

## Pupil premium strategy statement – Cayley Primary

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	6 <sup>th</sup> November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tom Foster
Pupil premium lead	Tom Foster
Governor / Trustee lead	Tracy Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£339,360

## Part A: Pupil premium strategy plan

### Statement of intent

At Cayley Primary, our aim is for every child, regardless of their background or the challenges they face, to make strong progress and achieve high attainment across all subjects. Our pupil premium strategy is specifically designed to support disadvantaged children in reaching these goals, including those who are already high achievers.

We recognise the unique challenges faced by vulnerable children, such as those with a social worker or young carers. The actions outlined in this strategy are intended to meet their needs, whether or not they are classified as disadvantaged.

Central to our approach is high-quality teaching, with particular emphasis on areas where disadvantaged children need the most support. Evidence shows this has the greatest impact on narrowing the attainment gap, while also benefiting all children in our school. Our intended outcomes include maintaining and improving attainment for non-disadvantaged children alongside progress for their disadvantaged peers.

This strategy also forms part of our broader school improvement and education recovery plans, including targeted support through the National Tutoring Programme for children most affected by educational disruption, regardless of disadvantage status.

Our approach is responsive to both common and individual challenges, grounded in thorough diagnostic assessment rather than assumptions about disadvantage. The complementary strategies we employ are designed to help all children excel. To ensure effectiveness, we will:

- Set challenging work for disadvantaged children to stretch their learning.
- Intervene promptly as soon as needs are identified.
- Foster a whole-school ethos where all staff share responsibility for the outcomes of disadvantaged children and hold high expectations for their achievement.

## Challenges

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

Challenge number	Challenge	Detail of challenge
1	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 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Early Developmental Gaps	National evidence shows that about 40% of the attainment gap between disadvantaged children and their peers is already evident by age five. This early gap can widen without targeted early years intervention.
3	Reading, Writing and Maths	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Attendance and Engagement Issues	Post-pandemic attendance challenges are particularly pronounced among disadvantaged children, potentially leading to gaps in learning and reduced attainment. Addressing underlying causes of absence is critical.
5	Non-Academic Barriers to Success	Mental health, wellbeing, and a sense of belonging are critical factors influencing attendance, behaviour, and engagement, particularly for disadvantaged children.

## 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.

Challenge number	Challenge	Intended outcome	Success criteria
1	Oracy	Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	Early Developmental Gaps	Disadvantaged children will make accelerated progress in early developmental skills, particularly in communication, language, and foundational literacy and numeracy, reducing the gap between them and their peers.	Disadvantaged children in EYFS and Year 1 will meet or exceed age-related expectations in communication, language, and early literacy and numeracy assessments by the end of the academic year.
3	Reading, Writing and Maths	Improved reading attainment among disadvantaged pupils.	KS1 & KS2 reading outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
		Improved writing attainment among disadvantaged pupils.	KS1 & KS2 writing outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.

		Improved maths attainment among disadvantaged pupils.	KS1 & KS2 maths outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
4	Attendance and Engagement Issues	Improved attendance and punctuality for our disadvantaged pupils	There are fewer disadvantaged children who are persistently absent. Better engagement from families through surveys and attendance at events.
5	Non-Academic Barriers to Success	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent school improvement plan questionnaires and teacher observations</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £167,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of SLT and additional teacher to support learning across the school	Having the SLT and a supply teacher available to support teachers in class, through taking intervention groups and 1:1 learning conferences has a significant impact on learning for disadvantaged children.	1,2,3,
Purchase of standardised tests	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	3
Investment in THEP and online CPD tool – release staff for training to raise standards in all areas of the curriculum	Developing teachers CPD to improve the quality of their teaching and learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a>	1,2,3
Continued in school CPD on formative assessment	Peer to peer support through marking of success criteria and improvement of feedback by teachers are part of formative assessment skills that will impact on pupil progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1,2,3
Additional professional development on the teaching of phonics and early reading in order to raise rates of progress and improve reading and phonic check outcomes in Year 1 and Year 2	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: (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3
Embed verbal in the moment feedback in the classroom, as the preferred approach to assessment for learning	Providing feedback is well-evidenced and has a high impact on learning outcomes. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show	1,2,3

	slightly higher impacts overall (+7 months). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
High quality professional development for Teaching Assistants that mirrors that for teachers, so staff work together effectively to raise the quality of teaching further, leading to increases in attainment.	Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants#nav-download-the-guidance-report-andposter">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants#nav-download-the-guidance-report-andposter</a>	1,2,3
Further development of reading comprehension strategies to improve the learners' understanding of the text.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</a>	1,2,3

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

Budgeted cost: £95,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions run by HLTA and TAs	<p>Identifying the needs of all children and having specific targeted interventions for them in small groups will ensure that disadvantaged children will close the gap</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,5
The SENDCO supports SEND pupils and teachers in mainstream classes to ensure access to the full curriculum.	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (+7 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-andself-regulation</a></p>	1,2,3,5
Teaching Assistant Focused: Targeted one to one and small group speech and language therapy.	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. (+4 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> 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: (+6 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3,5

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

Budgeted cost: £76,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Cayley Primary uses the Tower Hamlets Behaviour Attendance Support Service to help improve attendance and close the gap for disadvantaged children.	4
Support 1 day a week for inclusion team	Inclusion leader from a trust to work with the inclusion team to support the development of Tas, interventions and quality first teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1,2,3,4,5
New pastoral assistant headteacher to support parental engagement	Having a dedicated SLT member to support families and improve parental engagement will impact on children's attendance and progress and achievement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,4,5
Place2Be	Place2Be started work with the school from January 2025 to support the wellbeing and mental health of the children <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4,5

**Total budgeted cost: £339,360**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pending DfE results
---------------------

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin Literacy
White Rose	White Rose Education
CPOMs	CPOMs Systems Ltd
TestBase	Doublestruck Ltd