

# Pupil premium strategy statement – Cam Everlands Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers	<b>2025/26</b> 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dominic Knill
Pupil premium lead	Dominic Knill
Governor / Trustee lead	Glyn Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,655
Pupil premium funding carried forward from previous years	£15,184
<b>Total budget for this academic year</b>	<b>£101,839</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for disadvantaged pupils

- Reduce the attainment gap between disadvantaged pupils and their peers in reading, writing and maths so that disadvantaged pupils achieve broadly in line with non-disadvantaged pupils at Cam Everlands and with national expectations within a 3-year period.
- Ensure every disadvantaged pupil attends school regularly so they benefit from high-quality teaching and the full curriculum (school target: whole-school attendance 96%; reduce disadvantaged persistent absence from 33% to <15% within 3 years).
- Secure language, early reading (including phonics), handwriting and number foundations so that disadvantaged pupils enter Year 1 and progress through Key Stage 1 and 2 without cumulative gaps.
- Improve disadvantaged pupils' social, emotional and cultural capital so they can access learning and enrichment opportunities.

### How this strategy works towards those objectives

- Focus resources across the DfE/EEF three tiers: high-quality teaching (Tier 1), targeted academic support (Tier 2), and wider strategies (Tier 3). The biggest proportion of spend and leadership time will be on improving classroom teaching and curriculum implementation while ensuring targeted catch-up where needed and strong attendance/ pastoral support to remove barriers to learning.
- Use diagnostic assessment to identify precise gaps early (Reception and Key Stage 1 phonics / Year 1 phonics screening), then deploy evidence-based interventions (oral language programmes in Early Years, systematic synthetic phonics, small-group tuition and structured KS2 literacy approaches).
- Combine classroom improvement and CPD with targeted interventions and pastoral/attendance work (family outreach, attendance officer, pastoral worker) so pupils are in school and ready to learn.
- Monitor implementation fidelity and impact using the EEF implementation guidance and our internal evaluation cycles.

### Key principles

- Evidence informed: every major activity is chosen because it is supported by high-quality research (EEF guidance, robust trials).
- Diagnostic and targeted: use standardised and formative assessment to match interventions to need and to adapt pacing.
- Whole-school curriculum coherence: strengthen curriculum implementation and retention (school development priority) to make taught content stick for disadvantaged and SEND pupils.
- Early action: prioritise EYFS and KS1 language, literacy and maths to ensure good foundational skills and knowledge prevent gaps from widening.
- Attendance & family partnership: persistent absence is a key barrier; attendance work will be proactive, supportive and data-driven.
- Inclusion and SEND first: ensure disadvantaged pupils with SEND receive adaptations that permit access to the same ambitious curriculum and wider experiences.

Monitor for equity: success measures disaggregate by pupil premium, SEND and EAL to ensure narrowing of gaps.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Through our assessments, observations and conversations with the children, there is evidence that oral language skills for many children are underdeveloped on entry to the school and many disadvantaged children have vocabulary gaps when compared to their peers. These gaps are increasingly evident in our Reception classes but often remain as the children move through the school.</p>
2	<p>Assessments show that our disadvantaged pupils attain significantly below their peers in phonics and reading.</p> <p>Over the last 3 years, 33% of our Reception classes have reached GLD for reading compared to 68% for their peers. The average pass rate for Y1 phonics for our disadvantaged pupils was 44% compared to 75% for their peers and the average percentage of disadvantaged pupils who reached expected standard in their KS2 SATs was 61% compared to 74% for their peers.</p>
3	<p>Internal and external assessments and monitoring show that our disadvantaged pupils attain significantly below their non-disadvantaged peers in writing.</p> <p>Our 3-year average for Y6 pupils reaching the Expected standard is 61% for disadvantaged pupils compared to 76% for their peers. Internal data shows that 38% of disadvantaged are at age-related expectations for writing compared to 66% of their peers.</p>
4	<p>Internal and external assessments and monitoring show that our disadvantaged pupils attain significantly below their non-disadvantaged peers in maths.</p> <p>60% of our disadvantaged Y6 pupils, over the last 3 years, have attained the expected standard in their SATs. This compares to 75% of their peers. Internal data shows that 48% of disadvantaged pupils through the school are on track to be expected standard compared to 73% of their peers.</p>
5	<p>The 3-year average for attendance shows that the average attendance for our disadvantaged pupils was 89.6% compared to their peers whose average was 94.9%. During this 3-year period, 33.9% of disadvantaged pupils have been 'persistently absent' compared to 10.3% of their peers.</p> <p>This reduced time in school hinders both the learning of new skills and knowledge and retention of learning</p>
6	<p>Assessments, observations and discussions with families show that, for many disadvantaged pupils, there is a lack of cultural capital and wider experiences. This can have a negative impact on the engagement and understanding of these pupils for key curriculum areas.</p>

## 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
A. Early language and communication improved for Reception pupils (Challenge 1)	<p>Routine baseline language screening (Reception) and targeted lists completed within first 6 weeks.</p> <p>By end of Reception: % of disadvantaged pupils meeting age-related expectations in communication and language increases by 20 percentage points within 1 year (measured by LanguageScreen / school baseline).</p> <p>Targeted oral language cohort (e.g. Talk Boost/ small-group) shows measurable +3 to +7 months progress vs peers (see EEF evidence).</p>
B. Phonics and early reading gap closed (Challenge 2)	<p>Year 1 Phonics Screening pass for disadvantaged pupils rises from 33% to at least 75% within 3 years.</p> <p>Rapid catch-up arrangements and re-test progress in Year 2 demonstrate accelerated improvements for previously low scorers.</p>
C. Reading, writing and maths attainment for disadvantaged pupils improved (Challenges 2, 3, 4)	<p>Year 6 disadvantaged EXS/GDS percentages in reading, writing and maths increase to narrow gap versus non-disadvantaged by 50% within 3 years (school targets: Reading EXS/GDS for disadvantaged to 65%+, Writing EXS 68%+, Maths EXS/GDS 70%+ over 3 years).</p> <p>Book scrutiny, pupil voice assessment and curriculum checks show improved knowledge retention and application across subjects per EEF guidance on lit. and curriculum implementation.</p>
D. Attendance and persistent absence improved (Challenge 5)	<p>Whole school attendance reaches 96% (school priority).</p> <p>Proportion of disadvantaged pupils with attendance <math>\geq 96\%</math> rises from 30% to 70% in 3 years. Persistent absence among disadvantaged pupils reduced from 33.9% to &lt;15% within 3 years. Early years attendance improved through family outreach so that Reception absence and PA rates fall below school averages.</p>
E. SEND + disadvantaged: equitable progress (Challenges 1–5)	<p>Disadvantaged pupils with SEND make progress in line with other disadvantaged pupils (termly tracking).</p> <p>EHCP and SEND plans show measurable outcomes and appropriate adaptations; evidence of accelerated small-step progress and access to curriculum.</p>
F. Wider development and cultural capital (linked to Challenge 6 and Ofsted strengths)	<p>100% uptake of subsidised trips for disadvantaged pupils; 50%+ take-up of an extra-curricular activity.</p> <p>Pupil voice and parental survey evidence of increased engagement, skills and aspirations.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Implement an evidence-aligned language programme: a) adopt Talk Boost structured oral language sessions for Reception and Year 1 whole class; b) train TAs to deliver with fidelity.	<a href="#">Talk Boost interim evidence report</a> and <a href="#">A Chance to Talk report</a> – guidance shows strong impact on pupil progress when embedded and taught with fidelity.	1
2. Curriculum CPD: whole-staff professional development on cognitive science approaches (retrieval practice, spacing, metacognition, cognitive load) to strengthen knowledge retention across subjects and improve curriculum implementation.	<a href="#">EEF: Metacognition and self-regulation guidance</a> — guidance shows strong impacts when embedded; and <a href="#">EEF: Putting Evidence to Work – A School's Guide to Implementation</a> (implementation support).	2, 3, 4
3. Strengthen systematic synthetic phonics programme (Unlocking Letters and Sounds) across EY/KS1 (ensure fidelity, pacing, assessment-led grouping, staff PD). Purchase resources and training as needed.	<a href="#">EEF: Phonics (Toolkit)</a> — 1:1 phonics yields higher effects; small-group structured programmes effective.	2
4. Implement EEF literacy guidance for Key Stage 2 (vocabulary instruction, guided oral reading, reading comprehension strategies, writing composition routines). Provide resources + CPD for English lead and KS2 teachers.	EEF Guidance: Improving Literacy in Key Stage 2 (guidance report) — practical recommendations for vocabulary, fluency and comprehension.	2, 3
5. Maths curriculum implementation: release maths lead for Maths Hub CPD, implement DfE/NCETM guidance and strengthen formative assessment and retrieval activities.	<a href="#">DfE / NCETM: Improving mathematics in KS1 and KS2 (non-statutory guidance)</a> (DfE guidance informed by evidence); see EEF maths evidence and implementation guidance.	4
6. High-quality CPD / coaching for TAs and teachers on targeted intervention delivery and diagnosis (precision teaching, structured small-group routines).	EEF: Teaching Assistant Interventions and Characteristics of Effective PD] — EEF guidance shows TAs effective when trained and supervised; <a href="#">EEF: A School's Guide to Implementation</a> .	1, 2, 3, 4, 5

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

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Deliver small-group tuition (12 weeks typical model) for identified disadvantaged pupils in maths and reading using an affordable tutoring model (Tutor Trust / NTP style), with structured schemes and liaison between tutor and class teacher.	<a href="#">EEF: Tutor Trust evaluation – Affordable tutoring (effectiveness trial)</a> — demonstrates typical gains of $\approx +3$ months for small-group maths tuition; guidance on maintaining alignment with classroom teaching.	4, 2, 3
2. Targeted phonics catch-up (1:1 or small groups 4–5x weekly for up to 14 weeks) for Reception/Year 1 and Year 2 disadvantaged pupils who are behind; structured SSP interventions for those needing sustained support.	<a href="#">EEF: Phonics (Toolkit)</a> — 1:1 phonics yields higher effects; small-group structured programmes effective.	2
3. Early years and KS1 oral-language groups for pupils identified via screening (e.g., WellComm or LanguageScreen identification → small-group interventions).	<a href="#">EEF: Communication and language approaches (Early Years toolkit)</a> — typical +7 months for communication & language approaches; targeted programmes show higher effects for disadvantaged children.	1, 2
4. Structured KS2 literacy interventions for pupils with gaps (guided oral reading, repeated reading, intervention sequences drawn from EEF KS2 literacy guidance).	<a href="#">EEF: Improving Literacy in Key Stage 2 (guidance report)</a> .	2, 3
5. SEND-specific, evidence-based interventions (precision teaching, scaffolded practice, small-step objectives) delivered by trained TAs under teacher direction; specialist input where required.	<a href="#">EEF: Special Educational Needs in Mainstream Schools (guidance report/summaries)</a> — emphasises targeted approaches, high-quality teaching and well-trained support staff.	1, 2, 3, 4, 5
6. Structured reading fluency programme (guided oral reading / Reader’s Theatre / repeated reading) for KS2 pupils who can decode but lack fluency.	<a href="#">EEF: Improving Literacy in Key Stage 2 – fluency recommendations (guidance report)</a> — guided oral reading & repeated reading effective to build fluency.	2

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

Budgeted cost: £23918

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance strategy: appoint/retain a dedicated Family Support Worker (attendance), proactive daily monitoring, early outreach, home visits, targeted family support meetings and multi-agency referrals. Use EEF reflection & DfE attendance guidance.	<a href="#">EEF: Supporting school attendance (reflection &amp; planning tool)</a> and <a href="#">DfE: Working together to improve school attendance (guidance)</a> — both emphasise early, supportive, data-driven, whole-school approaches and family engagement.	5
2. Early-years and Reception attendance work: pre-start family visits, consistent single contact person, celebrate attendance, and early intervention for emerging absence patterns.	<a href="#">EEF: How to encourage good attendance from the very start (blog / practice)</a> — case examples showing early relationship-building and leadership focus improves EY attendance	1, 5
3. Family and parental engagement programme (regular workshops, bespoke support, reading at home guidance, targeted parental sessions for families of disadvantaged pupils)	<a href="#">EEF: Parental engagement (Toolkit)</a> — parental engagement shows average gains of +4 to +5 months when well designed; EEF recommends sustained, targeted support.	1, 2, 3, 5
4. Free breakfast club (targeted places) and subsidised trips / extra-curricular offers for disadvantaged pupils to improve attendance, concentration and cultural capital.	<a href="#">EEF: Evidence on breakfast clubs and NSBP commentary (EEF statement &amp; IFS analysis)</a> and analysis by IFS on disadvantaged schools — breakfast clubs support attendance, readiness to learn and concentration for some pupils.	5, 6
5. Whole-school social and emotional learning, MyHappyMind rollout and targeted SEMH support (mental health lead).	<a href="#">EEF: Social and Emotional Learning guidance and evidence summaries; EEF behaviour/Social and Emotional Learning guidance</a> — SEL interventions typically show positive impacts on academic and wellbeing outcomes.	3, 5
6. Subsidised music, sport and enrichment (forest school, OPAL play improvements) to raise engagement and cultural capital; targeted uptake for disadvantaged pupils.	Ofsted & Social Mobility research emphasise cultural capital and extracurricular participation as important for disadvantaged pupils; EEF Pupil Premium guide references enrichment under Tier 3]. See EEF Guide to the Pupil Premium and EEF commentary on cultural capital (see: <a href="#">EEF Guide to the Pupil Premium</a> ).	6, 3, 5

**Total budgeted cost: £101,821**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have drawn on the performance of our school's disadvantaged pupils during the previous academic year along with data for the last 3 years to identify trends and limit cohort-specific variation. We have then compared this data to their non-disadvantaged peers within the school and disadvantaged pupils nationally.

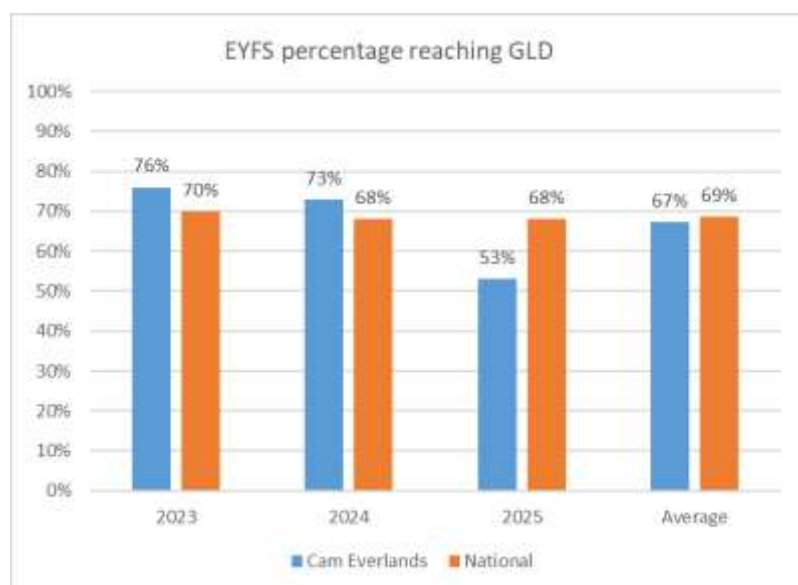
This data reflects that of the final year of our previous Pupil Premium Strategy which covered the 2022/3, 2023/4 and 2024/5 academic years.

#### EYFS – Good Levels of Development

Over the last 3 years, we have seen a decrease in the levels on entry for our EYFS cohorts, especially in the areas of communication language (C&L) along with personal, social and emotional development (PSED).

Our 3-year average for the percentage of pupils reaching GLD is 67% compared to 69% nationally, though there was a dip last year with 53% of pupils achieving GLD. There were no disadvantaged pupils in this cohort.

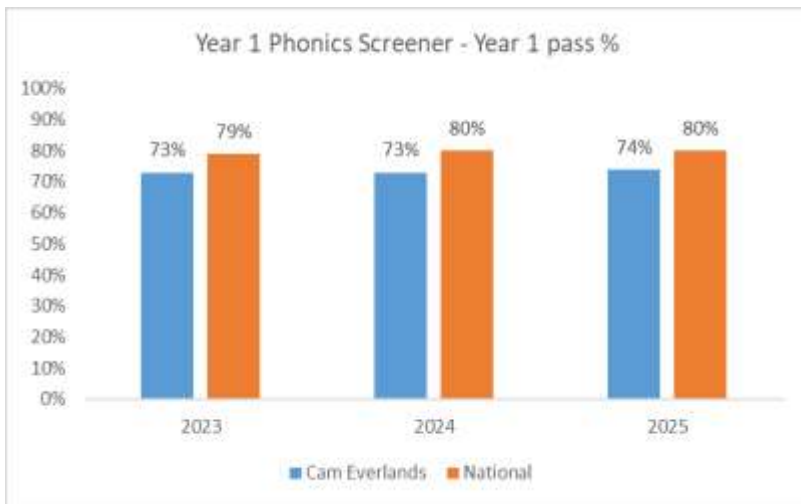
8 pupils in this cohort have identified SEND, with 1 having an EHCP.



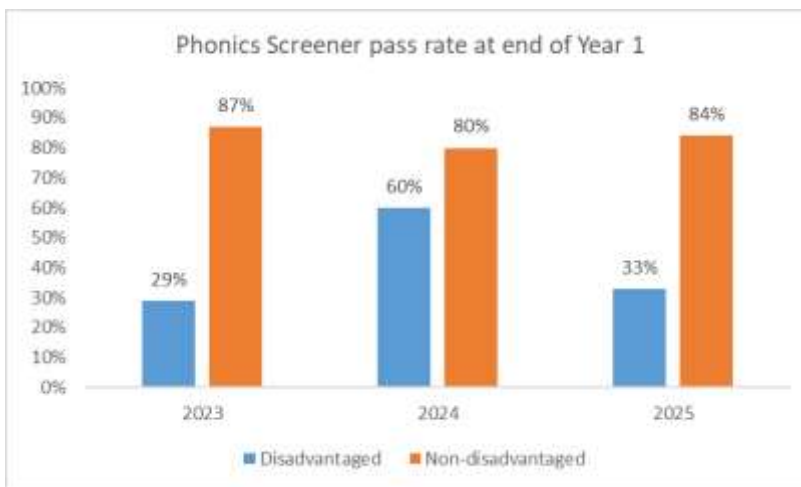
#### Y1 Phonics Screener

The 3-year average for passing the phonics screener is 73% for Cam Everlands with the national figure being 80%. This represents a gap of 7%.

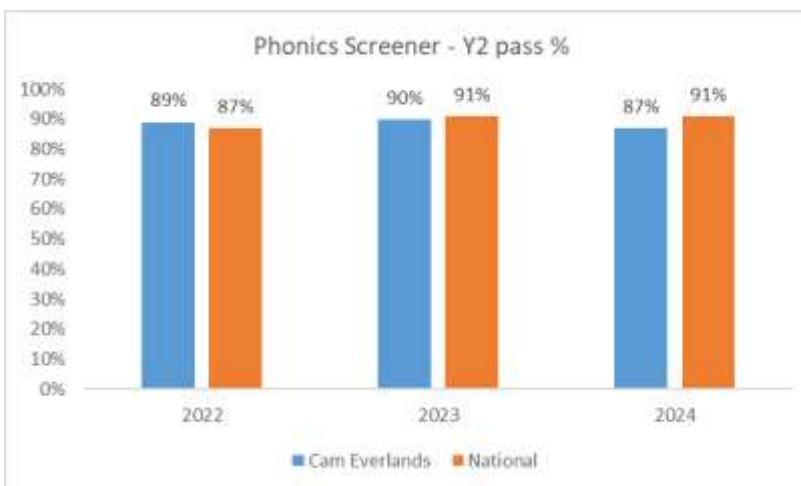
9 pupils in this cohort of 30 have SEND, including 2 with an EHCP. 5 pupils were SEND and disadvantaged.



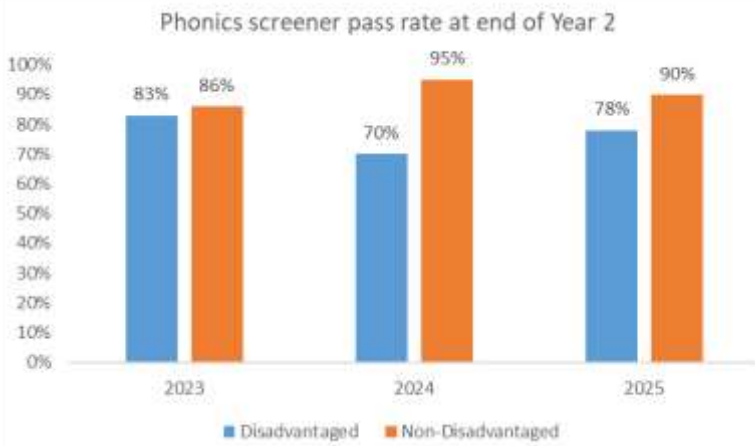
This graph shows that the percentage of Y1 pupils who are passing the phonics screener is slowly increasing. This is despite lower levels of communication skills when the children enter EYFS. We have introduced a new phonics programme, Unlocking Letters and Sounds in the last 12 months with the aim that our phonics pass rate increases for all pupils.



This shows how there is a considerable gap between the pass rates of our disadvantaged pupils and their peers. This gap varies each year due to the relatively low numbers of disadvantaged pupils in these cohorts.



The percentage of our Y2 pupils who leave KS1 having passed the screener is 89% over the last 3-years compared to the national average of 90%.

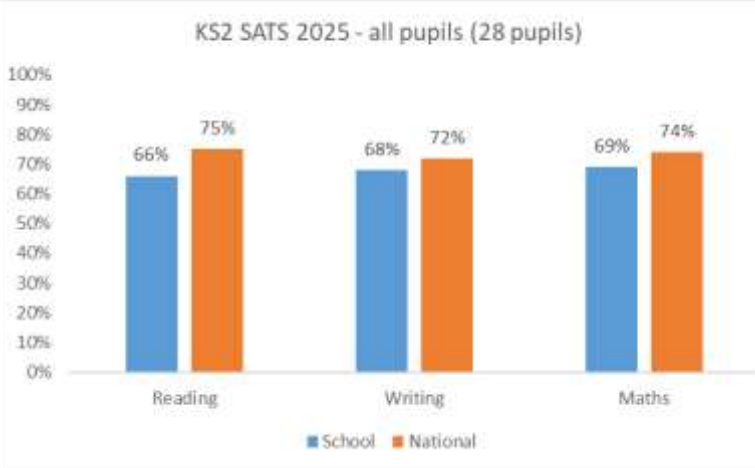


This graph shows that the gap between our disadvantaged pupils and their peers is varied, mostly due to variation in the numbers of pupils in the disadvantaged group.

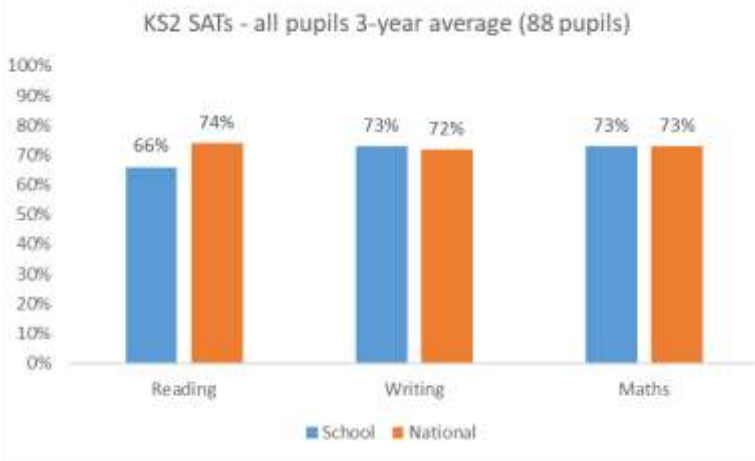
Any pupils who do not achieve the pass mark (32) are given additional phonics support as they move into KS2 which continues until they pass.

### KS2 SATs

Our 2025 cohort was made up of 28 pupils, of whom 12 were disadvantaged and 9 were SEND (2 EHCPs). 7 pupils were both disadvantaged and SEND, including both pupils with an EHCP.

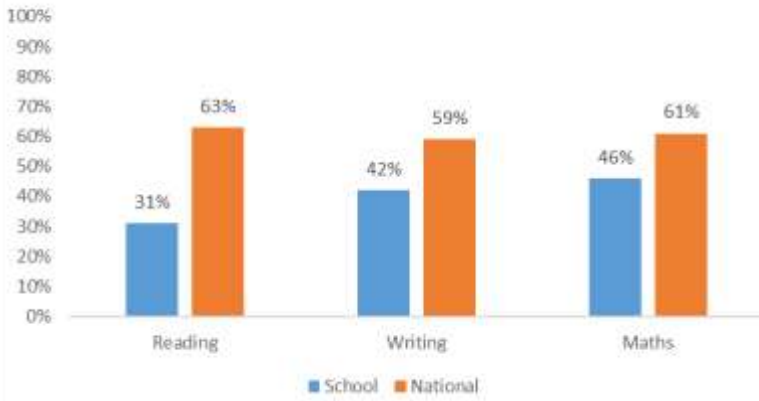


This graph shows the percentage of pupils who reached the 'expected standard' or higher. It shows that our pupils attain broadly in line with national averages.



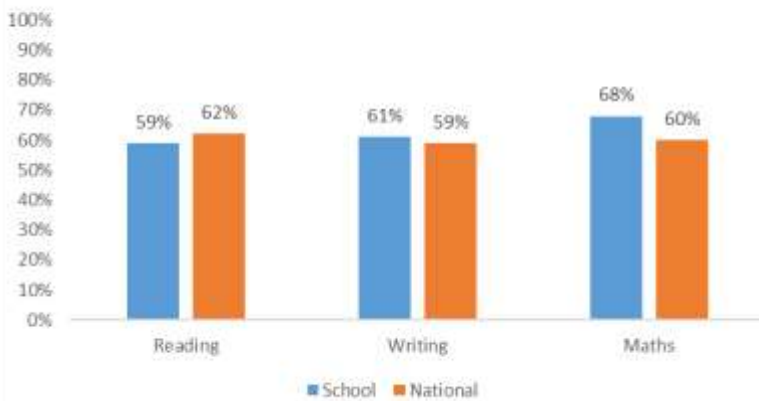
This graph demonstrates our 3-year average for KS2 SATs against the national averages. There is a small gap in reading attainment but both writing and maths are in line with national averages, despite having above average levels of SEND and disadvantaged pupils.

KS2 SATS 2025 - disadvantaged pupils (12 pupils)



This graph shows that our disadvantaged pupils achieved less well than their peers nationally, especially in reading. We will continue to provide for these pupils through a combination of quality first teaching, adaptation and scaffolding as well as targeted interventions.

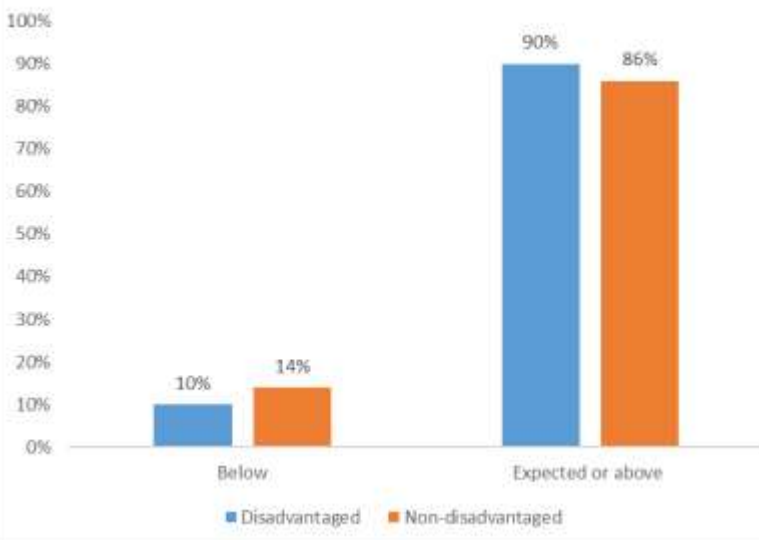
KS2 SATS - disadvantaged pupils 3-year average (36 pupils)

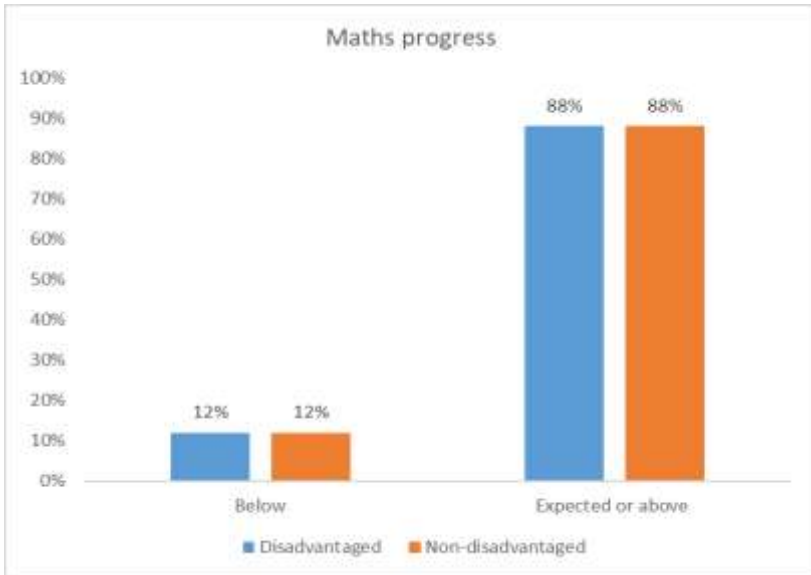
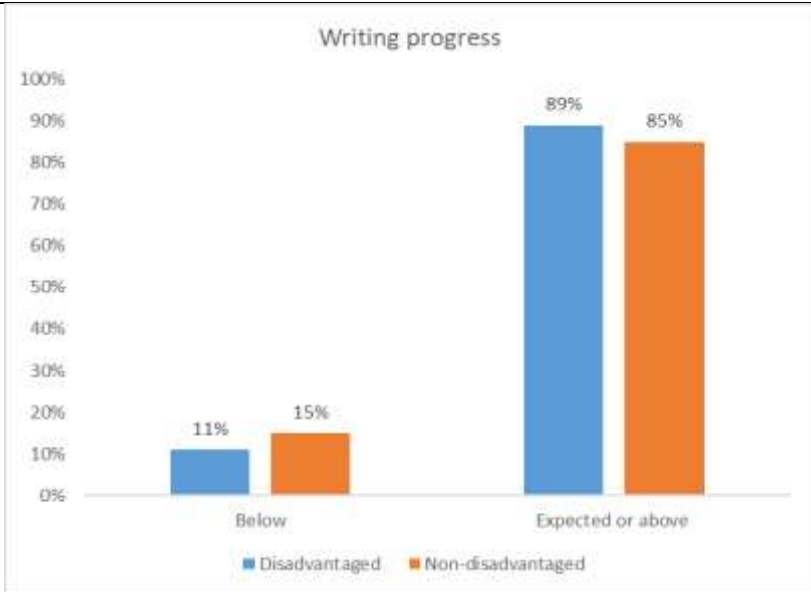


The 3-year average for disadvantaged pupils shows that the levels of attainment are in with national averages for reading and writing but are above for maths. This reflects the support that we put in for these learners in all core subjects.

Across the whole school, our disadvantaged pupils are making progress in line with or better than their non-disadvantaged peers. The data from this has been taken from internal assessment data. This is shown in the tables below.

Reading progress

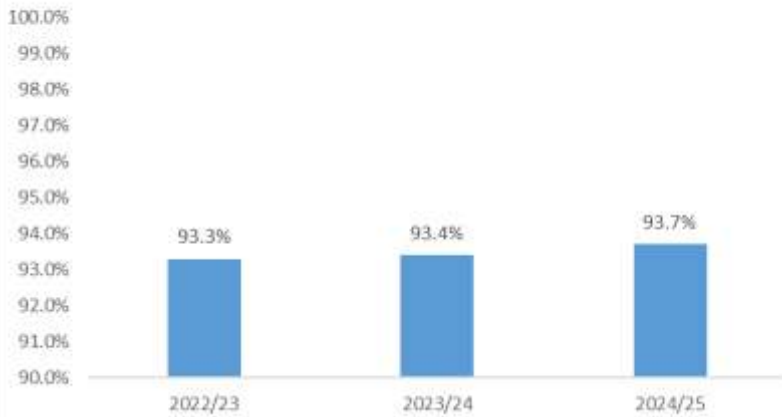




**Attendance**

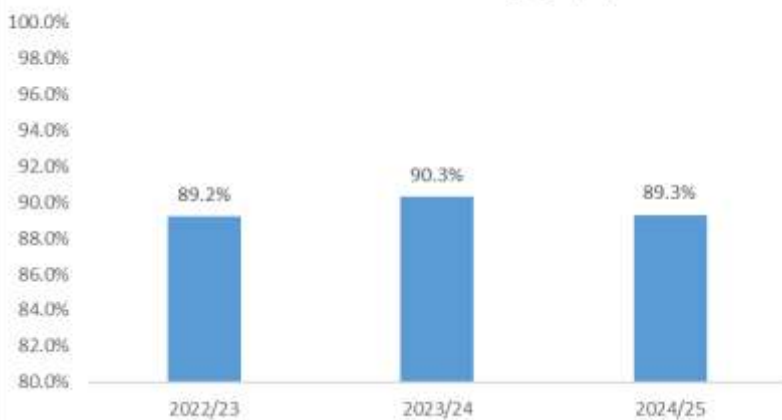
We have worked hard to improve the attendance of our pupils through raising the profile of it, through incentives and through the offer of free attendance at our breakfast club for targeted pupils. Although this has seen a slight increase in attendance overall and fall in persistent absence, the changes have not been as large as we would have liked. Therefore, we will keep attendance as a key part of the new Pupil Premium strategy. The data is shown on the tables below.

Overall Attendance - whole school



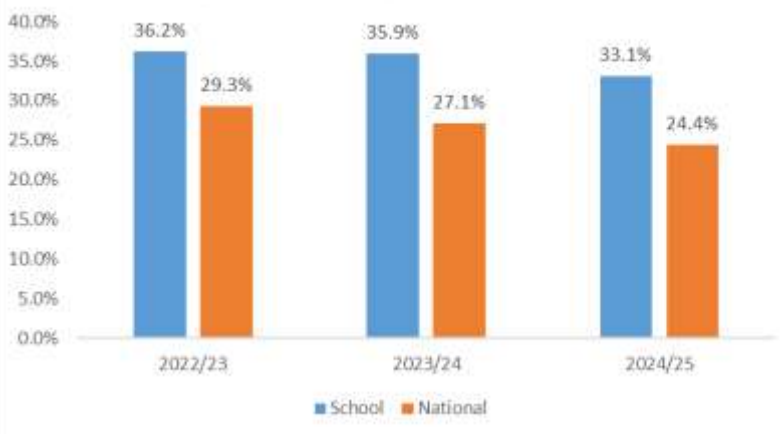
This table reflect the whole-school attendance picture. It shows the incremental

Attendance of disadvantaged pupils



This graph shows that the average attendance for disadvantaged pupils is not improving despite the actions put in place. This means that we will need to use alternative strategies moving forward.

Percentage of disadvantaged pupils persistently absent

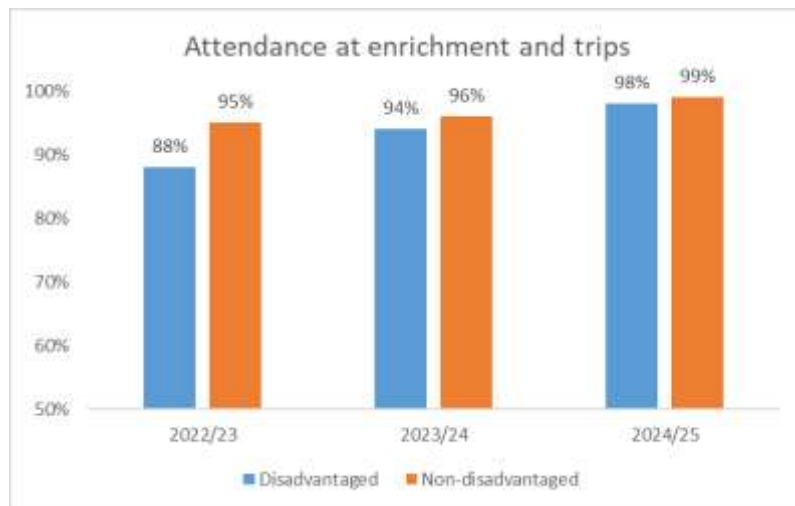
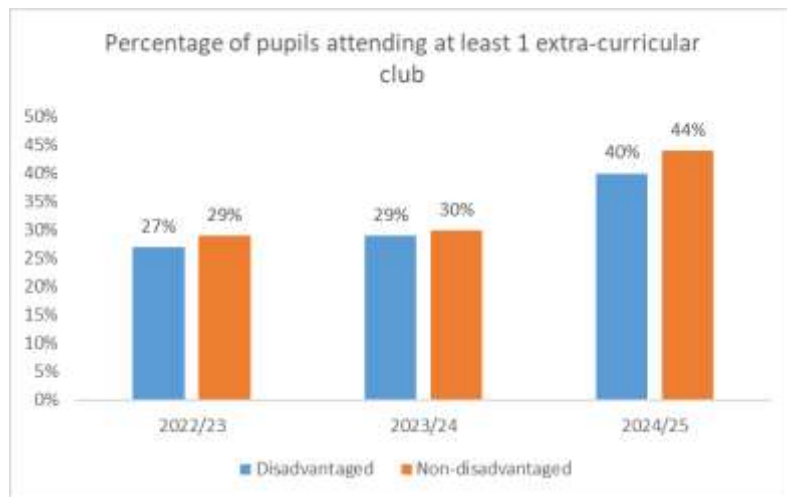


The percentage of disadvantaged pupils who are persistently absent is dropping but remains higher than their peers nationally. Different strategies will be needed in the new plan to bring about rapid improvements.

**Attendance of disadvantaged pupils on trips and at extra-curricular clubs**

We have worked hard to increase the participation of disadvantaged pupils in our extra-curricular clubs and also on trips. We use Pupil Premium funding to subsidise all trips and visits (including the Year 6 residential) by 50% and all extra-curricular clubs are free. We have used pupil voice to ensure that the clubs we offer reflect what the children want to do and have amended our offer accordingly. We have also targeted disadvantaged children and made

efforts to engage them with clubs which we feel they would enjoy. The impact of this is shown on the tables below:



There have been some very positive impacts of our Pupil Premium strategy and also some areas where the impact is not as great as we would like. We will be continuing to support our disadvantaged learners to ensure that they are getting strong educational foundations through quality first teaching as well as providing targeted interventions and support for those who need it to close the gap with their peers.

We are also going to focus on improving attendance at a more rapid rate as this is an area where the positive impact has been less than in other areas.

We will also continue to subsidise trips and visits so that all pupils can attend and also continue to monitor engagement with disadvantaged children in terms of clubs.

## Externally provided programmes

Programme	Provider
Whole Class Ensemble Teaching – music lessons for all pupils, 10 week blocks.	Gloucestershire Music Service
Thera-Build with Lego - a playful, therapeutic approach for promoting emotional well-being in children	Bricks2Learn

## Further information (optional)

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