



Summary information					
School	Cadland Primary School				
Academic Year	2025/26	Total PP budget	£220,280	Date of most recent PP Review	2013/2014
Total number of pupils	371	Number of pupils eligible for PPG	152	Date for next internal review of this strategy	July 2026

Current attainment			
	<i>Pupils eligible for PPG (this school 2024)</i>	<i>Pupils eligible for PPG (this school 2025)</i>	<i>Pupils eligible for PPG (nationally 2024)</i>
% achieving EXS+ in reading	61%	85%	62%
% achieving EXS+ in writing	54%	65%	58%
% achieving EXS+ in maths	55%	88%	59%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Exposure to rich language and reading materials is more limited than for other groups. Therefore, vocabulary range and reading decoding is often more limited for pupils eligible for PPG than for other pupils throughout the school. This slows reading progress disproportionately for this group of pupils and has further demonstrable impact upon writing attainment, where the lag is even greater.
B.	Emotional and mental health issues for a group of children eligible to the PPG will have a detrimental effect on their academic progress and attainment.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance rates of the pupil group entitled to the PPG are disproportionately high and a significant percentage of this group are classified as persistently absent (under 90%), which creates significant knowledge gaps and therefore impedes progress.
D.	Home environment factors, often budgets, can limit technological, language, literature and experience exposure.

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Evidence Base</i>
A.	Improve reading and writing attainment for disadvantaged children.	Academic summative data
B.	Ensure that the emotional needs of the children entitled to the PPG are well-met and therefore learning behaviour is good.	CPOMS records of severe and low-level behavioural incidents, reduced incidents of fixed-period exclusions.

3. Planned expenditure

Academic year 2025/26

The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
Improve reading and writing attainment for disadvantaged children.	Additional teacher of reading in KS2 to ensure reading learning needs are met. Additional training and resources for systematic phonics programme delivery. Investment in Kinetic Letters handwriting programme – training, coaching and monitoring. Investment in Cadland Writing Toolkit through professional development time.	Further improvement is still required to ensure all children without significantly impacting cognitive barriers reach the expected standard. The attainment in writing for disadvantaged children across the school is an area for improvement – disadvantaged children lag behind their peers in the majority of year groups.	Book scrutiny to assess the progress children are making. Monitor planning regularly to ensure the right targets are being identified for the children. Regular observations to monitor the quality of teaching and impact. Analysis of PPG data (phonics groups and reading ages etc.) at assessment points to monitor progress. Training and supporting staff in the rewriting of Cadland's writing curriculum.	DHTs	
Total budgeted cost					£129,366

Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
Ensure that the emotional and developmental needs of children entitled to the PPG are well-met and therefore learning behaviour is good.	ELSA support working 1:1 with each child who needs short packages of support – bespoke, personalised provision to support emotional and mental health needs. Additional Y7 transition arrangements and preparation sessions for x10 Y6 chn. Non-chargeable spaces at extra-curricular clubs for chn entitled to PPG.	An increasing number of children entitled to the PPG have experienced significant trauma, which means that they often cannot access school as other children can. Without detailed understanding and support, these children are at risk of significant under attainment, both academically and socially.	CPOMS records monitoring. Exclusion records monitoring. Attendance statistics monitoring and intervention.	Inclusion Leader	
Total budgeted cost					£93,560