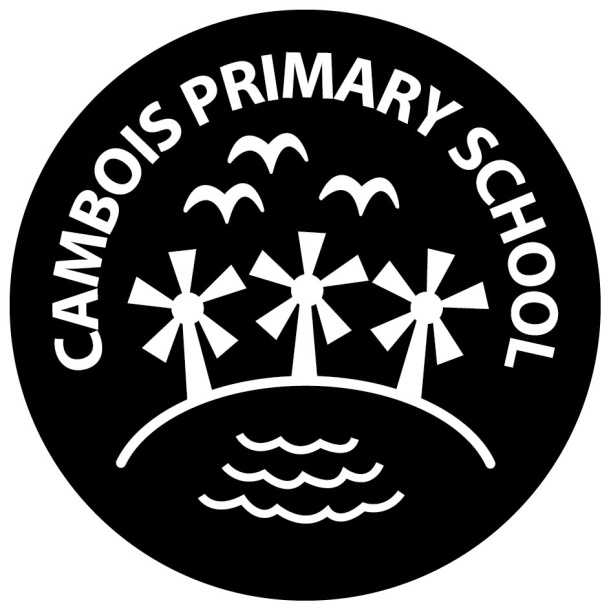
# Cambois Primary School



Pupil Premium Strategy Statement 23/24

# Pupil premium strategy statement 22/23

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

|  |  |
| --- | --- |
| **Metric** | **Data** |
| School name | CAMBOIS PRIMARY SCHOOL |
| Pupils in school |  |
| Proportion of disadvantaged pupils |  |
| Pupil premium allocation this academic year |  |
| Academic year or years covered by statement | 2022/2023 |
| Publish date | Oct 23 |
| Review date | Sept 24 |
| Statement authorised by | MARIANNE ALLAN - HEADTEACHER |
| Pupil premium lead | MARIANNE ALLAN |
| Governor lead | EMMA WADE |

## Disadvantaged pupil progress scores for last academic year 2023

KS2

|  |  |
| --- | --- |
| **Measure** | **Score** |
| Reading |  |
| Writing |  |
| Maths |  |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year |  |
| Recovery premium funding allocation this academic year |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium 3 YEAR strategy plan

**YEAR 3**

## Statement of intent

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| *Our ultimate aim for disadvantaged pupils is to close the gap between them and their advantaged peers.*  *We want to ensure that all our disadvantaged pupils are able to read fluently and have the necessary basic skills to be secondary ready.*  *We also want to remove the social economic factors of deprivation to ensure they have fair and equal access to environment, resources and learn about the wider world to improve their aspirations and ambitions.* |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | *Parental support and engagement* |
| 2 | Large gaps between PP and non PP in writing and Maths and reading at EYFS |
| 3 | Talk and communication skills from home |
| 4 | Access to socialisation and enrichment due to an isolated area and poor transport links |
| 5 | Absence and effects of this due to lockdown and the Covid virus. |

## 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.

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| --- | --- |
| **Aim** | **Success Criteria** |
| Progress and close the gap in Reading | Achieve national average progress scores in KS2 Reading |
| Progress and close the gap from PP and non PP in Writing | Achieve national average progress scores in KS2 Writing  Writing gap from reading is wider – close this gap for disadvantaged pupils. |
| Progress in Mathematics | Achieve average KS2 Mathematics progress score |
| Phonics all PP to pass phonics skills test in year 1 | Achieve national average expected standard in PSC |
| At least 80% of PP to get the ELG for maths and communication. | * Disadvantaged pupils to get Early learning goal for communication Maths and Reading. * All pupils leave Reception at ARE for read, write inc. and phonics. * All pupils supported emotionally to return to learning and improving mental health. |

**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: £ 5000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenges |
| Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively  Termly review with Read, write inc. for monitoring of reading and phonics. | Consistent approach to a phonics scheme shows better results  By following RWI we have shown that we have made outstanding progress and pupils have consistently 100% passed the PSC the last two years. | 5 |
| All TA have NELI training and Maths intervention one to one training.  Afternoon, before school and after school one to one tuition for maths and reading led by TA’s | NELI is an approved programme by the EEF and shows that the progress pupils make is significantly | 5  3 |
| Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations | White Rose and EEF show that small pre and post teaching catch up has the most impact upon progress and catch up so this method of little and often for targeted children for short bursts of time is why we are doing this. | 1  2  5 |
| Additional training for staff around writing and using writing across the curriculum. English lead time to lead and monitor this. | Gaps in writing so research shows high quality CPD and upskilling staff in this has impact on pupil outcomes. Train the staff to level up. | 5 |
| Participate in the Rec and year 2 Maths hub mastery programme for CPD. | Maths hub research shows that the upskilling of teachers in a mastery approach with these targeted year groups who have had lots of missing basics from COVID. | 2 |

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

Budgeted cost: £ *35 000*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Writing daily interventions small group and one to one. | EEF shows targeted interventions little and often has more impact on progress | 5  2 |
| Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness. Daily intervention. | EEF shows targeted interventions little and often has more impact on progress | 2  1  5 |
| Daily read write inc one to one tuition assessed and re grouped every six weeks | EEF shows targeted interventions little and often has more impact on progress | 1  2 |
| Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations | EEF shows targeted interventions little and often has more impact on progress | 2  5 |
| Afternoon, before school and after school one to one tuition for maths and reading led by TA’s | Catch up showed last year by bringing children in early and keeping them later they made more progress that did not affect their access to the whole curriculum. | 5  2 |

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

Budgeted cost: £ *30 000*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Thrive practitioners across school working with children | Pupils and mental health following covid has shown a decline which is evidenced in the increased referrals to mental health services and attendance data. Feedback from staff and parents show children are finding regulating and socialising more difficult than pre covid due to the isolation caused by lockdown. | 3  4 |
| Behaviour/ family lead each afternoon leading on family support and readiness to learn. Work with parents and supporting at home and one to one session on engaging pupils back in to school life after COVID. | Increased number of behaviour logs and internal exclusions last year. Parents reporting more disruption and children being more unsettled at home. | 3  4 |
| School Nurse private one afternoon per week | Evidence shows that a lot of our disadvantaged have difficult routines at home, sleep, eating, dental care routines. The school nurse will do sessions with the parents and children to support this gap. | 1 |
| All staff attend Paul Dix relationship training and complete modular on relationship practice | Evidence shows that where relationships are positive then behaviour is more settled and children more engaged in their learning. | 3  4 |

**Total budgeted cost: £ 70 000**

# 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 2022 to 2023 academic year.

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| --- |
| **IMPACT** |

## last year’s aims and outcomes

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| --- | --- |
| **Aim** | **Outcome** |
| To narrow the attainment gap at the end of Key Stage 1 & 2 in Reading, Writing & Maths | Still a gap at KS2 but the children who were PP were also SEND or EHCP. These children all achieved above expected progress scores. |
| Objecti  To ensure our disadvantaged pupils in the Early years gap is narrowed in the key areas of language communication, literacy, Maths.  To support early language and ensure all pupils in Early years are meeting ARE for speech and language. |  |
| To ensure that parental engagement of our pupil premium children improves with online support, home reading and readiness for school. |  |

## 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 |
| Times Table Rockstars |  |
| Bedrock- grammar and English |  |
|  |  |