

## Cardinal Primary School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Cardinal Primary School				
<b>Academic Year</b>	2025/2025	<b>Total PP budget</b>	£231,000.65 until March 2025	<b>Date of most recent PP Review</b>	Sep 2025
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	Feb 2026

### EY/KS1 HEADLINE DATA END OF 2025

YEAR GROUP	CPS		NATIONAL (if applicable 2024)	PROGRESS (expected or better)
<b>RECEPTION</b>	GLD	76%	67.7%	
<b>RECEPTION</b>	READING	76%		94%
	WRITING	75%		92%
	MATHS	77%		94%
<b>YEAR 1</b>	PHONICS	85%	80%	
<b>YEAR 1 END OF YEAR</b>	READING	80%		88%
	WRITING	79%		93%
	MATHS	76%		95%
<b>YEAR 2 END OF YEAR</b>	READING	73%		90%
	WRITING	70%		93%
	MATHS	72%		87%

## Year 6 - End of Key Stage Two Performance Data:

Percentages based on 69 pupils in year 6. 14 have been disapplied following guidance.

SATs Yr6	All Pupils		Sum 2025
	National	Y6	69
RWM	62%	50%	
GDS	8%	9%	
Writing	72%	66%	
GDS	12%	10%	
Maths	74%	72%	
GDS	26%	30%	
Reading	75%	75%	
GDS	33%	34%	
GPS	73%	66%	
GDS	29%	30%	

SATs Yr6	All Pupils		Sum 2025
	National	Y6	83
RWM	62%	42%	
GDS	8%	7%	
Writing	72%	55%	
GDS	12%	8%	
Maths	74%	60%	
GDS	26%	25%	
Reading	75%	63%	
GDS	33%	29%	
GPS	73%	55%	
GDS	29%	25%	

5. Barriers to future attainment		
In-school barriers		
A.	Multiple needs of PPG pupils	
B.	Attendance- Families take the opportunity to visit their families across the world and take family holidays because they are cheaper during term time. Irregular attendance impacts on confidence and anxieties.	
C.	Communication barriers due to limited access to literature, engagement in conversations and parental support. Technology has a high priority and inhibits discussions.	
D.	Emotional and social needs of the pupils prevent them from learning.	
External barriers		
E.	Pupils being ready to learn further impacted by cost of living rises.	
F.	Increase in mental health issues continue to present difficulties	
G.	Aspirations of the community for PPG pupils.	
H.	Few enriching experiences outside school which would enhance pupils understanding of the world we live in exacerbated by inflation	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A robust assessment system that identifies gaps Effective targeted interventions to diminish the gaps	Assessment practice is robust so gaps in their learning and multiple needs are identified A higher percentage of PPG pupils achieve at the expected standard or better.
	Advice is sought and actioned for the different needs of the pupils	Professionals provide advice that results in reducing the barriers to learning
	Quality First Teaching meets the learners needs	Quality First Teaching impacts positively on PPG pupils enabling them to make strong progress
B.	Provide a nurturing learning environment where pupils feel safe to share their anxieties.	Pupils confidence and self-esteem is raised enabling them to successfully access the curriculum
	Provide timely support for anxieties and encourage the pupils to share their fears. Involve the support of the family so consistency in approach is achieved	Effective use of the Learning Mentor in EY + KS1 and other professionals to meet the pupils anxieties
	Poor attendance to be challenged	Increased percentage in attendance

<b>C.</b>	<p>Early identification of Speech and Language difficulties</p> <p>Provide a curriculum that is rich in vocabulary and continue to implement Read, Write, Inc. adapted following the pupils long absence to diminish gaps and enable them to rehearse their basic skills</p> <p>Pre teaching of key vocabulary for those who will benefit</p> <p>Access to quality literature</p> <p>Ensure pupils have an understanding of the vocabulary through “real experiences” and effective usage and explanations</p>	<p>Effective S + L interventions reducing barriers and teachers ensuring the PPG pupils understand the language for learning. Recommendations from any reports are acted upon.</p> <p>Opportunities for meaningful vocabulary being rehearsed explained and used to support the curriculum.</p> <p>Identified pupils receive a pre teaching session to increase their access to the curriculum Pupils successfully targeted for pre-teaching interventions</p> <p>Pupils access and are familiar with quality texts Use the library to extend their literary knowledge</p> <p>Ensure that the pupils have a good understanding of the vocabulary used in their “Topic” work and demonstrate a widening use of vocabulary in articulation and across the different areas of the curriculum</p>
<b>D.</b>	<p>Pupils acquire the knowledge and skills to understand concepts in depth</p> <p>Provision is exciting and engaging</p>	<p>Pupils access a quality curriculum which they understand and it prepares them well for their next stage of education which is supported by meaningful appropriate resources</p> <p>Teachers enable the pupils to have the experiences to support them to attain greater depth</p>
<b>E.</b>	<p>Time to listen, talk and constantly reinforce the message that every pupil is precious to us in school, and how much we want to keep them safe and for them to learn</p> <p>Support families to remove barriers where possible</p> <p>Target pupils for catch up sessions that will make a difference</p>	<p>Pupils are happy at school and their learning accelerates Pupils understand the school aim and values</p> <p>Learning Mentor and school staff support the families with their challenges and provide help when possible</p> <p>Pupils catch up through effective timely targeted interventions</p>
<b>F.</b>	<p>Pupils feel confident to share their thoughts and feelings so support can be effectively be provided</p>	<p>Access to quality support and strategies that address mental health issues</p>
<b>G.</b>	<p>To develop pupils own ambitions and aspirations of how successful they can be in education and employment</p>	<p>Pupils understand the school’s aims and values and have positive attitudes towards learning Pupils enabled to understand the wide range of skills needed and different job roles there are available in our society</p>

<b>H.</b>	<p>The school to provide a curriculum with enriching experiences</p> <p>Access to trips to enhance the curriculum and a range of visitors to provide depth and a broad and balanced curriculum</p> <p>Visitors provide further enrichment to the curriculum</p>	<p>Increased opportunities to enriching experiences which are rich and varied and motivational</p> <p>School trips are successfully organised so the pupils skills and knowledge grow</p> <p>Opportunities for the pupils to access a range of enriching experiences</p>
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<b>7. Planned expenditure</b>					
<b>Academic year</b>	£231,000.65 until March 2025				
The three headings below enable our school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	<p>Continue to ensure assessment processes are rigorous and all staff understand the data and internal assessment mechanisms</p> <p>Quality First teaching implemented</p> <p>Build relationships with the family</p>	<p>A whole school strategy with all team members effectively working together to diminish the difference in learning gaps and always meeting the needs of the learners</p> <p>Learning is motivational and meets the needs of the learner</p> <p>Involve the family and work together so the messages are consistent</p>	<p>Regular updates from the assessment Leads</p> <p>Year groups –moderation, communication with TA, and other professionals</p> <p>SLT involvement</p> <p>Use AfL to take immediate action</p> <p>Pupil progress meetings</p> <p>Scrutiny of planning and work</p> <p>Discussions with pupils</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Be aware of social and emotional issues</p>	HT, DHT's, SENDCO's	Daily/weekly or when a need arises or an intervention is completed

B	<p>Find time to talk to the pupils to build their confidence and know that we are there for them</p> <p>For pupils to understand learning behaviours and how they impact positively on their aspirations</p> <p>Champion a child</p>	<p>For all pupils to believe they can succeed and reach the stars and provide facilities for this to happen</p> <p>Pupils to know that the adults will listen</p> <p>Pupils to be targeted</p>	<p>Pupils motivated to always do their very best</p> <p>Self-esteem and confidence raised</p> <p>Learning behaviours around the school promoted Use of visitors to support them in understanding the many opportunities they will be able to access</p> <p>Pupils to feel important and that they belong</p>	SLT Staff	Termly or when the need arises
C	<p>Development of language across the curriculum</p> <p>Exposure to quality and engaging texts</p> <p>Key vocabulary has a high profile in all lessons</p> <p>Advice from SALT</p> <p>Read, Write, Inc.</p>	<p>Data and evidence show many of our pupils have low S + L on entry across all year groups. We also have a high percentage of EAL pupils Exposure to high quality texts to engage and motivate the pupils</p> <p>All pupils benefit from a curriculum that enriches their vocabulary and puts it into context.</p> <p>Utilise advice and support available from the onsite S + L Workshop facility</p> <p>Structured programme that leads to rapid progress Modelling</p>	<p>Effective use of data and assessment strategies to identify targeted pupils Lesson observations, scrutiny of work and planning Pupil confidence Pupil discussions Pupil progress Monitoring of implementation of the curriculum Monitor effectiveness of S + L intervention Monitor advice given is implemented</p> <p>RWI progress data</p>	Teachers SLT	Termly or when intervention is completed
D	Targeted additional support strategies which enable pupils to have an in-depth understanding of concepts	PPG pupils to have full access to a quality curriculum and support them to make substantial progress to narrow attainment gaps	Effective use of assessment data to act immediately to provide timely interventions	Teachers SLT	Ongoing as the need arises

E	To provide positive role models  To have fun and learn together	Expose the pupils to choices ahead of them  Learning is fun and we are all learning all the time	Link opportunities to the curriculum  Staff to show their passion and to emphasise the aim and values	Staff	Review of Curriculum Map every half term  Skills and knowledge grids effectively used
F	For pupils to feel safe to share their feelings	Pupils know that they will be listened to and action where possible will be implemented	Key staff continually checks on pupils whom we are supporting and informs the family	SLT, staff	After support has been given
G	To expose the pupils to as many different exciting roles in society	Pupils have an understanding of the many opportunities that are available to them	To naturally link with the curriculum and school life and equip them with the necessary skills and knowledge	Subject Leaders	Review of Curriculum Maps

H	The school to ensure enriching experiences and access to experiences that are core to their understanding	Many pupils not accessing enriching experiences or activities at home It is important that the pupils have an understanding of the world they live in to fully access the curriculum	Monitor opportunities to ensure a rich curriculum is provided that deepens their understanding Visits and visitors overview Scrutiny of work Pupil discussions Lesson observations	SLT, Subject Leaders	Review of Curriculum Map every half term  Skills and knowledge grids effectively used
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<b>Total budgeted cost</b>					<b>£45,000</b>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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A + B	<p>Maths interventions including 1:1, small group and more able</p> <p>Reading interventions including Read, Write and Inc. 1:1 support and additional groups</p> <p>Additional adults target more able pupils to access interventions and additional small group and individual support</p> <p>Speech and language intervention</p> <p>EY small group interventions to support with CCLD, MD and fine motor skills</p>	<p>To raise standards to national expectations for all pupils</p> <p>Quality provision that will make a difference</p> <p>Pupils enabled to attain Deepening and Exceeding</p> <p>Improved communication to access the curriculum</p> <p>Pupils targeted to catch up</p>	<p>Monitor the provision</p> <p>Pupil progress,</p> <p>Pupil attainment</p> <p>Scrutiny of work and planning</p> <p>Pupil discussions</p> <p>Data</p>	<p>SENDCO's</p> <p>DHT's, HT,</p> <p>SLT</p>	<p>Half-Termly</p>
C + D + E	<p>Interventions for pupils to have in-depth knowledge of key concepts</p>	<p>AfL used to identify targeted pupils as needs arise</p>	<p>Monitor the interventions and projects</p>	<p>HT, DHT's +</p> <p>SENDCO's,</p> <p>SLT</p>	<p>As intervention finishes</p>
F	<p>Pre teach vocabulary and skills for areas of learning</p>	<p>Pupils are given the skills needed to access the curriculum</p>	<p>Adults clear of the skills and knowledge that the pupils need to acquire to access the curriculum</p>	<p>CT</p>	<p>For each topic delivered</p>
G + H	<p>Visits, Visitors, Engaging Curriculum</p>	<p>Pupils motivated and enthralled by enriching activities that are offered</p>	<p>Check the organisation and delivery are of a high quality</p>	<p>SLT , Subject Leaders</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£175,000 (TA support)</p>
<b>iii. Other approaches</b>					

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils needs met, barriers reduced	Bought in professional services provides advice to teachers, teaching assistants, parents and pupils supporting pupils progress	Quality support upskilling staff and providing professional advice	Pupil progress evident because barriers to learning have been reduced	HT, DHT's SENDCO	Termly
Learning is appropriately resourced	Resources purchased to enhance the learning Quality resources made	Resources enhance and enable the pupils to access the curriculum	Pupil progress Pupils responses	HT, DHT 's SENDCO's	Annually
Enriching Curriculum	Plan enriching experiences connected to the curriculum Check skills and knowledge grids	Real life experiences provide enrichment	Pupil motivation Attainment and progress Scrutiny of planning and work. Enjoyment	SLT, Subject Leaders	Half Termly
<b>Total Budgeted Cost</b>					15,000
<b>Quality of teaching for all</b>					<b>£45,000</b>
<b>Targeted support</b>					<b>£175.000</b>
<b>Other approaches</b>					<b>£15,000</b>
<b>Total budgeted cost</b>					<b>£235,000</b>

## 8. Review of expenditure 2024-2025

### Previous Academic Year

Completed as a Cardinal Road Nursery and Infant School Document and Victoria Junior School Document