

**Camrose Primary School with Nursery**

**Pupil Premium Initiatives Report: 2022 - 23**

There are 85 children on the PP Register. This is based on the September 2022 roll.

**Ethnicity**

Below show %, based on ethnicity, for the 99 PP children.

Total Number	Any other Asian	Any other black background	Any other white background	Any other background	Any Other Mixed background Black/ African	Black Caribbean	Traveller of Irish heritage	White/ British	White Irish	White / Asian	White / Black African	White / Black Caribbean	Pakistani	Indian	Refused	
99 (PP)	17% (17)	1% (1)	28% (28)	6% (6)	3% (3)	12% (12)	1% (1)	9% (9)	8% (8)	1% (1)	1% (1)	3% (3)	3% (3)	2% (2)	2% (2)	1% (1)
305 (Non PP)	12% (37)	1% (3)	61% (185)	1% (3)	1% (4)	6% (18)	1% (1)	0% (0)	3% (8)	0% (0)	4% (11)	1% (2)	1% (2)	1% (4)	7% (20)	1% (2)

**SEND**

21 (out of 99 PP) are on the SEND register (21%) From this:

	<b><u>K Code</u></b>	<b><u>Statement / Care Plan</u></b>
Form the PP group (out of 21)	81% (17)	19% (4)

Item	Cost	Objective	Rationale	Outcomes
Uniform	£7420	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.	Only 50% of PP Parents used the voucher to purchase uniform for their children. <b>This is a 20% decrease compared to previous year.</b> All PP pupils received a pencil case set. Next year: advertise this more and send out vouchers electronically to all PP parents in July.
Enrichment	£10,000	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: <b>Extending learning beyond traditional academic priorities</b> <i>‘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</i>	The actual cost for enrichment opportunities was £9150.00  This included <b>13 events</b> Next year: continue with initiative
Extended school day	£12,000	To improve the attendance of specific pupils and reduce the number of persistent late pupils.	Education Endowment Foundation: <b>Extended School time</b> <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, behaviour and relationships with peers.’</i>	July 2023 Attendance for all pupils – 92.97% Attendance for PP pupils – 91.02% This is below last academic year and below NA Attendance is a priority for next academic year.
Parent Workshops	£7560	To enable parents to be able to support their child’s learning at home.	Education Endowment Foundation: <b>Parental Involvement</b> <i>‘Parental involvement is consistently associated with pupils’ success at school.’</i>	Parent questionnaire shows <b>99% of parents feel</b> that the school helps them to support their child’s learning. A total of 54 parent workshops were led by the school. 11 (20%) for EYFS parents 7 (13%) for KS1 parents 8 (15%) for KS2 parents 28 (52%) All parents invited Next year: Continue
Small Group Tuition – HLTA’s	£2528	To provide targeted support, focused on the specific needs of a small group of pupils, to ensure good progress is made.	Education Endowment Foundation: <b>Small Group Tuition</b> <i>‘Overall, evidence shows that small group tuition is effective’</i>	Year 6: Reading <b>68% of PP pupils</b> achieved the expected standard in KS2 SATs for reading with <b>26.7% attaining Greater Depth</b> Next year: continue with initiative

Leadership Reviews	£1500	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 <i>Continue next year</i>
Phonics Interventions	£8316	To support the development of early reading skills and ensure that the gap for disadvantaged pupils is narrowed early on.	Education Endowment Foundation: <b>Phonics</b> <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: <b>92%</b> of PP pupils made at least expected progress in all core areas. <b>75%</b> of PP pupils made accelerated progress in all core areas. <b>86%</b> of PP children achieved GLD in Reading Comprehension by the end of Reception – an increase of 19% compared to 2022 and above the LA average (78%) <b>81%</b> attained GLD in Word Reading, above the LA average (76%)  Year 1: In Reading, 14 Disadvantaged pupils. <b>86% made at least expected progress with 5% making better than expected progress.</b> <b>71% of PP pupils attained the expected standard in Reading by July 2023.</b> <b>64%</b> of PP children in Year 1 passed the Phonics Screening test. This is below 'other' pupils where 82% passed the screening test.  Year 2: In Reading, 91% of Disadvantaged <b>pupils made expected or better progress</b> <b>64%</b> of PP children achieved the expected standard in Reading – <b>this is an increase of 9% compared to 2022.</b> <b>91% of PP</b> pupils passed the Phonics Screening test by the end of Year 2. <i>Continue next year.</i>
Phonics books	£8070	To support the development of early reading skills both in school and at home and ensure that the gap for disadvantaged pupils is narrowed early on.	Education Endowment Foundation: <b>Phonics</b> <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>	<b>86% made at least expected progress with 5% making better than expected progress.</b> <b>71% of PP pupils attained the expected standard in Reading by July 2023.</b> <b>64%</b> of PP children in Year 1 passed the Phonics Screening test. This is below 'other' pupils where 82% passed the screening test.  Year 2: In Reading, 91% of Disadvantaged <b>pupils made expected or better progress</b> <b>64%</b> of PP children achieved the expected standard in Reading – <b>this is an increase of 9% compared to 2022.</b> <b>91% of PP</b> pupils passed the Phonics Screening test by the end of Year 2. <i>Continue next year.</i>
EYFS support	£10,410	To support EYFS pupils so that the gap is narrowed between PP pupils and non PP pupils	Education Endowment Foundation: <b>Early Years Intervention</b> <i>'Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.'</i>	End of year progress for Reception: <b>86.2%</b> of PP pupils achieved GLD in Reading comprehension which is an increase of 5% compared to 2022 and is above LA by 8% <b>68%</b> of PP pupils achieved GLD in Word Reading which is above LA by 9%  <b>81%</b> of PP pupils achieved the expected standard in Word Reading, an increase of 3% compared to 2022 results and above the LA average by 4%.

Oral Language	£1100	To develop oral language through daily whole class reading and discussion time.	Education Endowment Foundation: <a href="#">Oral Language</a> <i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress'</i>	Reception: 83% of PP pupils attained GLD for Listening and Understanding 83% of PP pupils attained GLD for Speaking									
Reduced Class size	£30,000	To allow teachers increased flexibility for organising learners and the quality and quantity of feedback the pupils receive to help ensure accelerated progress.	Education Endowment Foundation: <a href="#">Reducing Class Size</a> <i>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</i>	Year 3 Attainment: More than expected progress was made by PP pupils in all subjects resulting in the attainment gap narrowing.  <table border="1" data-bbox="1697 363 1962 558"> <thead> <tr> <th colspan="3">Yr 3 Progress FSM (PP) - 19</th> </tr> <tr> <th>Read</th> <th>Write</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>3.42</td> <td>3.37</td> <td>3.16</td> </tr> </tbody> </table> 58% of Year 3 PP pupils attained the expected stand in Math 63% of Year 3 PP pupils attained the expected stand in Reading 53% of Year 3 PP pupils attained the expected stand in Writing Do not continue next year.	Yr 3 Progress FSM (PP) - 19			Read	Write	Math	3.42	3.37	3.16
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Enriching Experiences	£1100	To provide enriching experiences so PP pupils have fun and socialise and try out new experiences (Part of HAF)	DfE: <a href="#">Holiday activities and food programme</a> <i>Research has shown that the school holidays can be pressure points for some families. For some children this can lead to a holiday experience gap, with children from low-income households being:</i> <ul style="list-style-type: none"> <li>less likely to access organised out-of-school activities</li> <li>more likely to experience 'unhealthy holidays' in terms of nutrition and physical health</li> <li>more likely to experience social isolation</li> </ul> <i>The HAF programme is a response to this issue, with evidence showing that free holiday clubs and experiences can have a positive impact on children and young people</i>	December 2022, 40 PP pupils attended the Harrow winter Wonderland experience.  This included travel arrangements, activities, fun experiences and a full Christmas dinner.									

### Summary

Total PPG received	<b>£108,695</b>
Total PPG expenditure	<b>£108,242</b>
PPG remaining	<b>£453</b>

