

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 (3 year plans are recommended) | 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 | £99,230.00 |
| Recovery premium funding allocation this academic year | £14251.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £3547.00 |
| Total budget for this academic year | £117,028.00 |

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 |
|--|---|
| 1. 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. |
| 2. 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 |
| 3. 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 12% and that |

| | |
|--|---|
| | 65% of disadvantaged pupils achieve the expected standard. |
| 4. 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%. |
| 5. 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. |
| 6. 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: £40,477

| 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. £5000 | <ul style="list-style-type: none"> • EEF – Projects information: Dialogic teaching • EEF – Oral Language Interventions (+6 months gain) | 1, 2 |
| Staff training on phonics to ensure high quality phonic teaching for all £2550 | <ul style="list-style-type: none"> • EEF Improving Literacy in KS1 • EEF – Phonics (+5 months gain) • EEF – Small group tuition (+4 months gain) • EEF – within class attainment grouping (+3 months gain) • EEF – Effective personal development • OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% • EEF Pupil Premium guide • EEF Big Picture • NFER report on supporting the attainment of disadvantaged pupils • DfE’s guidance on whole-school Strategies | 1,2 |
| Teaching assistants used to support learners in class more effectively leading to improved outcomes for disadvantaged pupils and their non-disadvantaged peers. £21,427 | <ul style="list-style-type: none"> • EEF – teaching assistant interventions (+4 month gains) • EEF – Collaborative learning approaches (+5 months gain) • EEF – Feedback (+ 6 months gain) • EEF – Mastery learning (+5 months) | 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"> • EEF Improving Literacy in KS1 • EEF – Phonics (+5 months gain) • EEF – Small group tuition (+4 months gain) | 1, 2 |

| | | |
|--|---|------------|
| £4500 | <ul style="list-style-type: none"> • EEF – within class attainment grouping (+3 months gain) | |
| Staff focus on improving children's independence and self-awareness as learners leading to improved outcomes. £7000 | <ul style="list-style-type: none"> • EEF – Metacognition and Self-awareness (+7 months) • EEF – Peer tutoring (+5months) • EEF – Social and emotional learning (+4 months) • EEF – Feedback (+6 months) | 1, 2, 5, 8 |

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

Budgeted cost: £60,251

| 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 £46,000 | <ul style="list-style-type: none"> • EEF – Phonics (+5 months) • EEF – One-to-one tuition (+5 months) • EEF – Oral language interventions (+6 months) • EEF – Reading comprehension strategies (+6 months) • EEF – Small group tuition (+4 months) • EEF – Teaching assistant interventions (+4 months) • EEF – Feedback (+6 months) | 1, 2, 3, 5, 8 |
| One-to-one and small group tutoring provided to close the gap to peers in core subjects £14,251 | <ul style="list-style-type: none"> • EEF – One-to-one tuition (+5 months) • EEF – Small group tuition (+4 months) • EEF – Feedback (+6 months) | 2, 3, 8 |

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

Budgeted cost: £16,300

| 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, Play Therapy £5800 | <ul style="list-style-type: none"> • EEF – Behaviour interventions (+4 months) • EEF – Mentoring (+2 months) • EEF – Metacognition and self-regulation (+7 months) • EEF – Social and emotional learning (+4 months) | 4,5,8 |

| | | |
|---|--|------------|
| <p>Give children opportunities to take part in activities which they may not otherwise have the opportunity to e.g. school trips, residential, music tuition, swimming lessons and extra-curricular clubs £6500</p> | <ul style="list-style-type: none"> • EEF – Arts Participation (+ 3 months) • EEF – Physical activity (+1 month) • EEF – Social and emotional learning (+4 months) | <p>6,8</p> |
| <p>Strategies used to support improved attendance e.g. rewards, free use of wrap around care, improving parental engagement, extra-curricular activities (funded) £4000</p> | <ul style="list-style-type: none"> • EEF – Attendance Interventions REA report • Gov.UK – Working together to improve school attendance (May 2022) | <p>4</p> |

Total budgeted cost: £117,028

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

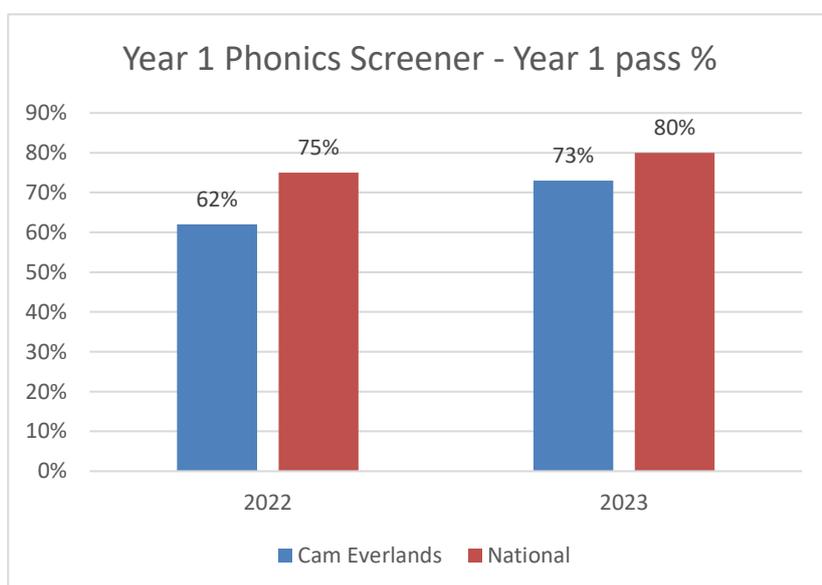
This details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

Analysis of our data for our disadvantaged pupils for the end of 2022/23 and it showed the following:

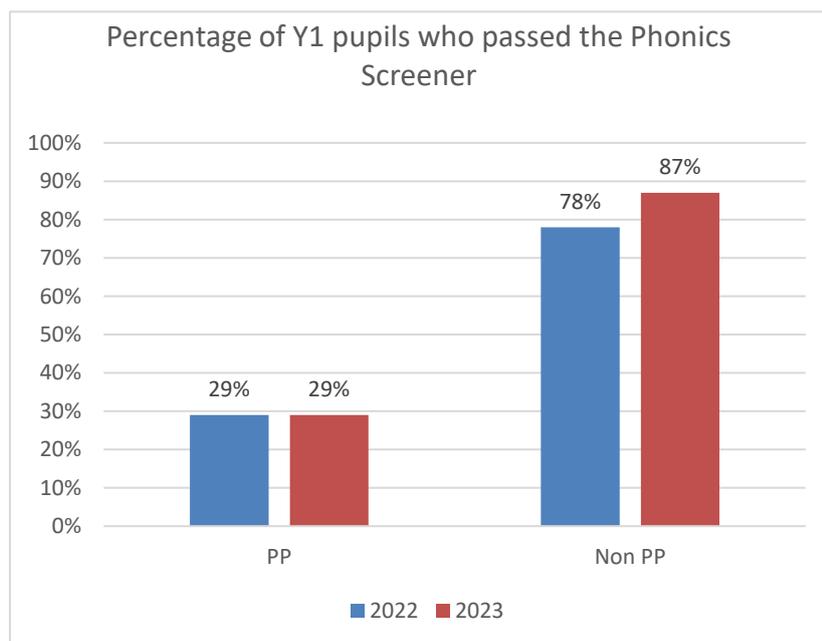
Intended Outcome 1 - Improved levels of oracy and language skills

Intended Outcome 2 - Disadvantaged pupils have improved phonic attainment scores when assessed

Phonics pass rate for the past 2 years.

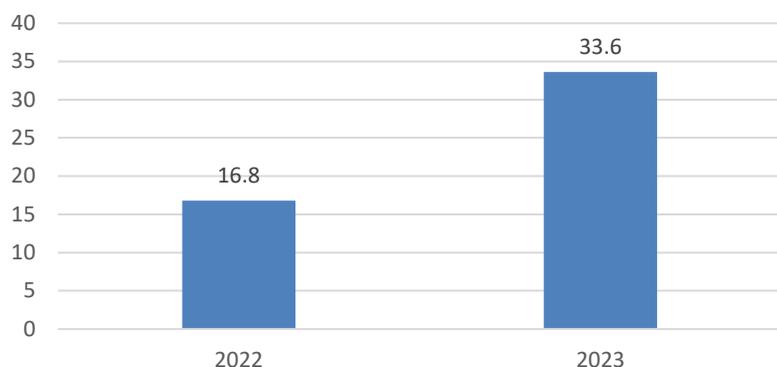


This graph demonstrates that the overall phonic screener pass rate at Cam Everlands rose from 62% in 2022 to 73% in 2023. This represents an 11% improvement overall and has closed the gap to national from 13% to 7%.



This graph shows that the percentage of PP pupils who passed the phonics screener in Year 1 over the past 2 years has remained steady at 29%.

Average Phonics Screener points scored by PP pupils (Y1 in 2022 and retested in 2023)

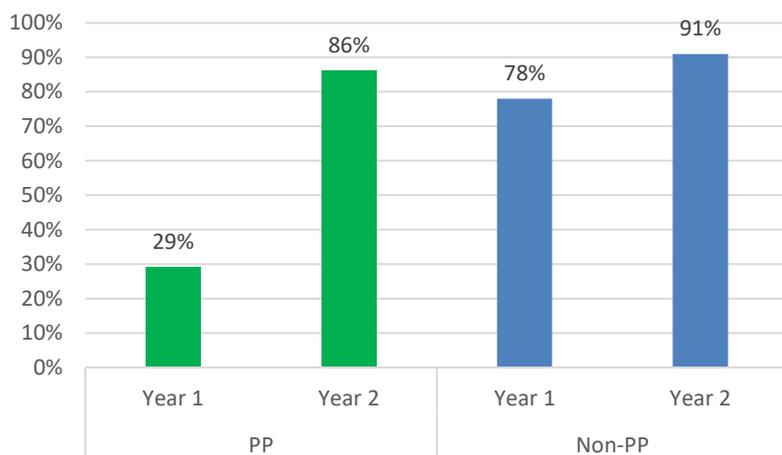


This graph shows the improvement in phonics screener scores by the 5 PP pupils who took the screener in 2022 as Year 1 pupils and then again in 2023 as Year 2 pupils.

Of the 5 pupils who are PP, none scored over 32 initially but 4 out of 5 did by the end of Year 2 (80%).

Their average points increased by 16.8 points

Percentage of pupils (Year 2 at end of 2022/23) who passed Phonics screener

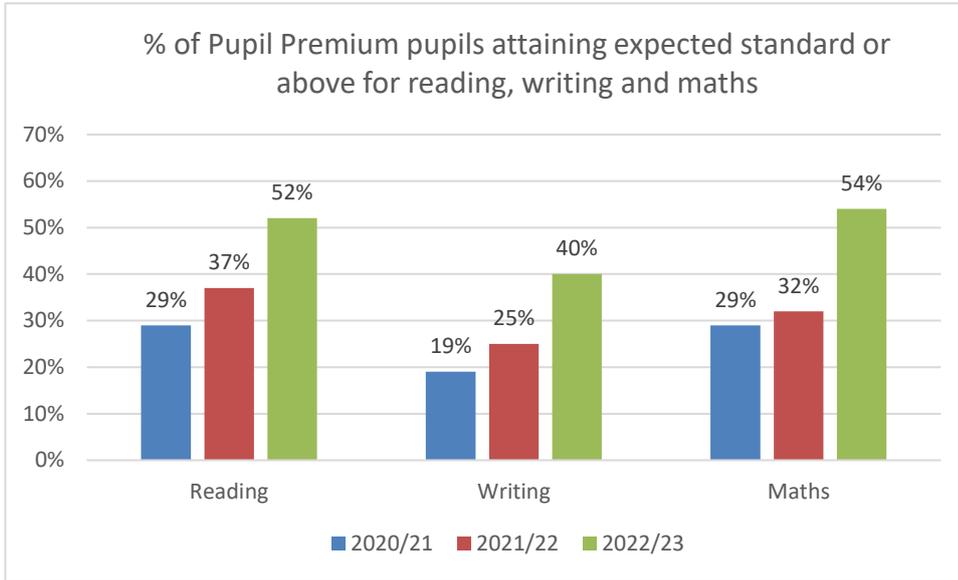


The graph shows that 86% of the PP pupils in the Y2 cohort had passed the screener by the time they left Year 2.

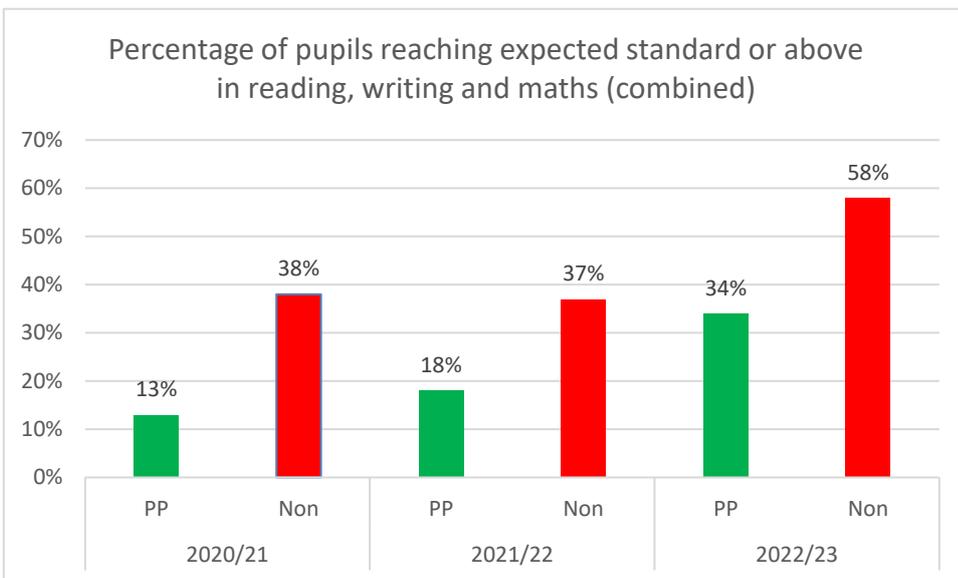
This means 6 additional PP pupils passed and 1 PP did not pass by the end of Year 2. We have introduced a new phonics scheme (Unlocking Letters and Sounds) and have trained all staff on the best way to use it.

Intended Outcome 3

The percentage of disadvantaged pupils who were at 'expected' level or above for the core subjects (reading, writing and maths) were:

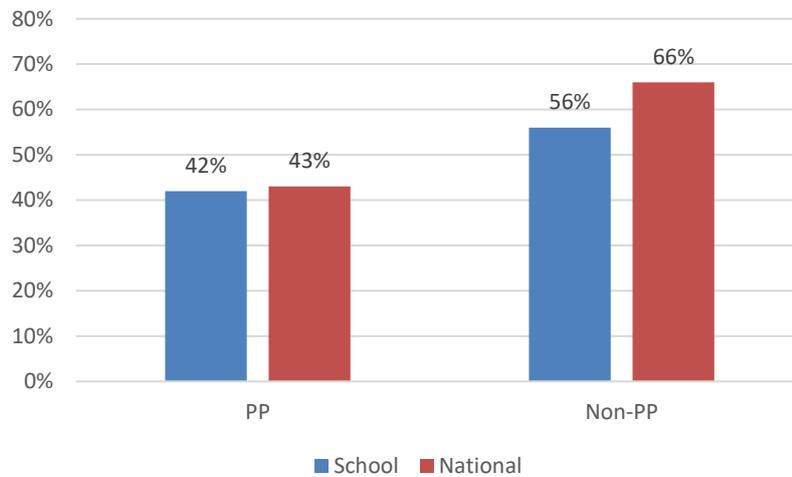


This data shows the number of pupils who are attaining expected standard or higher in the core subjects of reading, writing and maths. It shows a rapid increase in the percentage of PP pupils who are attaining at least expected standard, albeit the percentages for 2022/23 are still below our target of 65%.



This data reflects the improvements made in all subject areas and shows that the gap between PP pupils and those not in receipt of the PP grant is closing, even though the combined figures for non-PP is also rising. This data is showing a positive trend but it will need to accelerate rapidly to meet the highly aspirational target of 65% of PP pupils meeting expected standard and the gap to non PP pupils being 12%.

Percentage of pupils attaining expected or higher in reading, writing and maths combined - school against national (KS2 SATS 2022/23)

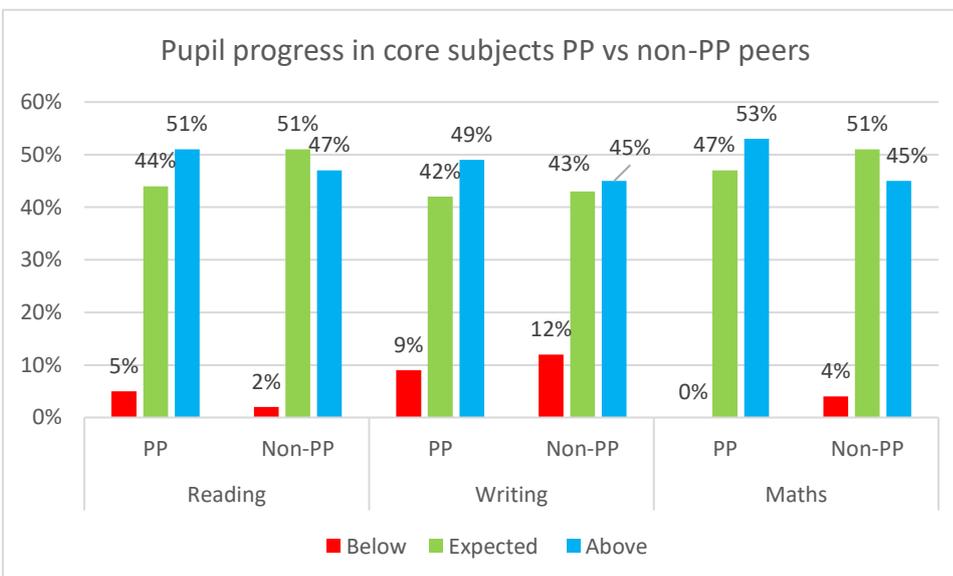


This graph shows that the combined attainment of our PP pupils in Y6 was in line with the national level but that there was a gap with the non-PP pupils.

| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | | Overall | |
|------------------|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|---------|-----|
| | PP | Non | PP | Non |
| Number of pupils | 6 | 24 | 8 | 22 | 3 | 25 | 12 | 19 | 9 | 20 | 12 | 18% | 50 | 128 |
| Reading | 17% | 75% | 38% | 77% | 100% | 68% | 25% | 90% | 89% | 80% | 67% | 77% | 52% | 77% |
| Writing | 0 | 58% | 38% | 64% | 33% | 56% | 25% | 63% | 44% | 70% | 75% | 89% | 40% | 65% |
| Maths | 17% | 75% | 38% | 72% | 33% | 56% | 50% | 69% | 78% | 60% | 75% | 77% | 54% | 68% |
| Combined | 0% | 58% | 38% | 59% | 33% | 48% | 25% | 58% | 33% | 60% | 58% | 67% | 34% | 58% |

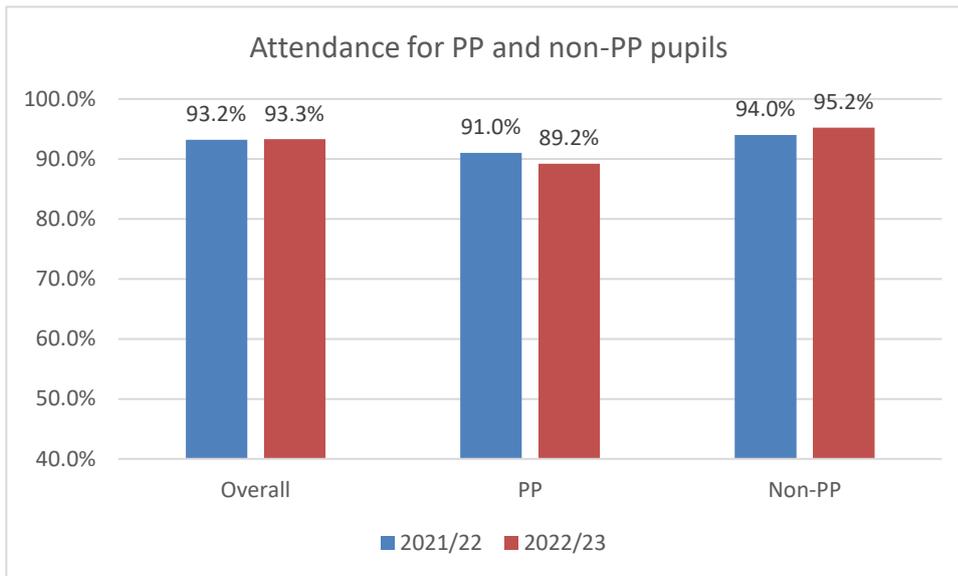
The table above compares PP pupils in each year group with their non-PP peers in each subject separately. The overall pattern is one where the attainment gap is, on average, 24% between PP pupils and their non-PP peers across the school. We aim to close this to 12% by the end of 2024/25.

Our internal monitoring showed that the same group of disadvantaged pupils made the following progress:



This shows that, for reading, 95% of PP pupils make at least expected progress compared with 98% of non-PP pupils. In writing, the numbers are 91% for PP pupils and 88% for non-PP pupils and in maths, it is 100% for PP pupils and 96% for non-PP pupils.

Intended Outcome 4 - To achieve and sustain improved attendance figures for all pupils, especially those who are disadvantaged.



This chart shows that the attendance of PP pupils dropped from 91.0% in 2021/22 to 89.2% in 2022/23.

We have worked hard to engage parents and highlight the importance of good attendance in school through the school newsletter, letters to parents and meetings with many of those who are persistently absent.

We will continue to promote good attendance for all pupils

and hope to reach our target figure for our Pupil Premium pupils.

Intended Outcome 5 - To improve levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.

To support the wellbeing of our pupils, we offer the following:

Forest School
Emotional Literacy Support Sessions (ELSA)
Play Therapy
Thera Build
Reading with Winston
Take Time Club
Education Mental Health Practitioners
TiC+ sessions

26 pupils have attended at least 1 intervention of which 77% (20/26) receive the Pupil Premium grant.

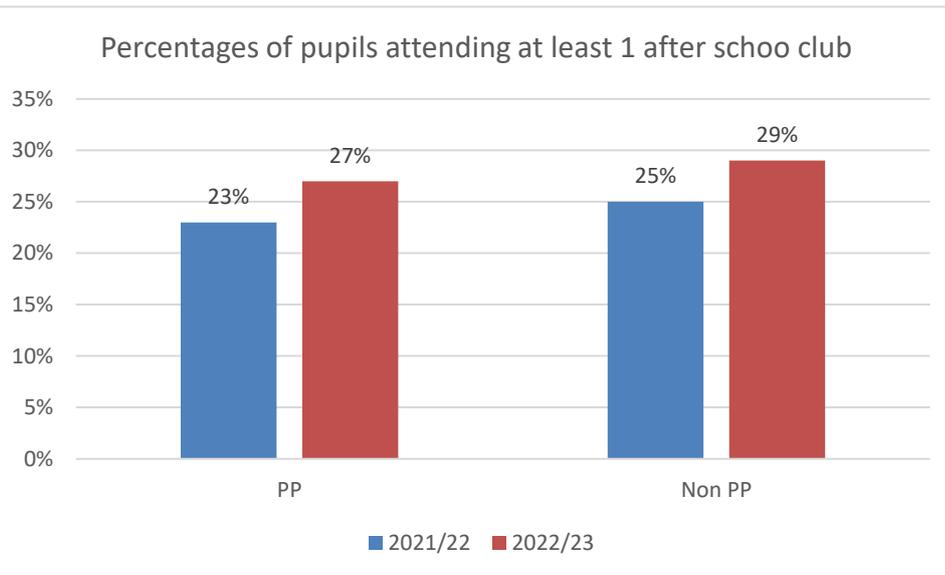
The benefits of these interventions have been:

- Improved attendance in school
- Improved levels of emotional regulation both in school and at home
- Improved engagement with learning in lessons
- Reduced number of sessions missed due to suspension
- Improved family engagement with school and external agencies leading to improved outcomes for pupils
- Improved links with external providers of support

Intended Outcome 6 - To have a greater proportion of disadvantaged children taking part in enrichment activities including extra-curricular clubs.

In November 2023, 100% of our disadvantaged pupils attended the Year 6 residential which was part-funded by Pupil Premium money. We are also subsidising trips and enrichment activities so that parents/carers of PP pupils only pay half of the costs. This means that 100% of PP pupils have been on trips or have attended enrichment activities held in school.

Our clubs are free to all pupils at present so there is no financial cost to families. The percentages of pupils attending clubs is shown below:



Externally provided programmes

| Programme | Provider |
|------------------------------------|------------------------------------|
| Play Therapy | Rowan Tree Play Therapy |
| Thera Build (Lego Therapy) | Bricks 2 Learn |
| Reading with Winston (Therapy dog) | Providing Therapy Dogs Assn. (PTD) |

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.