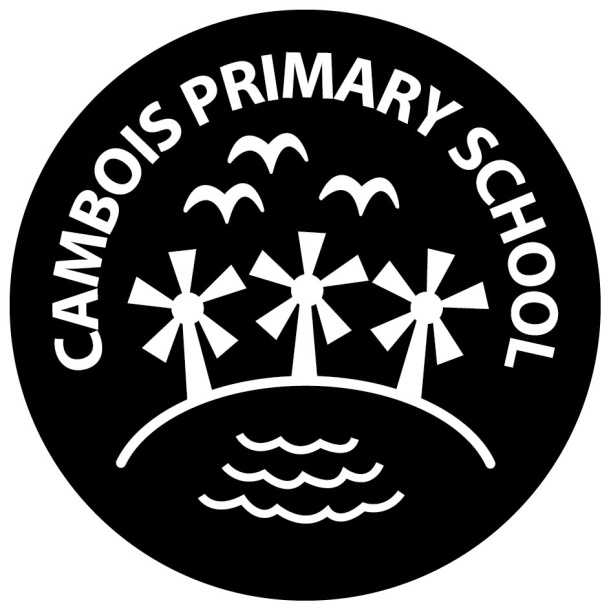
# Cambois Primary School



Pupil Premium Strategy Statement 21/22

# Pupil premium strategy statement 21/22

## 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

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| **Metric** | **Data** |
| School name | CAMBOIS PRIMARY SCHOOL |
| Pupils in school | 83 |
| Proportion of disadvantaged pupils | 52% |
| Pupil premium allocation this academic year | £59458 |
| Academic year or years covered by statement | 2021/2022 |
| Publish date | JULY 2021 |
| Review date | JULY 2022 |
| Statement authorised by | MARIANNE ALLAN - HEADTEACHER |
| Pupil premium lead | MARIANNE ALLAN |
| Governor lead | EMMA JOHNSON |

## Disadvantaged pupil progress scores for last academic year 2019 DATA DUE TO COVID

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| --- | --- |
| **Measure** | **Score** |
| Reading | 3 /4children 75%. 8.21 |
| Writing | 3/ 4 children 75%. 2.16 |
| Maths | .3/4 children 75%. 2.13 |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £59 458 |
| Recovery premium funding allocation this academic year | £6090 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## 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.

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| --- | --- |
| 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 upsklling 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: £ *40 000*

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| --- | --- | --- |
| 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: £ *25 000*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Well – being lead two days a week to carry out thrive and nurture with disadvantaged pupils | 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 |

**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 2020 to 2021 academic year.

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| --- |
| Reading 100% of pupils passed the phonics skills in Nov 20 after only 12% were at the standard in Sept 20 after lockdown.  Writing gap remains at 25% between PP remain PP at KS2.  Reading Ks2 – gap is 12% between PP and non PP but all the PP who are below are also SEND.  Maths PP and non Pp gap at Ks2 is 20%.  Progress data for PP is 100% of pupils at KS2 in reading and Maths made at least expected progress. 68% made above expected progress. |

## 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 |  |
| Number Stacks |  |

## view: 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 | Reading 100% of pupils passed the phonics skills in Nov 20 after only 12% were at the standard in Sept 20 after lockdown.  Writing gap remains at 25% between PP remain PP at KS2.  Reading Ks2 – gap is 12% between PP and non PP but all the PP who are below are also SEND.  Maths PP and non Pp gap at Ks2 is 20%.  Progress data for PP is 100% of pupils at KS2 in reading and Maths made at least expected progress. 68% made above expected progress. |
| 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. | This gap remains and is now larger following COVID and an area to really target again next year with the all pupils in Reception class this year are PP.- An additional teacher appointed for Sept and  Increased speech support from a speech assistant.  As above – all pupils doing NELI made expected or above progress from their starting points. |
| To ensure that parental engagement of our pupil premium children improves with online support, home reading and readiness for school. | Parental engagement during lockdown was 95% non PP and 85% pp.  All pupils achieved green from reading from our PP group |