

## Pupil premium strategy statement

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

Detail	Data
School name	Cam Everlands Primary
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Dominic Knill
Pupil premium lead	Dominic Knill
Governor / Trustee lead	Tara Rowberry-Duignan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88535.00
Recovery premium funding allocation this academic year	£8482.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6332.00
<b>Total budget for this academic year</b>	<b>£103,349.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Key Principles

At Cam Everlands Primary School, we have key principles which underpin our approach to our pupil premium strategy:

- 1) No child is left behind, socially, emotionally or academically
- 2) No barriers or challenges should impede children's progress in the school

When choosing how to utilise the pupil premium funding, we consider a wide range of issues including the context of the individual child along with the school's context. Using evidence we have gathered along with published research data, we select the most impactful interventions, monitoring them on a regular basis to ensure that they are having the desired impact for our children. We supplement these interventions with high-quality CPD. We recognise that other pupils in our school who are not in receipt of pupil premium could be at a disadvantage and to this point, where possible, we ensure that what we do for our disadvantaged pupils impacts positively on the majority of our pupils.

### School Context

Cam Everlands Primary School serves a diverse community and is a deeply inclusive school. The number of pupils with additional needs (SEND) and EHCPs is well above national averages. The levels of mobility in our school can be high and some of our pupils have attended multiple schools. In some recent years, as much as 15% of the pupil population has changed. The level of children who have been classified as being disadvantaged has been above national averages at around 28%. We also have a high proportion of children and families who have been identified through pupil progress meetings, ACES and through meetings with families and external agencies.

### Ultimate Objective

Ultimately, we want to minimise or eradicate the gap between our disadvantaged pupils and their peers by the end of Year 6. This relies on the early identification of needs in Reception and implementation of effective interventions combined with rigorous tracking throughout their time with us. We combine this with quality first teaching in all classes with the hope that gaps in attainment narrow over time and the children leave our school fully equipped to thrive in the next steps of their education. To achieve this we will:

- Make disadvantaged children a focus of staff meetings, pupil progress meetings and PMR to raise expectations
- Make certain that all staff are aware of who the disadvantaged children are and what their needs are
- Ensure that the work set for disadvantaged children is pitched so that it provides a good level of challenge
- Make certain that disadvantaged children receive appropriate and effective interventions in a timely and focussed manner
- Use evidence-based research to underpin CPD for all teachers and teaching assistants
- Investigate programs and interventions which meets the needs of the individual pupils

## Challenges

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

Challenge number	Detail of challenge
1	Low starting points from local nurseries which incur a gap in attainment between disadvantaged and non-disadvantaged pupils especially in terms of communication and language skills and numerical fluency
2	Assessments and observations have highlighted that disadvantaged pupils have greater struggles in learning and applying phonic skills which has a negative impact on their development of reading.
3	Internal and external assessments show that disadvantaged children attain at a significantly lower level than their non-disadvantaged peers in the core subjects
4	Our attendance data over the past 3 years shows that the attendance of disadvantaged children has been between 4 and 7% lower than their non-disadvantaged peers. Many of these pupils have been persistently absent.
5	Our assessments (including wellbeing surveys), observations and discussions with pupils and their families have identified increased levels of social and emotional concerns for many of our disadvantaged children.
6	The cost of living increases combined with high levels of inflation and rising costs have meant that many families have not been able to partake in enrichment activities. This has impacted more heavily on families of disadvantaged children meaning they have not had the wider experiences or enjoyed the same cultural capital as their peers.
7	Our data shows that 24.5% of our disadvantaged pupils are also SEND, with 5% having an EHCP. This creates additional barriers to closing the gap to their non-disadvantaged peers.
8	Observations have shown that many disadvantaged children have lower levels of resilience than their non-disadvantaged peers meaning that they have an over-reliance on adults both in school and at home.

## 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.

Intended outcome	Success criteria
Improved levels of oracy and language skills	Assessments and observations show that disadvantaged children have a significantly improved oral language. This can be evidenced in other areas such as book scrutinies, assessments and lesson observations.
Disadvantaged pupils have improved phonic attainment scores when assessed	By 2024/25, the Year 1 phonics screener scores for disadvantaged pupils will mean that more than 80% achieve the national pass mark and that 92% of disadvantaged pupils achieve the pass mark by the end of Year 2
To reduce the attainment gap in core subjects between disadvantaged pupils and their non-disadvantaged peers.	By 2024/25, the attainment gap in reading, writing and maths is no bigger than 7% and that

	75% of disadvantaged pupils achieve the expected standard.
To achieve and sustain improved attendance figures for all pupils, especially those who are disadvantaged.	By 2024/25, attendance for all pupil groups is in line with national expectations (95%) including disadvantaged pupils and the gap between disadvantaged pupils and their peers is no more than 2%. Persistent absence is below 10%.
To improve levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	By 2024/25, data gathered from pupil voice, parent surveys and observations show that there is a high level of wellbeing. This will be evidenced by an increased number of pupils attending after-school clubs, taking part in activities outside school and other enrichment activities.
To have a greater proportion of disadvantaged children taking part in enrichment activities including extra-curricular clubs.	By 2024/25, a greater proportion of disadvantaged children taking part in enrichment activities and extra-curricular clubs

## 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: £50,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of dialogic activities in all classes across the curriculum which will help the children to develop their vocabularies and articulation of their thoughts.	<ul style="list-style-type: none"> <li>• EEF – Projects information: Dialogic teaching</li> <li>• EEF – Oral Language Interventions (+6 months gain)</li> </ul>	1, 2
Staff training on phonics to ensure high quality phonic teaching for all	<ul style="list-style-type: none"> <li>• EEF Improving Literacy in KS1</li> <li>• EEF – Phonics (+5 months gain)</li> <li>• EEF – Small group tuition (+4 months gain)</li> <li>• EEF – within class attainment grouping (+3 months gain)</li> <li>• EEF – Effective personal development</li> <li>• OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20%</li> <li>• EEF Pupil Premium guide</li> <li>• EEF Big Picture</li> <li>• NFER report on supporting the attainment of disadvantaged pupils</li> <li>• DfE’s guidance on whole-school Strategies</li> </ul>	1,2
Teaching assistants used to support learners in class more effectively leading to improved outcomes for disadvantaged pupils and their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>• EEF – teaching assistant interventions (+4 month gains)</li> <li>• EEF – Collaborative learning approaches (+5 months gain)</li> <li>• EEF – Feedback (+ 6 months gain)</li> <li>• EEF – Mastery learning (+5 months)</li> </ul>	1, 2, 3
Children’s early reading skills are developed to enable them to reach the expected standard at the end of Year 2	<ul style="list-style-type: none"> <li>• EEF Improving Literacy in KS1</li> <li>• EEF – Phonics (+5 months gain)</li> <li>• EEF – Small group tuition (+4 months gain)</li> <li>• EEF – within class attainment grouping</li> </ul>	1, 2

	(+3 months gain)	
Staff focus on improving children's independence and self-awareness as learners leading to improved outcomes.	<ul style="list-style-type: none"> <li>• EEF – Metacognition and Self-awareness (+7 months)</li> <li>• EEF – Peer tutoring (+5months)</li> <li>• EEF – Social and emotional learning (+4 months)</li> <li>• EEF – Feedback (+6 months)</li> </ul>	1, 2, 5, 8

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

Budgeted cost: £37,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions are delivered by teaching assistants to develop children's skills and understanding in phonics, reading, writing and maths	<ul style="list-style-type: none"> <li>• EEF – Phonics (+5 months)</li> <li>• EEF – One-to-one tuition (+5 months)</li> <li>• EEF – Oral language interventions (+6 months)</li> <li>• EEF – Reading comprehension strategies (+6 months)</li> <li>• EEF – Small group tuition (+4 months)</li> <li>• EEF – Teaching assistant interventions (+4 months)</li> <li>• EEF – Feedback (+6 months)</li> </ul>	1, 2, 3, 5, 8
One-to-one and small group tutoring provided to close the gap to peers in core subjects	<ul style="list-style-type: none"> <li>• EEF – One-to-one tuition (+5 months)</li> <li>• EEF – Small group tuition (+4 months)</li> <li>• EEF – Feedback (+6 months)</li> </ul>	2, 3, 8

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

Budgeted cost: £15,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted interventions which support the social and emotional health and wellbeing of the pupils. E.g. Therabuild, Mood Monsters	<ul style="list-style-type: none"> <li>• EEF – Behaviour interventions (+4 months)</li> <li>• EEF – Mentoring (+2 months)</li> <li>• EEF – Metacognition and self-regulation (+7 months)</li> <li>• EEF – Social and emotional learning (+4 months)</li> </ul>	4,5,8
Give children opportunities to take part in activities	<ul style="list-style-type: none"> <li>• EEF – Arts Participation (+ 3 months)</li> <li>• EEF – Physical activity (+1 month)</li> </ul>	6,8

which they may not otherwise have the opportunity to e.g. school trips, residential, music tuition, swimming lessons and extra-curricular clubs	<ul style="list-style-type: none"> <li>• EEF – Social and emotional learning (+4 months)</li> </ul>	
Strategies used to support improved attendance e.g. rewards, free use of wrap around care, improving parental engagement, extra-curricular activities (funded)	<ul style="list-style-type: none"> <li>• EEF – Attendance Interventions REA report</li> <li>• Gov.UK – Working together to improve school attendance (May 2022)</li> </ul>	4

**Total budgeted cost: £103,349**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Outcome 1 – At the end of summer term 2020/21, 50.8% of PP children were at age-related expectations for reading whereas 59% had achieved ARE by the end of 2021/22. 73% of PP children made good progress whereas 71% of non-PP children made good progress.

Outcome 2 – 62.1% of our pupils achieved the pass mark for the Y1 phonics screener in 2021/22.

Outcome 3 – At the end of summer term 2020/21, 37.8% of PP children were at age-related expectations for writing whereas 45% had achieved ARE by the end of 2021/22. 65% of PP children made good progress whereas 71% of non-PP children made good progress.

Outcome 4 – At the end of summer term 2020/21, 46.2% of PP children were at age-related expectations for maths whereas 57.25% had achieved ARE by the end of 2021/22. 68% of PP children made good progress whereas 69% of non-PP children made good progress.

Outcome 5 – Throughout the year, all PP children engaged in school trips and the Year 6 residential. A wide range of interventions were put in place to support SEMH across the school with positive outcomes.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*