

# Pupil premium strategy statement – Caldecote CE Academy 25-26

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Young, Headteacher
Pupil premium lead	Sarah Young
Governor / Trustee lead	Vaughan Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31301
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£31301

# 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 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.

We also consider the challenges faced by vulnerable pupils whose families do not meet the threshold for pupil premium funding, such as those whose attendance is below expected, and those at risk of DV or DA. The plan we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve. 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	Many of our children with PP allocation, have a limited understanding of the world and basic general knowledge. They struggle to work in groups to solve problems, work collaboratively and deal with setbacks when things don't go right for them. They have low confidence in oracy. 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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Many of the children come into school with no reading

	experience. Some families find it difficult to support their children at home, particularly if their own reading ability is limited.
3	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in low levels of resilience in the face of challenges, and as a result, has also affected their behaviour. Teacher referrals for support remain relatively high. 31 pupils are requiring SEMH / Behaviour support, 23 of whom are considered disadvantaged.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.</p> <p>46% of pp eligible pupils have been 'persistently absent' this academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident in a range of sources of evidence, including engagement in lessons, book scrutiny, writing and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonics assessment indicates 3 storybook levels in RWI during the year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/6 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• ELSA start and end data demonstrates improvement</li> <li>• Making Me start and end data demonstrates improvement</li> </ul>

	<ul style="list-style-type: none"> <li>Reduction in the number of recorded incidents stemming from wellbeing.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/6 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being 92% or above and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent being below 30% (24-25 target was below 40% overall)</li> </ul>

## 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: **£12500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training. This will be linked to our Jane Considine writing approach as language development is a key part of this and RWI training, teaching and development.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1
Regular training <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Small group teaching according to stage not age. All staff trained in RWI and in teaching and supporting the gaps in phonic knowledge. 1:1 and smaller group catch up sessions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	3

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Additional staff member trained in ELSA.	(e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£7800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff trained in RWI to enable us to provide small groups for targeted teaching.</p> <p>Small group English support in KS1 to support the development of writing using RWI Get Writing approach for a small number of children.</p> <p>1:1 and paired work for targeted phonics tuition.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and RWI. Staff training in leading sessions and the use of Toe by Toe and Lexia.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
<p>Development of oracy through targeted sessions to develop the children's ability to articulate their ideas correctly.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1

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

Budgeted cost: **£11000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff member trained in ELSA to provide a wider support provision.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	3
Training for wave 2 and 3 interventions using Desty and ELSA to promote support for those children who require additional help over and above Making Me.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	3, 4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  Member of staff to meet with families who find attendance an issue, once per half term. Strategies and attendance plans put into place.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Working with families with particular issues with the family support worker	<a href="#">Working with parents to support children's learning</a>	1, 2, 3, 4
Before and after school club – ensuring that children have breakfast before the school day starts.  Providing a range of additional activities for personal development.	<a href="#">Extending school time / EEF</a>	3, 4
Contingency fund for acute issues such as purchase of uniform, trips etc.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Use of Trishan Patel Coaching to support behaviour, resilience and increase in self esteem through sport.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	3, 4

**Total budgeted cost: £31301**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the Academic Year 25-6, the majority pupils in receipt of pupil premium funding made expected progress from their starting point, towards their targets. All pupils in receipt of funding made progress.

ELSA was delivered by the headteacher. Children on the programme demonstrated progress towards their targets and this was also demonstrated in the before and after questionnaires. Making Me was used across the school to monitor and support well-being. Some children were able to identify the feelings that they had, and we will continue to work on developing this recognition, alongside what to do about those feelings. The additional referrals indicated that further use of ELSA was required and so another member of staff will be trained in 25-26.

National Data is unavailable for year 2 and year 4.

PSC national data for disadvantaged pupils is 67%. We achieved 100% by the end of year 2. In year 1, PP for PSC is statistically insignificant and would identify pupils. We worked closely with our phonics partners, RWI and Roade English Hub in addition to providing targeted interventions to support phonics development. Further analysis would identify individual pupils so would not be appropriate. Our May 2024 Ofsted inspection found that: Reading starts in Nursery Year, where children join in enthusiastically with stories and nursery rhymes. This prepares them well for the phonics programme in Reception. Staff are well trained to teach phonics precisely and skilfully. Pupils read books that are well matched to the sounds that they have already mastered. This helps them read with increasing fluency and confidence. Pupils who do not keep up with the programme receive swift support, enabling them to catch up. As a result, pupils read well.

### Externally provided programmes

Programme	Provider