

## 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	Caedmon Community Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025-
Date on which it will be reviewed	December 2026
Statement authorised by	Clive Wisby Headteacher
Pupil premium lead	Laura Crossan  Deputy Head
Governor / Trustee lead	Richard Marshall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144.855
Pupil premium funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b>	<b>£144.855</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high levels of attainment across all subject areas. 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. Our approach of raising aspirations is embedded into our daily school life. The aim is to create life-long learners who are equipped to succeed in every stage of their lives.

We will also ensure all children are 'ready to learn' and can access the whole curriculum by addressing non-academic barriers to learning such as attendance, social and emotional difficulties, wellbeing and cultural capital. Vulnerable children, who face such challenges will receive support in order to address these barriers. Our approach will be responsive to the needs of our children and the challenges they face. 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. At Caedmon, we have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils.

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 all pupils are challenged in their work
- ensure interventions and strategies are implemented quickly when point of need is identified
- continue to implement our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Common barriers to learning for disadvantaged children include: less support at home, weak language and communication skills, lack of confidence, attendance and punctuality issues, working memory and retention of learning. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

For all our children (disadvantaged or not) we aim to enhance oral language skills, address SEMH concerns, improve basic numeracy skills, offer increased reading opportunities, have access to high quality adult support through quality first teaching

and targeted intervention and engage in a wealth of experiences through provision of visits, visitors and clubs.

We expect all pupils (disadvantaged or not) to engage in all aspects of school life and enjoy coming to school. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Principles

- All learning opportunities are carefully designed to meet the needs of all the pupils
- Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils over the last 2 years indicates that attendance percentage for disadvantaged pupil is slightly lower than non-disadvantaged pupils. A larger proportion of disadvantaged pupils are classed as persistent absentees compared to non-disadvantaged pupils.
2	Our observations and discussions with pupils and families have identified an increased number of households with members who have social/emotional or mental health difficulties. This can be children or adults and this impacts on the children's ability to access learning in school.
3	Disadvantaged children enter school with a low level of speech, language and communication and there is a pattern of nonattendance to outside therapy
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
5	Observations and discussions with disadvantaged pupils and families shows that they have limited life experiences and opportunities outside of school due to the level of social deprivation in the area. This in turn effects their knowledge of the world and experiences to bring to their learning.

6	Assessments and data show that disadvantaged children have poor working memory and struggle to retain information and knowledge.
7	Parents/Carers' financial circumstances worsened with current cost-of- living crisis. Families regularly share with us how they struggle financially and with increased numbers of families seeking support from school

## 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 sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils. Reduce the number of pupil premium children who fall into the persistently absent category	<p>The attendance of disadvantaged children has increased compared to the previous year</p> <p>The number of pupil premium children classed as persistently absent decreases</p> <p>The percentage of all pupils who are persistently absent has decreased since the previous year</p>
To improve speech, language and communication skills and vocabulary development of all children, particularly those who are disadvantaged	<p>Speech and communication skills will be improved and children in Early Years and Key Stage 1 will be able to communicate effectively</p> <p>End of Key Stage outcomes show that attainment of disadvantaged children in reading, phonics and writing reach national averages.</p>
To continue to provide a wealth of visits and visitors free of charge to increase children's first-hand experiences and knowledge of the world	<p>Children have experienced a range of opportunities both inside and outside of first-hand experiences and knowledge of the world school including after school clubs, sporting events and educational visits</p> <p>Children have a greater wealth of experience and knowledge to draw on to support their</p>

	learning
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: -the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by 2%. -the percentage of all pupils who are persistently absent being below 10%
To improve speech, language and communication skills and vocabulary by end of KS1	-Speech and communication skills will be improved and children in Early Years and Key Stage 1 will be able to communicate effectively 4 -End of Key Stage outcomes show that attainment of disadvantaged children in reading, phonics and writing reach national averages -Children with English as an additional language can communicate effectively with others
Improved access to reading materials at home.	All pupil premium children have been given a Book in the Box subscription. They are provided with a book, magazine and activities to complete each month. This develops a love of reading and aims to improve oral language skills for KS1 children.

### 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: £ 10,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	<a href="#">EEF Pupil Premium Guidance</a>  <a href="#">EEF professional development guidance</a>  <a href="#">EEF high quality teaching</a>	1, 2,4 6
Continue to subscribe to RWInc and receive regular training from professional trainer.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">EEF phonics toolkit</a>	1, 4
Embedding vocabulary development and a focus on oral language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Vocie 21 membership through funded place  Purchase of new resources and fund ongoing training and release time for staff.	There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.  <a href="#">EEF language intervention tool</a>	3,4
To provide CPD and training to develop staff knowledge and strategies to be used around the provision in school for children with more complex SEND.	Some children, now attending mainstream education, present with more complex needs which cannot be met through quality first teaching alone. They require more specialist knowledge and intervention.  <a href="#">EEF SEND in mainstream school</a>	2, 3, 5

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

Budgeted cost: £ 81,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High level of staff to children ratio</p> <p>Additional teacher in Autumn term to deliver first response interventions</p> <p>Teacher employed to cover PPA and sickness</p> <p>Teaching Assistants are employed to deliver high quality pre and post teaching interventions.</p>	<p><a href="#">EEF guide to Pupil Premium Small group tuition</a></p> <p>Each class has at least one full time TA to allow to maximise additional opportunities to provide feedback on pupils and support personalised learning opportunities.</p> <p>Opportunities for staff to be used to support small group interventions and modelling.</p>	<p>1,2, 3, 4, 6</p>
<p>-School Led Tutoring, boosters and interventions delivered</p>	<p>EEF -<a href="#">Small group tuition</a></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,3, 4, 6</p>

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

Budgeted cost: £51,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed principles of good practice set out in the <a href="#">DfE's Improving School Attendance advice</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2
Implementation and delivery of social and emotional interventions. Social and emotional learning can play a central role in helping children to develop the skills for educational success and lifelong wellbeing	<p><a href="#">EEF toolkit</a></p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	2
Improve the variety of reading materials available at home for children	Children are provided Book in a Box materials specifically designed for developing and enhancing the children’s educational needs and experiences. Children can build their own little library/ book collection of their own to help widen their experiences.	1,2,3
Employ school counsellor 2 days per week to support children	<p>Staff knowledge of children and relationships with them enables them to identify changes in behaviour and presentation.</p> <p><a href="#">EEF social and emotional learning toolkit</a></p>	1, 2, 5

<p>No charging Policy. Class visits and visitors to be free to all children.</p> <p>A variety of after school clubs provided free of charge to widen children's experiences</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils</p> <p>Pupil surveys reflect greater enjoyment and engagement in school Enrichment activities are well attended</p>	<p>3,4,5, 7</p>
<p>Provision of a free breakfast club available to all children in school</p> <p>Provide support to parents financially- by linking with Citizens Advice Service and using charities like Feeding Families</p>	<p>Funded national scheme – benefits of access to breakfast before school</p> <p>Current school attendance data and follow up shows some families require high levels of support with school attendance. Some parents and families are hard to engage. There are high levels of social care involvement in school.</p> <p><a href="#">Working together to improve school attendance</a></p> <p><a href="#">Parental Engagement</a></p>	<p>1,2,5,7</p>
<p>Continue to embed the principles of good practice set out in the DfE's guidance.</p> <p>Support provided for families by SLT and other staff to ensure good attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. School attendance data continues to show the need to support children and families with regular school attendance.</p> <p><a href="#">Working together to improve school attendance</a></p>	<p>1,2,5</p>

**Total budgeted cost: £ 143,982**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic

Whole-school attendance for 2024–2025 was 96.4%, with a significant reduction in persistent absenteeism. Pupils eligible for Pupil Premium have benefited from these improvements, ensuring better engagement and access to learning. Attendance procedures are regularly reviewed, with the Business Manager working closely with the Head Teacher and Senior Leadership Team to monitor and evaluate systems, supporting improved outcomes for disadvantaged pupils.

Pupil Premium children make good progress through a combination of quality-first teaching, targeted CPD and training for staff, collaboration with the Great North Maths Hub, and a range of targeted interventions. Programs such as Accelerated Reader, Times Tables Rock Stars, Numbots, and Reading Plus continue to support literacy and numeracy development. End of Key Stage 2 outcomes show that Pupil Premium pupils achieve in line with or above their peers, demonstrating the effectiveness of these strategies.

Vulnerable pupils have access to ongoing counselling and pastoral support, positively impacting their mental health, confidence, and readiness to learn. Staff can liaise directly with counsellors during the school day, enabling timely intervention. Counselling and additional support are also provided for pupils awaiting external services, ensuring no pupil misses out on essential care.

Support for families remains a key focus. The Senior Leadership Team and teaching staff assist parents and carers with a range of practical and emotional support, including referrals to food banks, accessing grants for uniform, transport and household items, promoting attendance and punctuality, fuel poverty support, and appropriate referrals for additional wellbeing services.

All Pupil Premium pupils have participated in enrichment opportunities, including educational visits, sporting events, and festivals at no cost, and residential visits in Year 5 and Year 6 at a significantly reduced cost. These experiences contribute to social development, cultural capital, and a sense of inclusion.

Through these combined strategies, Pupil Premium pupils at our school make strong academic progress, demonstrate improved attendance, and benefit from targeted support to ensure their overall wellbeing and readiness to learn.

### 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
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance Learning
Reading Plus	DreamBox

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## **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.*