

Camrose Primary School with Nursery

Pupil Premium Initiatives Report: 2020 - 21

There are 77 children on the PP Register. This is based on the April 2021 roll.

Ethnicity

Below show %, based on ethnicity, for the 77 PP children.

Total Number	Any other Asian	Any other mixed background	Any other Grp	Any other White	Black/ African	Black Caribbean	Black/ white Caribbean	Black/ white African	Traveller of Irish heritage	White/ British	Bangladeshi	Pakistani	Indian	Refused
80	15% (12)	3% (2)	7% (5)	24% (21)	13% (10)	4% (3)	4% (3)	5% (4)	12% (9)	8% (6)	2% (1)	3% (2)	3% (2)	0% (0)
% for PP children against whole school														
405	3%	1%	2%	6%	3%	1%	1%	1%	2%	2%	1%	1%	1%	0%

SEN

24 (out of 78 SEND) are Pupil Premium (31% of SEND register) From this:

	<u>Monitoring</u>	<u>K Code</u>	<u>Statement / Care Plan</u>
Form the PP group (out of 24)	54% (13)	46% (11)	0% (0)
% From the entire register (out of 78)	17% (13)	15% (11)	0% (0)

Item	Cost	Objective	Evidence	Impact
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.	34 parents used the uniform voucher sent to them. This equates to 67% of PP Parents using the voucher to purchase uniform for their children. This is a 1% increase compared to previous year.
Resilience training @Friends for Life'	£1910	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) 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'	Cancelled due to staff shortages as a result of Covid-19.
Enrichment	£7685	Enhance the curriculum through practical "hands on" activities that are relevant, stimulating and motivating. To improve the confidence and engagement of pupils generally and increase their enthusiasm for and achievement in core subjects.	Education Endowment Foundation: Extending learning beyond traditional academic priorities 'At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'	The actual cost for enrichment opportunities was £7685.00 This included 8 events and contributing towards the cost of transport for Year 6 to attend PGL.
Extended school day	£6690	To improve the attendance of specific pupils and reduce the number of persistent late pupils.	Education Endowment Foundation: Extended School time '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, behaviour and relationships with peers.'	March 2020 Attendance for all pupils – 95.8% Attendance for PP pupils – 94% Attendance of PP children at -1.8% below others September 2020 – June 2021 Attendance for all pupils – 95.7% Attendance for PP pupils – 93.45% Attendance of PP children at -2.25% below others The gap has increased this year between PP and others.
Helping Handwriting Shine	£2748	To help pupils develop an accurate and fluent handwriting style which will help improve both the presentation, quantity and quality of children's writing.	Education Endowment Foundation: 'There is general evidence that approaches which aim to improve the accuracy and fluency of children's handwriting can improve the presentation, quantity and quality of children's writing.'	Writing assessments show pupil progress is at or above expected for all year groups. PP pupils have also made more than expected progress in Writing across the school.

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	£5496	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. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.'</i>	Reception: 90% of Disadvantaged pupils (9 pupils) made at least expected progress in Reading. 64% 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, 9 Disadvantaged pupils (82%) made at least expected progress in Reading 70% of PP pupils made better than expected progress. Attainment of PP pupils shows 55% (6 pupils) to be at the expected standard in Reading. On average, Year 1 PP children are 2 terms below the expected in Reading.
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>	Year 1 Phonics Screening has been delayed until December 2021 due to school closures and missed learning as a result of the covid-19 pandemic.
Language Development - EYFS	£1770	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>	This was cancelled in Reception due school closures and missed learning as a result of the covid-19 pandemic. 10 Nursery Pupils Baseline At Spring 2, showed the APS for Reading was, on average, 8 points: expected is 11, putting pupils 3 APS (1 year) below expected. Summer 2: the end of the 10 week programme, the APS was, on average, 10.5 showing progress of 2.5 APS in Reading which is above expected progress. Pupils, however remain below the expected standard in Reading by 1.5 terms. The attainment gap narrowed by a term and a half

After School Support	£5864	To support underachieving pupils ensuring they make progress in line with their peers	<p>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></p>	<p>This took place for Year 3 pupils in reading and Math; Year 3 group: 4 PP pupils, all assessed as below the expected standard, took part in the weekly Math Club from Year 3. From these, 100% of pupils increased the standardised score achieved when compared to March 2020. 1 PP pupils achieved a score that placed them at the expected standard, 2 assessed as 'working toward' and 1 remains below expected.</p> <p>In Reading, 5 PP pupils, 3 assessed as below and 2 assessed as significantly below the expected standard, took part in additional Reading support groups. 60% of pupils increased the standardised score achieved when compared to March 2020. 2 PP pupils achieved a score that placed them at the expected standard, 1 was assessed as 'working toward' and 2 remain significantly below expected</p>
Homework books	£2252	To support pupils and their parents ensuring home learning tasks effectively support learning.	<p>Education Endowment Foundation: Parental Involvement <i>'Parental involvement is consistently associated with pupils' success at school.'</i></p>	<p>Although these were purchased and given to pupils, it was decided that from January 2021 all homework would move onto Google Classroom.</p>

Laptops	£10395	FSM pupils have access to online learning / homework	Education Endowment Foundation: The Impact of Digital Technology on Learning <i>'The research evidence over the last 40 years about the impact of computer and digital technologies on learning consistently identifies positive benefits.'</i>	<p>Below shows the % of work completed, by subjects, for PP pupils across the school over the January 21 lockdown.</p> <table border="1" data-bbox="1644 204 2130 555"> <thead> <tr> <th>Subject</th> <th>Wk 1 - 2</th> <th>Wk 3 - 4</th> <th>Wk 5 - 6</th> <th>comment</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>28%</td> <td>35%</td> <td>40%</td> <td>9% increase overall</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>34%</td> <td>39%</td> <td>8% increase overall</td> </tr> <tr> <td>Math</td> <td>34%</td> <td>45%</td> <td>49%</td> <td>15% increase overall</td> </tr> <tr> <td>Science</td> <td>48%</td> <td>46%</td> <td>47%</td> <td>Remained steady throughout</td> </tr> <tr> <td>Foundation</td> <td>44%</td> <td>47%</td> <td>47%</td> <td>3% increase overall</td> </tr> </tbody> </table> <p>The average for other pupils was 55% of work being completed putting PP pupils below this however, an increase over time shows that the support being offered through the provision of laptops was effective at engaging pupils resulting in the gap (in the amount of work being completed) between PP and others narrowed significantly over time.</p>	Subject	Wk 1 - 2	Wk 3 - 4	Wk 5 - 6	comment	English	28%	35%	40%	9% increase overall	Writing	31%	34%	39%	8% increase overall	Math	34%	45%	49%	15% increase overall	Science	48%	46%	47%	Remained steady throughout	Foundation	44%	47%	47%	3% increase overall
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Remote Learning staff training	£2156	To ensure intervention and support continues remotely for PP pupils during lockdown / isolations	Education Endowment Foundation: The Impact of Digital Technology on Learning <i>'The research evidence over the last 40 years about the impact of computer and digital technologies on learning consistently identifies positive benefits.'</i>	<p>Support staff engagement during the Spring lockdown increased 100% compared to during the first lockdown. Support staff felt confident.</p> <p>PP pupil engagement on Google Classroom increased between January 2021 and March 2021 by 20% in English and 15% in Math indicating that the support being offered was effective at engaging pupils.</p>																														
EAL support	£5480	To improve English language skills of initial EAL pupils who are also PP	Education Endowment Foundation: Small group tuition <i>'Overall, evidence shows that small group tuition is effective'</i>	Small group and 1:1 in class support has been offered to all initial EAL pupils.																														

Year 1 support	£3210	To support Year 1 pupils so that the gap is narrowed and pupils catch up on missed learning due to Covid-19	Education Endowment Foundation: Small group tuition <i>'Overall, evidence shows that small group tuition is effective'</i>	<p>Year 1 progress in Reading Expected is 3 points Data is excluding new arrivals; pupils that joined Camrose during the school year.</p> <table border="1" data-bbox="1637 201 2112 466"> <thead> <tr> <th rowspan="2">pupils</th> <th>Whole class -50</th> <th>Boys - 25</th> <th>Girls - 25</th> <th>FSM (PP) - 11</th> <th>HA</th> <th>SEN - 5</th> </tr> <tr> <th>R</th> <th>R</th> <th>R</th> <th>R</th> <th>R</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3.6</td> <td>3.8</td> <td>3.4</td> <td>3.5</td> <td>3.1</td> <td>3.2</td> </tr> </tbody> </table> <p>PP pupils made better than expected progress, generally in line with other groups of pupils.</p> <p>PP children in Year 1 made progress in line or better than their peers in all core areas, averaging 0.5 terms more than expected progress in math and Reading and expected progress in writing.</p>	pupils	Whole class -50	Boys - 25	Girls - 25	FSM (PP) - 11	HA	SEN - 5	R	R	R	R	R	R	Year 1	3.6	3.8	3.4	3.5	3.1	3.2
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Year 1	3.6	3.8	3.4	3.5	3.1	3.2																		
Communication & Language	£4944	To improve Speech & Language skills to support pupils accessing the curriculum across EYFS	Education Endowment Foundation: Small group tuition <i>'Overall, evidence shows that small group tuition is effective'</i>	<p>3 PP pupils in reception benefitted from Speech and Language support. From these pupils:</p> <p>100% made at least expected progress in Listening & Attention and achieved ELG 100% made expected progress in Understanding and achieved ELG 100% made expected progress in speaking and achieved ELG</p>																				
Phonics books	£2320	To improve reading through offering interesting, inspiring books that are matched to pupil phonics ability accurately.	Education Endowment Foundation: Phonics <i>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.'</i>	<p>All books have been matched to the correct phonics range. Every pupil has direct access to the banded books and the opportunity to change their book weekly.</p> <p>Assessment data shows – EYFS: 65% Reception pupils at the expected standard for Reading Phonics screening (taken in Dec 2020 due to covid-19) results show 81% of pupils achieving the expected standard</p> <p>Reception: 90% of Disadvantaged pupils (9 pupils) made at least expected progress in Reading. 64% of PP pupils made better than expected</p>																				

EYFS support	£6810	To support EYFS pupils so that the gap is narrowed and pupils catch up on missed learning due to Covid-19	Education Endowment Foundation: Small group tuition <i>'Overall, evidence shows that small group tuition is effective'</i>	PP children in Reception made progress in line with their peers in all core areas, averaging 1.5 terms more than expected progress in math and just over 1 term more than expected in Reading and writing.
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Summary

Total PPG received	£84990.00
Total PPG expenditure	£84441.00
PPG remaining	£549.00

