

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	774
Proportion (%) of pupil premium eligible pupils	46.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£355,005.00
Recovery premium funding allocation this academic year	£95,772.00
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	£450,777.00

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 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 PP and non-PP 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 PP 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 at least be in line with the national average. 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 2025/26 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 2025/26 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: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated member of Senior Leadership Team	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf	All
Prioritise PP pupils for reading interventions where pupils have a lower reading age.	Nationally pupils from disadvantaged backgrounds 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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	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. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2

<p>Teaching and Learning CPD focuses on evidence- based strategies to support Quality First Teaching.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>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:</p> <ul style="list-style-type: none"> • Feedback • Metacognition • Homework <p>These approaches are being addressed in school</p> <p>Marking and feedback strategies can add up to 6+ months progress (EEF, 2020)</p> <p>Metacognition and self-regulation Teaching and Learning Toolkit EEF</p>	<p>1, 2</p>
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Recruitment and retentions of specialist teachers in core, science, modern foreign languages 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 https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/	1, 2
Use of online programmes such as Mathswatch, Seneca, Activelearn, GCSE Pod and Language Gym 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. Address gaps in curriculum during transition phase.	All
TLR for literacy	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject Improving Literacy in Secondary Schools	2
Easter School	https://www.gov.uk/government/publications/summer-schools-programme	1,2

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentoring to support key pupils	Evidence indicates that one to one tuition can be effective, delivering approximately 5+ additional months progress on average (EEF, 2020). One to one tuition Teaching and Learning Toolkit EEF	All
Academic intervention work	Evidence indicates that small group interventions can be effective, delivering approximately 4+ additional months progress on average (EEF, 2020). Small group tuition Teaching and Learning Toolkit EEF	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. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf	All
Learning Support Assistants to support literacy and reading interventions	EEF improving literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match pupils to relevant interventions. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ Teaching Assistant Interventions Teaching and Learning Toolkit EEF	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. To make provision for Year 6 pupils to ease transition to school – academic and enrichment. https://www.nfer.ac.uk/summer-schools-programme-for-disadvantaged-pupils-overview-report	All

<p>Music lessons</p>	<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> <p>Arts Participation https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/arts-participation/</p> <p>Raise Aspirations https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit/aspiration-interventions/</p>	<p>All</p>
<p>Curriculum resources to support pupils in their lessons and in working independently at home.</p>	<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.</p> <p>Visualisers 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_achievement_of_disadvantaged_pupils_briefing_for_school_leaders.pdf</p>	<p>All</p>
<p>Foreign Language Assistant</p>	<p>Provide regular opportunities for pupils to practice conversational skills.</p>	<p>All</p>

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

Budgeted cost: £170,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use pastoral support to positively reinforce attitudes to learning.</p> <p>Pastoral coach appointed</p> <p>Social worker</p>	<p>EEF toolkit suggest 3+ months progress for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/</p> <p>Clear expectations and boundaries for all pupils. EEF supporting behaviour in schools guidance.</p>	<p>1, 3, 4, 5, 6</p>
<p>Ensure all identified PP pupils with poor attendance to school have access to key staff.</p> <p>Attendance Officer and Assistant Heads of Houses assigned to improve attendance.</p>	<p>The attendance of PP pupils to school is significantly below national levels.</p> <p>Many PP pupils have significant social and emotional barriers to learning and are subject to external multiagency plans.</p> <p>https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/</p>	<p>1, 3</p>
<p>Improve family home school liaison and relationships by supporting potential attendance barriers</p>	<p>Ensure parents/carers of PP pupils feel safe and confident engaging with school. Home visits completed to engage the hard to reach pupils.</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>	<p>3</p>

<p>Embed a rewards and incentive scheme for improved attendance to school.</p> <p>Personalised rewards and recognition to ensure whole school profile is raised.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across KeyStage 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. 	<p>3</p>
<p>Careers advisor and activities</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</p> <p>https://www.suttontrust.com/research-paper/universityaspirations-2019/</p> <p>https://www.suttontrust.com/researchpaper/advancing-ambitions/</p>	<p>6</p>

Work with external agencies including CAMHS and Kooth to support pupils and families	Ofsted expect to see learners' attitudes to their education as 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 and beyond, 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 and a second Social Worker 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>Engaging parents effectively https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	All

	<p>Parent power https://www.suttontrust.com/wpcontent/uploads/2018/09/Parent-Power-2018.pdf</p> <p>Parental engagement and impact on attainment https://www.suttontrust.com/research-paper/easy-peasy-parenting-app/</p>	
Sports equipment	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation	All
Prom and enrichment week	https://www.tes.com/news/school-proms-and-fancy-dress-fundraisers-stigmatise-poor-pupils-report-finds	

Total budgeted cost: £450,777

Part B: Review of outcomes in the previous academic year

Intended outcome	Success criteria	Impact
<p>To improve academic progress of PP pupils through quality first teaching</p>	<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.</p>	<p>For 2023, the Progress 8 score for our disadvantaged pupils was in line with national average.</p> <p>At KS3, disadvantages pupils achieved broadly in line with non-disadvantaged pupils.</p>
<p>To improve literacy and numeracy levels so that pupils are able to access the whole curriculum</p>	<p>For all pupils, including PP pupils to receive additional literacy and numeracy sessions to improve confidence and ability.</p> <p>Literacy and numeracy levels to increase.</p>	<p>Accelerated reader packages have now been implemented within the English curriculum. Staff voice shows a positive impact of this package on pupils love of reading and initial figures show over 70% of pupils in years 7 and 8 are now on track to either achieve or exceed age related expectations.</p> <p>All of our PP students were provided with a free book of their choice from our annual book fair.</p> <p>Termly NGRT test show that disadvantaged pupils standardized reading scores are now in line with national figures for all pupils.</p> <p>Pupils now experience a newly introduced form time session (every two weeks) on numeracy. Staff voice show there has been a positive impact on fluency within maths lessons.</p>

<p>Improve attendance levels and limit exclusions</p>	<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.</p>	<p>Attendance for all pupils improved by 2.5% in 22/23. Disadvantaged pupils are 2.2% above the national average in the current year.</p> <p>Our ‘Success Centre’ has been relaunched which hosts a suite of interventions in order to prevent and limit exclusions.</p> <p>The appointment of an attendance officer has ensured that is being tracked and home visits are being conducted which has led to our increased attendance.</p> <p>The recent appointment of a pastoral coach will also work to prevent and limit exclusions.</p>
<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>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>

	<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 the 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>Attendance to trips and extra-curricular clubs saw an average increase in attendance by disadvantaged pupils of 30%, compared to the previous year.</p>
<p>To improve aspirations and CAIEG in order to secure post 16 destinations.</p>	<p>100% of PP pupils to successfully complete experience of a workplace.</p> <p>100% of PP pupils to attend a meeting with the careers advisor 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, there were no NEET disadvantaged pupils.</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 also added capacity into the pastoral team by recruiting a pastoral coach and an attendance officer.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

In 2023, the Progress 8 score for our disadvantaged pupils was in line with the national figure for disadvantaged pupils.

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 2022/23 was below our expectations.

In 2023, Ebacc entry for the disadvantaged pupils was 40% compared to the national average of 28% for disadvantaged pupils. There were significantly higher proportions of disadvantaged pupils studying a humanities and language compared to national disadvantaged pupils.

At KS3, disadvantaged pupils achieved broadly in line with non-disadvantaged pupils. Pupils who are disadvantaged achieve in line with other disadvantaged pupils.

Absence among disadvantaged pupils was 3.2% higher than their peers in 2022/23 which is a 50% decrease in the difference compared to the academic year 21/22. Persistent absence for disadvantaged pupils is 20% higher than their peers in 2022/23. Whilst there have been improvements, we recognise this gap is still 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 2025/26, 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.

