

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	208
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	Reviewed termly but an annual review in July 2022
Statement authorised by	Susan Avis
Pupil premium lead	Susan Avis
Governor / Trustee lead	Claire Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76252.00
Recovery premium funding allocation this academic year	£7321.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24142.00
Total budget for this academic year	£107715.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Key Principles

- No child left behind
- That no barrier or challenge impede our children's progress in this school and into their future lives

When making decisions about how best the pupil premium funding will benefit the success of our children it is important to consider a variety of issues such as context of the school and more specifically the context of each individual child. We look at the barriers and challenges our children face combined with "what we know works" to ensure academic achievement and social and emotional aspect of learning (self-regulation). Our school has invested in evidence based research over the last few years and the CPD of all our staff is impactful. We have also conducted our own research to ensure our children make more rapid progress which will serve to narrow the gap between disadvantage and non-disadvantage. We also recognise that children who are not in receipt of pupil premium in our school context are at a disadvantage and to this point we have, where possible, ensured that what we do for our disadvantaged children positively impacts on the majority of our students.

School Context

Cam Everlands Primary School serves a diverse community and is a deeply inclusive school.

- The number of children with additional needs (SEND) and EHCPs is above average.
- Mobility across the school can be high and some of our children have had multiple school moves. We can have 10-15% of our pupils leave and arrive across a year. For example, in our last Y6 only 15 children that started in reception class.
- 28% of our children are classified as disadvantaged

- We have a high proportion of vulnerable children and families which are identified in our ACES/RBL/Pupil progress meetings

Ultimate Objective

Our ultimate objective is to close the gap by the end of year 6 for our disadvantaged children. In order to achieve this, early identification of need from reception is key. From here quality first teaching and interventions are mapped out across a child's life to ensure the gap narrows over time. We do not believe in quick fixes – we reap the rewards of early interventions in EYFS and KS1 and continue to build upon this through KS2. Where children are disadvantaged and SEND/EHCP we can provide case studies to exemplify their progress and achievement if the gap has not significantly closed and/or they have not sat KS2 SATs.

Achieving these Objectives through:

- A highly Inclusive Curriculum which provides depth and breadth across all subjects
- Evidence based research for identification of need and intervention
- Evidenced based research for quality first teaching
- Evidence based research for the effective use of teaching assistants
- NELI project
- Talk Boost
- Investing heavily and smartly into highly skilled teachers and teaching assistants through continuous professional development.
- Funded key experiences for children
- Funded, high quality teaching of musical instrument from Reception to Y6
- Pastoral support
- Busy Bees homework support
- Booster teachers for small group work
- Emotional support through There build
- Emotion support with Therapy dogs

Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid-19

2	Low starting points from entry into EYFS
3	Family circumstances and/or limited family engagement
4	Child protection/child in need/ Early help
5	Attendance issues
6	Children having the ability to self-regulate their emotional and behaviours within the school setting
7	ACES and previous trauma experiences
8	Specific Local Authority issues- underfunding, access to support agencies and lack of special school places
9	Limited physical space within the school building

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
Increase in reading fluency and comprehension so that attainment and progress in reading are closing	Fluency age rise monitored by PIra, Bench marking and moving through book bands
To meet and exceed national expectations for the phonics screening test in year 1 and year 2	National Data
Attainment and progress gaps in writing are closing	To achieve at least in line with most recent published national average in writing
Attainment and progress gaps in mathematics are closing	To achieve at least in line with most recent published national average in mathematics
Children have a good level of self-esteem both socially and academically	<p>Children talk about their future with enthusiasm</p> <p>Children talk about academic targets with excitement</p> <p>Children set/attempt challenging targets</p> <p>Children speak ambitiously about their future at Secondary school.</p> <p>All PP children engage in school trips and residential trips.</p>

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 and Targeted academic support

Budgeted cost: £ 74000 In class support from qualified and experienced TAs to deliver the following

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class support from qualified and experienced TAs	To ensure the gap in attainment is closed between disadvantaged pupils and non-disadvantaged pupils, especially in reading. To support pupils with special needs, providing social and emotional support /interventions to improve attainment, attendance and behaviour.	1 2 3 4 5
NELI (Reception and on transition to Y1)	Nuffield foundation closing the language gap	1,2,3
Talk Boost	I can research	1,2,3
Numican1:1 and small groups	Oxford university Press	1,2,3
RWI (read write inc)	EEF support scheme	1,2,3
Teach your monster to read, Manga high, Purple Mash, Read theory		1,2,3
Phonics leader to evaluate the effectiveness of phonic teaching classes R-Y2	The Rose report DFE framework Phonics toolkit EEF	1,2,3
Training to deliver interventions		

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

Budgeted cost: £ 13820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therabuild	Educational psychology service	
Catch up maths/reading		

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

Budgeted cost: £ 13563

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance to that Persistence absence is reduced year on year		
Monitoring and inclusion meetings		
Music lessons	All pupils have a settled start to the day. No pupil starts the day hungry. All pupils have necessary equipment	1,2,3,4,5,6,7
Milk		
Free breakfast club		
School to provide school uniform		
Play Leader and Forest School		
Subsidise school trips including Y6 Residential trip		
Swimming		
Extra-curricular clubs		
Story time magazine subscription		

Total budgeted cost: £ 93,563

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.