

Camrose Primary School with Nursery

Pupil Premium Initiatives Report: 2025 - 26

There are 91 children on the PP Register. This is based on the 2025-26 roll.

Ethnicity

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

	Any other Asian	Any other white background	Any other ethnic group	Any Other Mixed background	Black/ African	Traveller of Irish heritage	White / Asian	White / Black African	White / Black Caribbean	Pakistani	Indian	Bangladeshi	Refused
Total Number	53	193	11	8	13	8	12	5	2	14	50	5	2
(PP)	34% (18)	16% (31)	64% (7)	5% (5)	54% (7)	88% (7)	17% (2)	20% (1)	50% (1)	8% (1)	2% (1)	20% (1)	50% (1)
(Non PP)	66% (35)	84% (162)	36% (4)	2% (3)	46% (13)	12% (1)	83% (10)	80% (4)	50% (1)	92% (13)	98% (49)	80% (4)	50% (1)

SEND

16 PP pupils are on the SEND register (40%) From this:

	K Code (31)	Educational Health Care Plan (9)
Form the PP group (out of 16)	49% (15)	12% (1)

Item	Cost	Objective	Rationale	Impact
Uniform	£8000	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.	92% of PP Parents used the voucher to purchase uniform for their children. <i>This is a slight decrease of 7% when compared to previous year.</i> All PP pupils received a pencil case set.
Enrichment	£12,000	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	Education Endowment Foundation: <i>Extending learning beyond traditional academic priorities</i> <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 well-rounded,</i>	The actual cost for enrichment opportunities was £14, 968 This included 46 events, trips or activities. 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: <i>Extended School time</i> <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 2026 Attendance for all pupils – 94.8% a slight increase of 0.7% compared to the previous year. Attendance for PP pupils – 93.05 <i>in line with the previous year.</i>
Parental Engagement	£10,000	To enable parents to be able to support their child’s learning at home.	Education Endowment Foundation: <i>Parental Involvement</i> <i>‘Parental involvement is consistently associated with pupils' success at school.’</i>	Parent questionnaire shows <i>100% of parents feel that the school helps them to support their child’s learning.</i> A total of 64 parent workshops were led by the school.
Small Group Tuition – HLTA’s	£6500	To provide targeted support, focused on the specific needs of a small group of pupils, to ensure good progress is made in Reading.	Education Endowment Foundation: <i>Small Group Tuition</i> <i>‘Overall, evidence shows that small group tuition is effective’</i>	Year 6: Reading <i>60%</i> of PP pupils achieved the expected standard in KS2 SATs for reading with <i>22%</i> attaining Greater Depth

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.
Individualised Learning	£6,100	To support pupils, at an individual level, ensuring that good behaviour for learning leads to good progress	Education Endowment Foundation: Individualised Learning 'Individualised instruction has a positive effect on learners, although there is large variation across studies'	3 pupils received 1:1 individualised learning. 100% of these pupils made expected and often better than progress in all core areas.
Phonics Interventions	£8400	To support the development of early reading skills and ensure that the gap for disadvantaged pupils is narrowed early on.	Education Endowment Foundation: Phonics '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.'	Reception: 100% of PP pupils made at least expected progress in Reading. 80% of PP pupils made accelerated progress in Reading 58% of PP children achieved GLD in Literacy by the end of Reception 65% attained GLD in Word Reading. Year 1: In Reading, 13 Disadvantaged pupils. 92% made at least expected progress with 31% making better than expected progress.
Phonics books	£3500	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: Phonics '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.'	83% of PP children in Year 1 passed the Phonics Screening test. This is however, below 'other' pupils where 93% passed the screening test. Year 2: In Reading, from 11 disadvantaged pupils; 82% of Disadvantaged pupils made expected progress with 29% making more than expected. 75% of the 16 PP pupils passed the Phonics Screening test by the End of Year 2.

EYFS support	£10,500	To support EYFS pupils so that the gap is narrowed between PP pupils and non PP pupils	Education Endowment Foundation: Early Years Intervention <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> Education Endowment Foundation: Small group tuition <i>'Overall, evidence shows that small group tuition is effective'</i>	End of year progress for Reception: 68% of PP pupils achieved GLD in Reading comprehension 65% of PP pupils achieved GLD in Word Reading																					
Oral Language	£12,000	To develop oral language through daily whole class reading and discussion time.	Education Endowment Foundation: Oral Language <i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress'</i>	Reception: 69% of PP pupils attained GLD for Listening and Understanding 71% of PP pupils attained GLD for Speaking																					
EAL Focused Support	£3500	Of our pupil premium children 76 (75%) speak English as an additional language. To support EAL pupils so that they are able to access the curriculum To reduce the attainment gap in Reading for PP pupils who are EAL particularly those new to English.	Education Endowment Foundation: Oral language interventions <i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i> <i>"On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress"</i>	83 PP pupils received weekly interventions throughout the year: Reading progress: <table><tr><th>Year group</th><th>Expected</th><th>More than exp.</th></tr><tr><td>1 - 13</td><td>92%</td><td>31%</td></tr><tr><td>2 - 11</td><td>82%</td><td>29%</td></tr><tr><td>3 - 12</td><td>75%</td><td>34%</td></tr><tr><td>4 - 13</td><td>77%</td><td>23%</td></tr><tr><td>5 - 15</td><td>93%</td><td>20%</td></tr><tr><td>6 - 14</td><td>93%</td><td>29%</td></tr></table>	Year group	Expected	More than exp.	1 - 13	92%	31%	2 - 11	82%	29%	3 - 12	75%	34%	4 - 13	77%	23%	5 - 15	93%	20%	6 - 14	93%	29%
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Enriching Experiences	£3,000	To provide enriching experiences so PP pupils have fun and socialise and try out new experiences (Part of HAF)	DfE: Holiday activities and food programme <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> <i>less likely to access organised out-of-school activities</i> <i>more likely to experience 'unhealthy holidays' in terms of nutrition and physical health</i> <i>more likely to experience social isolation</i> <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 2025, PP pupils from Nursery to Year 3 were invited to the Harrow winter Wonderland experience. This included travel arrangements, activities, fun experiences and a full Christmas dinner.																					

Ensure all pupils have a free school lunch	£10,500	To ensure all PP pupils have a healthy lunch during the school day PP pupils have the option of a healthy school lunch To finance the shortfall in funding of £0.48 per meal per child	Alliance Partnership: The impact of school meal programmes on academic performance and student behaviour. <i>Research undertaken on the impact of nutrition and student behaviour in school overwhelmingly indicates that diets can affect students' behaviour and development.</i> - studies show that carefully planned menus reduce disruptive behaviour and absences - Pupils in primary schools tend to behave comparatively better in class and remain more "on task" in the afternoon after a nutritious lunch.	100% of PP pupils have access to school lunch ensuring they are prepared for learning
Community – Language Barrier	£5,500	To reduce the disadvantage faced by a language barrier by supporting parents in their English therefore enabling them to support their child's learning at home. - ESOL classes - Community Village classes - Parent Surgery weekly - Translation / interpreters	Education Endowment Foundation: Working with Parents to Support Children's Learning <i>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year</i>	90% of parents felt that after the 22 week programme they could support their child's learning at home confidently and 10% felt some improvement in their confidence to support their children at home. 100% of parents felt more confident to help their child with learning 100% of pupils felt proud of their parents 100% of pupils said their parents were able to help their learning at home
ELSA interventions	£9,500	To build upon pupils emotional development to help them cope with life's challenges and find solutions to any problems they may have.	Education Endowment Foundation: Behaviour interventions <i>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i> - Both targeted interventions and universal approaches have positive overall effects (+ 4 months) - There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management	10 groups of pupils; totaling 57 pupils. Assessed through staff and pupil questionnaires: Emotional Awareness – 100% positive change with pupils more able to articulate their emotions Friendship skills – 100% positive change where children can initiate, maintain and understand peer relationships Self Esteem – 100% positive change through increased ability to accept praise, constructive criticism and the development of resilience Anger Management – 100% positive change with pupils more able to recognise developing feelings of anger and adopt strategies to deescalate their mood Social Skills – 100% positive change with pupils able to take turns, share and ask for help if necessary.

Jigsaw Families Positive Parenting	£10,300	To support children and their caregivers with the knowledge, skills and confidence to develop healthy, strong, lasting and loving relationships grounded in psychology and attachment theory.	Education Endowment Foundation: Kevan Collins in TES: 'Parenting can bridge the disadvantage gap – the research is clear' Education Endowment Foundation: Working with Parents to Support Children's Learning <i>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</i>	100% of parents felt empowered by the information received and working alongside each other. 100% of pupils felt that they were more able to communicate with their parents.
The Brilliant Club	£6500	Provide Key Stage 2 pupils with an inspiring experience of university-style learning beyond the curriculum, by bringing university life to the primary classroom, breaking the barriers of access to higher education and promoting a sense of curiosity, wonder and lifelong love of learning.	Education Endowment Foundation: Encouraging participation in learning activities beyond the normal school day to improve aspirations and attainment of primary pupils. <i>Children's University has been tested through a previous EEF trial. This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations.</i>	14 pupils took part. From those pupils: 74% felt that they had a better understanding of Higher Education - a 10% increase compared to at the beginning of the programme. 81% felt that they could go on to University - a 12% increase compared to at the beginning of the programme. 74% felt they would fit in at University a 17% increase compared to at the beginning of the programme.

Summary

Total PPG received	£139,330
Total PPG expenditure	£139,300
PPG remaining	£30

