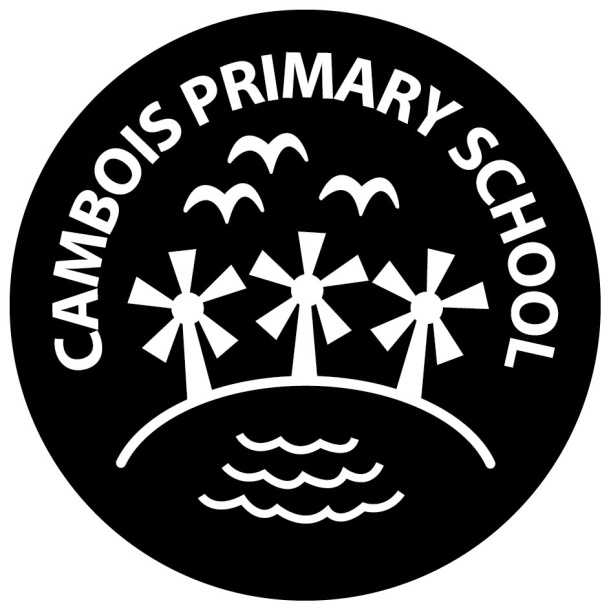
# Cambois Primary School



Pupil Premium Strategy Statement 24/25

*2024-2027 new 3 -year plan*

# Pupil premium strategy statement 23/24

## 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 | 132 (including nursery and 2-year olds) |
| Proportion of disadvantaged pupils | 42% |
| Pupil premium allocation this academic year | £67000 |
| Academic year or years covered by statement | 2023/2024 |
| Publish date | Oct 24 |
| Review date | Sept 25 |
| Statement authorised by | MARIANNE ALLAN - HEADTEACHER |
| Pupil premium lead | MARIANNE ALLAN |
| Governor lead | EMMA WADE |

# Part A: Pupil premium 3 YEAR strategy plan

**YEAR 1**

## 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.*  *Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*  *We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*  *High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.*  *Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.*  *Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*   * *ensure disadvantaged pupils are challenged in the work that they’re set* * *act early to intervene at the point need is identified*   *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.* |

## 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 particularly in writing and Maths |
| 3 | Talk and communication skills from home |
| 4 | Access to socialisation and enrichment due to an isolated area and poor transport links- low aspirations and opportunities |
| 5 | Absence and effects and impact of parental involvement with disadvantaged pupils. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2023-2027**, and how we will measure whether they have been achieved.

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| **Aim** | **Success Criteria** |
| 1. Progress and close the gap in maths | Achieve national average progress scores in KS2 Maths |
| 1. 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. |
| 1. Improve attendance of pp children in line with non pp | Reduced PA for PP  Improved attendance and closed gap between non PP |
| 1. Phonics all PP to pass phonics skills test in year 1 | Achieve national average expected standard in PSC |
| 1. 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 2024/2025**

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

### Teaching

Budgeted cost: £ 3000

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| 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. | 4 |
| All TA have training and deliver 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  Catch up phonics before and after school | 1  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 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*

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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: £ *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 morning 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. Attendance data significantly declined particularly with pupil premium children and increase in PA with this group. | 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: £ 68 000**

# Part B: Review of outcomes in the previous academic year 2023/2024

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

## Last year’s aims and outcomes

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| **Aim** | **Outcome** |
| To narrow the attainment gap at the end of Key Stage 2 in Reading, Writing & Maths | Reading KS2 PP outperformed non-PP and 100% of pupils achieved expected standard  Maths KS2 PP outperformed non-PP 57.1% to 33.3%  Writing KS2 PP outperformed non-PP 57.1 %compared to 33.3%  Overall RWM PP achieved beyond non PP in school. |
| 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. | The EYFS outcomes for number were good – 100% of pupils who were PP achieved number but 0 in writing and 100% word reading but 0 comprehension  PP achieved 0% for speaking and Listening and attention compared to their non PP peers- this needs to be new3 focus and new team in place for Sept 24. There were a significant number of non-verbal autistic children in this setting |
| To ensure that parental engagement of our pupil premium children improves with online support, home reading and readiness for school. | This was still a challenge with many families and PA for a core group of PP pupils remained an issue hence why |

## 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*

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| Programme | Provider |
| Read Write Inc | Ruth Miskin |
| Times Table Rockstars |  |
| Bedrock- grammar and English |  |
| Number Stacks |  |