 44.</p> <p>The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.</p> <p>At KS3, disadvantaged pupils achieved broadly in line with non-disadvantaged pupils.</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>	<p>Overall percentage of disadvantaged pupils achieving EBACC Grade 4+ increased by 9%.</p> <p>Bedrock and accelerated reader packages have been implemented. The library has been re-branded and a new librarian has been appointed.</p> <p>Pupils with the lowest reading ages in KS3 benefited from the intervention package delivered by our newly appointed literacy coach.</p>
Improve attendance levels and limit exclusions	<p>Attendance for all pupils to be above 97% (pre-pandemic levels). 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>Attendance for all pupils improved by 5.3% in 21/22 and for disadvantaged pupils the increase was 2.1%</p> <p>New 'Satellite Centre' has been opened to reduce the number of external exclusions.</p> <p>A 'Success Centre' has been opened which hosts a suite of interventions in order to prevent and limit exclusions.</p> <p>Attendance is being tracked and home visits are being conducted.</p>
Provide meaningful support to pupils with Social, Emotional and Mental Health problems.	Pupils listed on the SEND register for SEMH to be positive about the support they receive, including PP pupils.	Pupil, staff and parent voice shows that the majority of pupils feel positive about the support they have received in school and are more confident and successful in their lessons.

	<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>Mentoring and other intervention groups, e.g. RSPCA therapy, show an increase in positivity and motivation. Students have reported that anxieties have decreased as a result of attending said intervention.</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>Trips were run during enrichment week. Over 50% of the cohort taken on the largest trip to Wales on an adventure holiday were disadvantaged.</p> <p>Attendance to trips and extra-curricular clubs saw an average increase in attendance by disadvantaged pupils of 11%, compared to the previous year.</p> <p>The number of extra-curricular clubs has also increased by 27% (from 15 to 19 clubs)</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 workexperience 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>	<p>All year 10 pupils successfully completed a work placement, either in person or virtually.</p> <p>All year 11 and 13 pupils attended a careers interview in year 11. A select number of SEN PP pupils attended more than one.</p> <p>As a result of impartial careers interviews and tailored advice, NEETS in year 11 are only 1.2% and significantly lower than national average. There are no NEETS in year 13.</p>

Supporting notes:

In light of the impact on pupil outcomes we have adjusted our strategy slightly to include plans to address more barriers to learning for disadvantaged pupils, for example, ensuring they are equipped with materials which support their curriculum.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was 0.2. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 49. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was +0.39, and the Attainment 8 score was 52. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 45%, which is similar to the previous years and 18% below that for non-disadvantaged pupils. We recognize that this gap is too large which is why raising the profile of the EBACC suite of qualifications is a top priority for all pupils.

Absence among disadvantaged pupils was 6.2% higher than their peers in 2021/22 and persistent absence 14.3% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute which is why the SUCCESS Centre provides a suite of interventions around mental health.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

