

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	776
Proportion (%) of pupil premium eligible pupils	45.10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chris Seager
Pupil premium lead	Kat Shahmiri
Governor / Trustee lead	Sir Mark Aspinall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£353,675.00
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	£353,675.00

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 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	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. Recruitment of subject specialists, and additional groups in core subjects, reduces class sizes. The progress gap between PP and non-PP pupils is reduced.
To improve literacy and numeracy levels so that pupils can access the whole curriculum	For all pupils, including PP pupils, to receive additional literacy and numeracy sessions to improve confidence and ability. Pupils to receive targeted interventions to improve literacy and numeracy levels.

<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 decreases.</p> <p>The persistent absence rate of the school to be lower than the national average.</p> <p>Increased parental engagement demonstrated through home visits log.</p> <p>Attendance matters are tracked and acted upon consistently through Pastoral meetings.</p> <p>Sustained high attendance by 2026/27 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 2026/27 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 attend 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 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 provisions.</p> <p>Ensure that Pupil Premium participation in extra-curricular and Student Leadership opportunities are in line with non-PP.</p>
<p>To improve aspirations and CAIEG to secure post 16 destinations.</p>	<p>100% of PP pupils experience a workplace, physically or virtually, by the end of year 10.</p> <p>100% of PP pupils 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, the national average.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £174,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
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	£30,000
Prioritise PP pupils for reading interventions where pupils have a lower reading age. (SLT link for reading)	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	£3,000
'State of the Nation' meetings with Directors of Learning after key assessment points. 'Talking children' meetings for year 11 mock exams.	Rigorous monitoring and tracking of pupil progress through both faculties and SLT link enables identification of pupils who require targeted intervention.	1	£3,000
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	£3,000

<p>Teaching and Learning CPD focuses on evidence-based strategies to support Quality First Teaching. (SLT T&L link)</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 the 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><u>Metacognition and self-regulation Teaching and Learning Toolkit EEF</u></p>	<p>1, 2</p>	<p>£3,000</p>
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Recruitment and retention 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	£120,000
Use of online programmes such as Mathswatch, Seneca, Activelearn, and Carousel to ensure pupils have access to learning tools at all times.	Digital technology can add up to 4+ months progress (EEF, 2020)	1, 2	£3,000
Further develop links with primary schools to develop effective strategies as early as possible. (SLT link lead)	Identification of barriers as early as possible and close work with families enables effective implementation of strategies. Address gaps in curriculum during the transition phase.	All	£3,000
TLR for literacy/Reading	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject Improving Literacy in Secondary Schools	2	£3,000
Easter School	https://www.gov.uk/government/publications/summer-schools-programme	1,2	£3,000

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
Academic mentoring to support key pupils	<p>Evidence indicates that one-to-one tuition can be effective, delivering approximately 5+ additional months of progress on average (EEF, 2020).</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p>	All	£5,000
Academic intervention work	<p>Evidence indicates that small group interventions can be effective, delivering approximately 4+ additional months of progress on average (EEF, 2020).</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	All	£3,000
New Group Reading Test (NGRT), Accelerated Reader, Lexonic and Fresh Start used to track pupils' progress and direct targeted and evidence-based interventions.	<p>Regular tracking and intervention will enable us to rapidly diminish differences in reading ages of PP pupils.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf</p>	All	£3,000
Learning Support Assistants to support literacy and reading interventions	<p>EEF improving literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match pupils to relevant interventions.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	All	£5,000
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	£4,000

Music lessons	<p>Disadvantaged pupils 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 is 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/evidencesummaries/teaching-learning-toolkit/arts-participation/</p> <p>Raise Aspirations https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/aspiration-interventions/</p>	All	£5,000
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.</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_attainment_of_disadvantaged_pupils_briefing_for_school_leaders.pdf</p>	All	£20,000
Foreign Language Assistant	Provide regular opportunities for pupils to practice conversational skills.	All	£10,000

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

Budgeted cost: £124,675

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
Use pastoral support to positively reinforce attitudes to learning. TIGERS pastoral coach Social worker	<p>EEF toolkit suggests 3+ months progress for behaviour interventions, and this will also benefit all pupils in the classroom due to a purposeful learning environment. 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>	1, 3, 4, 5, 6	£75,000
Ensure all identified PP pupils with poor attendance to school have access to key staff. Attendance Officer and Assistant Heads of Houses assigned to improve attendance.	<p>The attendance of PP pupils 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. https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/</p>	1, 3	£5,000
Improve family home school liaison and relationships by supporting potential attendance barriers	<p>Ensure parents/carers of PP pupils feel safe and confident in engaging with school. Home visits are completed to engage the hard-to-reach pupils.</p> <p>Heads of House arrange appointments with key parents on parental evenings.</p> <p>EEF Toolkit suggests parental engagement adds 3+ months of progress.</p>	3	£1,000

<p>Embed a rewards and incentive scheme for improved attendance to school.</p> <p>Personalised rewards, trips and recognition to ensure the 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 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	£14,000
Careers advisor and activities	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</p> <p>https://www.suttontrust.com/researchpaper/universityaspirations-2019/</p> <p>https://www.suttontrust.com/researchpaper/advancing-ambitions/</p>	6	£5,000

Work with external agencies including CAMHS and Kooth to support pupils and families	Ofsted expects 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	£n/a
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	£15,000
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 are more than four times more likely to receive a fixed term exclusion.</p>	3	£2,000
Combined Cadet Force	EEF Toolkit suggests 4+ months of progress through outdoor adventure learning	5	£1,675
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 activities.	5	£3,000
Virtual parents' evenings	<p>We have seen increased attendance at Parents' Evenings using our online platform. We intend to continue its use for our progress evenings to maintain and improve attendance at these events.</p> <p>Engaging parents effectively https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning- toolkit/parental-engagement</p> <p>Parent power https://www.suttontrust.com/wpcontent/uploads/2018/09/Parent-</p>	All	£1,000

	<p>Power-2018.pdf</p> <p>Parental engagement and impact on attainment https://www.suttontrust.com/research-paper/easy-peasyparenting-app/</p>		
Sports equipment and gym facilities	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation</p>	All	£2,000

Total budgeted cost: £353,675

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.</p>	<p>For 2025, the average attainment score for our disadvantaged pupils was 3.81, which was a minor increase on the previous year's figure. The gap between disadvantaged and non-disadvantaged has remained the same as last academic year.</p> <p>At KS3, disadvantaged pupils achieved broadly in line with non-disadvantaged pupils for creative subjects, Science, IT, PE and RE.</p>
To improve literacy and numeracy levels so that pupils can 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>Literacy and numeracy levels increase.</p>	<p>Headline figures for school for 25-26 academic year show that the average SAS score for PP students is 99.3% (National Average is 100). This is a 1 gain from last academic year, where the average SAS was 99.2%.</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 79.8% of students are reading at or above their expected reading ages.</p> <p>All our PP students were provided with a free book of their choice from our annual book fair, with sales of £652.19 spent on PP books.</p> <p>Termly NGRT tests show that disadvantaged pupils with standardized reading scores are now in line with national figures for all pupils.</p> <p>41% of all students who took the Lexonik Intervention in Autumn term are disadvantaged.</p> <p>44.1% of students who have undertaken Fresh Start intervention 24-25 academic year were disadvantaged.</p>

		<p>39.6% of pupils who have received a vending machine reward book 24-25 academic year were disadvantaged.</p> <p>A visiting writer (Dean Atta) is booked to come and lead 2 workshops for World Book Day; 100% of students chosen for this workshop are disadvantaged.</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 is to be decreased.</p> <p>The persistent absence rate of the school to be lower than the national average.</p>	<p>The attendance of disadvantaged pupils was 85.4%. The gap between disadvantaged and non-disadvantaged has decreased by 0.8% between 23/24 and 24/25.</p> <p>The % of disadvantaged pupils who were persistently absent increased by a small percentage compared to the previous year.</p> <p>The percentage of disadvantaged pupils who were severely absent remained broadly in line with those in 23/24.</p>
Provide meaningful support to pupils with Social, Emotional and Mental Health problems.	<p>Pupils listed on the SEND register for SEMH to be positive about the support they receive, including PP pupils.</p>	<p>Pupils, staff, and parent voice show that most pupils feel positive about the support they have received in school and are more confident and successful in their lessons.</p> <p>The TIGERS (pastoral coach) programme is also having a positive impact on the disadvantaged pupils enrolled on it. Their suspensions have reduced, and overall conduct is more positive. Pupil behaviour ratio on the TIGERS programme has increased by 4% compared to the previous academic year, which. The pastoral coach works to prevent and limit exclusions. Exclusions in the last year have halved.</p> <p>A Pupil Support Services panel provides immediate support in reducing the barriers to learning for high profile pupils. The panel support these pupils in their behaviour, attendance and wellbeing concerns</p>

	<p>Pupils listed on the SEND register for SEMH to attend school regularly, in line with non-PP pupils.</p> <p>Pupils listed on the SEND register for SEMH have high aspirations, in line with all pupils at the school.</p>	<p>Mentoring and other intervention groups, e.g. RSPCA therapy, Dallaglio Rugbyworks, F2D mentoring, etc., show an increase in positivity and motivation. Students have reported that anxieties and other behavioural issues have decreased because of attending these interventions.</p> <p>All SEND pupils are provided with at least one one-to-one careers advice session as well as attendance of the career advisor to their EHCP annual review, where relevant.</p>
<p>Further embed opportunities for enhancing cultural capital through enrichment and experiences.</p>	<p>All pupils experience cultural capital within curriculum lessons and as part of the wider curriculum offer.</p>	<p>Attendance on trips and extracurricular clubs saw an increase in attendance by disadvantaged pupils, 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. 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:

Considering the impact on pupil outcomes, we continue to make slight adjustments to our strategy to include plans to address more barriers to learning for disadvantaged pupils, for example, ensuring they are equipped with the correct uniform and have access to more capacity in the pastoral team. We have added capacity to the pastoral team by recruiting a female TIGERs (pastoral) mentor.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the average attainment score for our disadvantaged pupils was 3.81, which was a minor increase on the previous year's figure. The gap between disadvantaged and non-disadvantaged has remained the same as last academic year. The national attainment score for a disadvantaged pupil in 2024 was 3.46. This is expected to remain similar this year (although not yet released at the time of writing this report), showing that our pupils have a higher average attainment grade than nationally.

Nationally, the estimate for disadvantaged pupils achieving a grade 5+ in both maths and English was 26%, and grade 4+ was 46%. At Dame Elizabeth Cadbury School 28.1% of pupils achieved a grade 5+ in both maths and English and 50% achieved a grade 4+, both higher than the national average.

At KS3, disadvantaged pupils achieved broadly in line with non-disadvantaged pupils for creative subjects, Science, IT, PE and RE.

The attendance of disadvantaged pupils was 85.4%. The gap between disadvantaged and non-disadvantaged has decreased by 0.8% between 23/24 and 24/25.

The percentage of disadvantaged pupils who were severely absent remained broadly in line with those in 23/34.

Challenges around wellbeing and mental health still remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute, which is why our new Pupil Support Services model is now being embedded and provides a further suite of interventions around mental health and wellbeing. Our Pupil Support Service Panel also ensures that high profile pupils are provided with the immediate and targeted support and intervention required to reduce barriers to their learning and success.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2026/27, 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.

