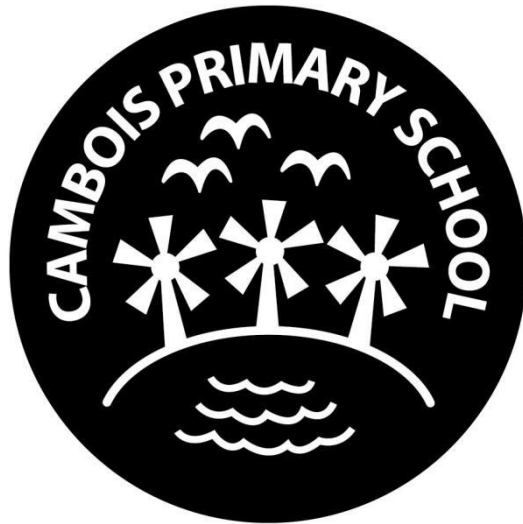


Cambois Primary School



Pupil Premium Strategy Statement 22/23

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 | 104 with nursery and 2 year olds |
| Proportion of disadvantaged pupils | 52% |
| Pupil premium allocation this academic year | £59458 |
| Academic year or years covered by statement | 2021/2022 |
| Publish date | Oct 22 |
| Review date | Sept 23 |
| Statement authorised by | MARIANNE ALLAN - HEADTEACHER |
| Pupil premium lead | MARIANNE ALLAN |
| Governor lead | EMMA WADE |

Disadvantaged pupil progress scores for last academic year 2022

KS2

| Measure | Score |
|---------|---------|
| Reading | 66% 4/6 |
| Writing | 33% 2/6 |
| Maths | 50% 3/6 |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £59 555 |
| Recovery premium funding allocation this academic year | £6598 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium 3 YEAR strategy plan

YEAR 2

Statement of intent

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. Fluent confident readers by the end of year 1.

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 | <i>Parental support and engagement</i> |
| 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.

| 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. | <ul style="list-style-type: none"> - 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 2022/2023

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. One child did not pass last year who was new to school late. | 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. Literature works programme | 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: £ 40 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Writing daily interventions small group and one to one with TA | 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 |
| Daily GPAS sessions for all KS2 | EEF shows little and often interventions has maximum impact on progress | 2 |
| Daily 20 mins calculation and fluency lesson for KS2 | pre and post teaching of basic skills white rose and maths hub research shows this has the most impact on how children calculate and apply to the reasoning - little and often retrieval practice approach links to research on cognitive load. | 2 |

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

Budgeted cost: £ 25 400

| 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 £9000 | 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. £6000 | 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 £6000 | 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 |
| School counsellor working directly with | As above | 1, 4 and 5 |

| | | |
|---|---|-------------|
| <p>children one morning a week on emotional well-being and targeting home and school links and routines. £4300</p> | | |
| <p>Weekly updates on attendance first day response letters and text to parents about attendance below 95%. plans for children with professionals when attendance drops.</p> | <p>Attendance data nationally shows a significant drop. Gaps between PP and non PP are growing nationally and more so since the pandemic.</p> | <p>1, 3</p> |

Total budgeted cost: £ 21 400

Total spend £66, 400

Part B: Review of outcomes in the previous academic year 2021/2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

IMPACT

We are making good progress in relation to attainment outcomes and gaps for our PP pupils in reading and maths but writing remains an area of concern and to target this year. Attendance and home links have seen a decline for PP this academic year and impacted on the outcomes pupils can achieve.

last year's aims and outcomes

| Aim | Outcome |
|--|---|
| To narrow the attainment gap at the end of Key Stage 1 & 2 in Reading, Writing & Maths | <p>KS1 - 7 children in cohort were PP Maths - 3 out of 4 children who got exp were PP overall % of whole cohort is 42% non PP was 16% Reading - 4 out of 5 children who got exp were PP overall % of whole cohort is 57% non PP was 16% one PP got greater depth compared to 0 non PP Writing 4 out of 5 children who got exp were PP overall % of whole cohort is 57% non PP was 16%</p> <p>KS2 6 children PP and whole cohort was cohort of 7 Reading 4/6 66% Writing - 2/6 33% Maths- 3/6 50%</p> |
| <p>OBJECTIVE</p> To ensure our disadvantaged pupils in the Early years gap is narrowed in the key areas | ELG reading - 5 / 6 children who got the ELG were PP ELG Writing - 3/ 4 children who got the ELG were PP |

| | |
|---|---|
| <p>of language communication, literacy, Maths.</p> <p>To support early language and ensure all pupils in Early years are meeting ARE for speech and language.</p> | <p>ELG Maths - 5% children who got the ELG were PP</p> <p>Referrals to SALT - 3 referrals - 1 was PP and 2 were non Pp</p> <p>year 1 phonics 6/7 PP children passed the phonics skill test.</p> |
| <p>To ensure that parental engagement of our pupil premium children improves with online support, home reading and readiness for school.</p> | <p>Attendance was a concern and PA for some of our children who are PP following covid. We have found the school pastoral team, nurse and counsellor have helped to address this but the gap remains too big and an area to target this year.</p> |

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 | |
| Number Stacks | |