

Camrose Primary School with Nursery

Pupil Premium Initiatives Report: 2019 - 20

There are 59 children on the PP Register. This is based on the September 2019 roll.

Ethnicity

Below show %, based on ethnicity, for the 59 PP children.

Total Number	Any other Asian	Any other Black	Any other Grp	Any other White	Black/ African	Black Caribbean	Black/ white Caribbean	Black/ white African	Traveller of Irish heritage	White/ British	Bangladeshi	Pakistani	Refused
59	17% (12)	2% (1)	11% (8)	9% (7)	14% (10)	3% (2)	3% (2)	5% (4)	4% (3)	7% (5)	4% (3)	1% (1)	1% (1)
% for PP children against whole school													
412	3% (12)	0.2% (1)	2% (8)	2% (7)	2% (10)	0.5% (2)	0.5% (2)	1% (4)	0.5% (3)	1% (5)	0.5% (3)	0.2% (1)	0.2% (1)
% per ethnic group for whole school													
412	14% (59)	1% (7)	3% (13)	45% (188)	8% (32)	2% (9)	1% (6)	2% (8)	1% (5)	3% (14)	1% (7)	3% (14)	0.5% (3)

SEN

35 Pupil Premium pupils (59%) have additional needs. From these:

<u>Monitoring</u>	<u>K Code</u>	<u>Statement / Care Plan</u>
11% (8)	33% (24)	4% (3)

Item	Cost	Objective	Evidence	
Language Development - EYFS	£8230	To improve spoken language skills, such as vocabulary knowledge, story-telling and listening skills so pupil progress in reading is brought in line with expectations.	Education Endowment Foundation: Early years Interventions <i>'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.'</i>	<p>16 Reception pupils Baseline showed 87% of pupils Reading within the 30-50 month band and 13% within the 22-36 month band. The APS for Reading was 10.3 points: expected is 13, putting pupils almost 3 APS below expected – this equates to almost 1 year. 100% of these pupils were assessed as at Phase 1 phonics. Spring 2; the end of the 20 week program, 100% (16 pupils) were assessed as working within the 40-60 month band with 7% (1 pupil) attaining ELG. The APS at Spring 2 was 15.6 showing progress of over 5 APS in Reading. This is above the expected 2 points at this time of the academic year. Most pupils remain below expected in Reading however; the attainment gap has been narrowed by about 2 terms. The gap had been diminished completely for 2 pupils. All pupils were working within Phase 3 Phonics, therefore on track.</p>
Uniform	£5611	To ensure all PP pupils are prepared for school and equipped to learn.	To ensure all PP pupils are prepared for school and equipped to learn.	<p>66% of PP Parents used the voucher to purchase uniform for their children. This is a 4% decrease compared to previous year. Due to increased living costs we increased the uniform allowance to include a pair of black school shoes. All PP pupils received a pencil case set.</p>
Resilience training @Friends for Life'	£2000	To improve and strengthen the psychosocial wellbeing of the children so that they achieve the best that they can at school.	Education Endowment Foundation: Social and emotional learning (SEL) <i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'</i>	<p>9 pupils took part in the Resilience Programme. From these 45% (4) are PP. From the PP pupils, 75% made at least expected progress in all core areas. No PP pupils received warning cards for behaviour. 75% had attendance above the school average.</p>

Achievement for All initiative	£8770	To improve outcomes for all children vulnerable to underachievement regardless of background, challenge or need.	Education Endowment Foundation: Closing the Attainment Gap <i>'Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.'</i>	16 PP SEND pupils have been tracked to measure the impact of the Achievement for All initiative. The aim is to narrow the attainment gap, for this group of pupils, through accelerated progress. Reading: 75% made at least expected progress 25% made accelerated progress Writing: 88% made at least expected progress 38% made accelerated progress Math: 69% made at least expected progress 19% made accelerated progress
Enrichment	£12000	Enhance the curriculum through practical “hands on” activities that are relevant, stimulating and motivating. To improves the confidence and engagement of pupils generally and increase their enthusiasm for and achievement in core subjects.		The actual cost for enrichment opportunities was £7470.00 This included 7 events and contributing towards the cost of transport for Year 6 to attend PGL. several events were either cancelled or rescheduled due to school closures as a result of the Covid-19 pandemic.
Extended school day	£12000	To improve the attendance of specific pupils and reduce the number of persistent late pupils. To ensure Year 6 pupils have had breakfast during SATs week and are all in school on time.	Education Endowment Foundation: Extended School time <i>'Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programs. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school,</i>	March 2020 Attendance for all pupils – 95.8% Attendance for PP pupils – 94% July 2019 – March 2020 has seen a decrease in the attendance of PP children of +1.8% - the difference between disadvantaged and other pupils currently Summer term data is not available due to school closure as a result of the Covid-19 pandemic For the same reason, Year 6 breakfast during SATs week did not take place.
Leadership Reviews	£5040	To organise the delivery of the above programs, ensuring high quality outcomes are achieved.	Time used to create projects and introduce. Discussions with relevant staff to assess impact and value of projects, data analysis and report writing. All paperwork and analysis completed termly.	Time used to create projects and introduce discussions with relevant staff to assess impact and value of projects, data analysis and report writing. All paperwork and analysis completed termly Continue next year.

Phonics Interventions	£7160	To support the development of early reading skills and ensure that the gap for disadvantaged pupils is narrowed early on.	Education Endowment Foundation: Phonics <i>'Teaching phonics is more effective on average than other approaches to early reading.'</i>	Reception: 100% of Disadvantaged pupils (7 pupils) made at least expected progress in Reading based on 2 terms due to the school closure in March as a result of the Covid-19 pandemic. 86% of PP pupils made better than expected progress. Attainment of PP pupils shows them to be, on average, a term and a half below their expected in Reading. Year 1: In Reading, 3 Disadvantaged pupils (100% made at least expected progress in Reading) based on 2 terms data only due to the school closure in March as a result of the Covid-19 pandemic. Attainment of PP pupils shows 67% (2 pupils) to be at the expected standard in Reading and 33% (1 pupil) to be a term below expected.
Play Phonics	£4060	To support pupils and prepare them for the Phonics Screening test at the end of Year 1.	Education Endowment Foundation: Phonics <i>'Teaching phonics is more effective on average than other approaches to early reading.'</i>	19 MA pupils took part in the Play Phonics programme. From these, 14 pupils (73% passed a Phonics Screening practice paper in March 2020). 18 LA pupils took part in the Play Phonics programme. From these, 5 pupils (28% passed a Phonics Screening practice paper in March 2020 with an additional 7 pupils (50%) scoring close to the pass mark and expected to pass the Phonics Screening test).
After School Support	£8576	To support underachieving pupils ensuring they make progress in line with their peers	Education Endowment Foundation: Extended School time <i>'Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.'</i>	Year 6 group: 3 PP pupils took part in the weekly Math Club from Year 6. From these, 66% of pupils increased the standardised score achieved when compared to July 2019. All 3 PP pupils achieved a score that placed them at the expected standard In Reading, 4 PP pupils took part in additional Reading support groups. 75% of pupils increased the standardised score achieved when compared to July 2019. All 4 PP pupils achieved a score that placed them at the expected standard with 1 pupil achieving a score that placed them within the Greater Depth band.

Speech & Language	£2968	Planning, delivering and assessing individual S&L programs	Schools own data: Shows those requiring additional Speech and Language make good progress in communication and language development.	5 (23%) out of the 22 children on the SALT register are PP. 3 of the 5 (60%) made at least expected progress in Reading, with one pupil making more than expected. This data is based on two terms due to school closures as a result of the covid-19 pandemic.
Parent Workshops / Packs	£5000	To enable parents to be able to support their child's learning at home.	Education Endowment Foundation: Parental Involvement <i>'Parental involvement is consistently associated with pupils' success at school.'</i>	13 parent workshops took place between September 2019 and March 2020; all later workshops were cancelled due to school closures as a result of the Covid-19 pandemic. 77% of workshops were for Early Phase parents. 16% were for Middle Phase parents and 8% for Upper Phase parents.
Homework books	£3000	To support pupils and their parents ensuring home learning tasks effectively support learning.	Education Endowment Foundation: Parental Involvement <i>'Parental involvement is consistently associated with pupils' success at school.'</i>	Parent survey shows 99% of parents felt that the school better enabled them to support pupils at home.
Additional Swimming	£3595	To ensure all PP pupils are able to swim the required 25 meters by the end of Year 4.		Year 4: 100% of pupils are water confident and can swim the width of the pool. 25% can swim 25m. Year 3: Swimming did not take place as a result of school closure due to the covid-19 pandemic.

Summary

Total PPG received	£91,835
Total PPG expenditure	£91,835
PPG remaining	-£503

