

# Pupil premium strategy statement for Camrose Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Camrose Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	July 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Sharon Crick Headteacher
Pupil premium lead	Sharon Crick, Headteacher
Governor / Trustee lead	Stacey Brooks, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,695
Recovery premium funding allocation this academic year	£12,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£121,520</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>A high proportion of PP pupils are classified as SEND (31%).</p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education and wellbeing of many of our disadvantaged pupils whom are also SEND have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p>
2	<p>Internal and external assessments indicate that Math and Writing attainment among disadvantaged pupils is significantly below (about 2 terms) that of non-disadvantaged pupils.</p> <p>By the end of KS2 (2019 data) the % of disadvantaged pupils attaining the expected standard in Writing was 6% less when compared to the % of other pupils. In Math 12% less disadvantaged pupils attained the expected standard when compared to other pupils.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in all core areas.</p>
4	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
5	<p>Through observations and conversations with pupils and their families, we find that disadvantaged families generally find it harder to ensure pupils are prepared for school at the beginning of the academic year and throughout. To reduce the effect of the local socioeconomic, gaps</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 2 - 3% lower than for non-disadvantaged pupils.</p> <p>35% of pupils meeting the 'persistently absent' threshold were disadvantaged pupils. This is a 11% increase compared to 2018-19. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved attainment for disadvantaged pupils who are also SEND in all subjects relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>All disadvantaged pupils whom are also SEND make at least expected progress from the on entry baseline assessment in EYFS by the end of KS1 or the KS1 assessment by the end of KS2.</p>
Improved reading attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour issues</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4.3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.</li> <li>• the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 20%; a 15% reduction than currently.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: **£51,514**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 3,</p>
<p>Enhancement of our Reading teaching.</p> <p>Training for all staff</p> <p>Weekly pupil sessions delivered</p> <p>Purchase tablet devices</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 3</p>
<p>Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch-up through the Vocabulary Ninja programme</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 3</p>
<p>After school small group tuition</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2, 3</p>

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Purchase Phonics books including E books for home reading</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing high quality feedback in a range of different forms including written, oral and peer feedback.</p>	<p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes.</p> <p>Providing high-quality feedback to pupils is integral to effective teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1</p>
<p>Phonics</p> <p>To support the development of early reading skills and ensure that the gap for disadvantaged pupils is narrowed early on.</p> <p>Little Wandle Phonics Programme</p> <p>Daily Phonics support</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonic">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonic</a></p>	<p>1, 3</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition and small group tuition are both effective interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-</a></p>	<p>2, 3</p>

the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="https://educationevidence.org/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tuition">group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tui-tion&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£39,336**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance the curriculum through practical “hands on” activities that are relevant, stimulating and motivating; trips, visitors and workshops.</p> <p>To improve the confidence and engagement of pupils generally and increase their enthusiasm for and achievement in core subjects</p>	<p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?</a></p>	4, 5
<p>Embedding principles of good practice set out in the DfE’s advice.</p> <p>This will involve time for admin staff to implement procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	6
<p>Run parent workshops to enable parents to be able to support their child’s learning at home.</p> <p>To support families that may not be able to afford school items so that pupils are prepared for school.</p> <p>Provide laptops for disadvantaged families</p> <p>Provide breakfast club</p>	<p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3, 5
<p>To support pupils, at an individual level, to ensure good behaviour for learning leads to good progress.</p> <p>Provide 1:1 support for high need pupils</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in</p>	All

	<p>particular areas</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £121,520**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

For reference:

Year group	disadvantages	% of cohort
EYFS	11	15%
1	11	21%
2	14	28%
3	8	16%
4	11	22%
5	14	28%
6	12	21%
<b>All</b>	<b>81</b>	<b>21%</b>

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum, particularly writing and math. Disadvantaged pupils, during the year 2018/19 were between 0.5 – 1 term below their peers in core areas of learning. This gap has extended over the last two years to being between 2 – 3 terms below. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources through our newly introduced Google Classroom learning platform.

Although overall attendance in 2020/21 was slightly lower than in the preceding 2 years at 95.3%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.2% lower than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

**Aim: To narrow the attainment gap as a result of disadvantaged pupils making accelerated progress**

Year	Subject	Mar 20	Sept 20	Attainment Gap from expected standard	Dec 20	Attainment Gap from expected standard	July 21 Excluding new arrivals	Attainment Gap from expected standard	Catch up Since Sept 2020
1 (12)	Math	13.55	13.70	2 and a half terms below	15.91	Just over a term below	17.33	A term and a half below	Gap has narrowed by a term
	Reading	13.82	13.60	2 and a half terms below	16.00	1 term below	17.17	2 terms below	Gap has narrowed by a term
	Writing	13.91	13.40	2 and a half terms below	15.73	1 and half terms behind	16.67	2 and a half terms below	Gap did not change
2 (6)	Math	17.75	18.00	1 term behind	18.00	1 and half terms behind	21.50	Half a term below	Gap narrowed by half a term
	Reading	17.75	18.00	1 term below	17.83	2 terms behind	20.75	Over a term below	Gap did not change
	Writing	17.75	17.75	Just over a term below	17.33	2 and a half terms behind	21.00	1 term below	Gap did not change
3 (11)	Math	20.25	18.80	Just over 3 terms below	20.20	3 terms behind	22.25	Almost 3 terms behind	Gap did not change
	Reading	20.38	18.50	3 and a half terms behind	20.00	3 terms below	22.55	2 and a half terms behind	Gap has narrowed by a term
	Writing	19.88	18.20	Just under 4 terms below	19.80	Just over 3 terms behind	22.25	Just over 2 and a half terms below	Gap has narrowed by a term and a half
4 (12)	Math	23.80	23.50	A term and a half behind	25.00	1 term below	26.70	Almost a term and a half below	Gap did not change
	Reading	24.00	23.10	2 terms below	24.80	Over a term below	27.00	1 term below	Gap has narrowed by a term
	Writing	23.58	23.12	2 terms below	24.65	A term and a half below	26.73	Almost a term and a half below	Gap has narrowed by a term and a half
5 (13)	Math	25.73	25.67	2 and a half terms below	26.54	2 and a half terms below	29.45	A term and a half below	Gap has narrowed by a term
	Reading	25.45	25.50	2 and a half terms below	26.23	Over 2 and a half terms below	29.00	2 terms below	Gap has narrowed by half a term
	Writing	25.55	25.17	3 terms below	25.85	3 terms below	28.82	Just over 2 terms below	Gap has narrowed by a term
6 (12)	Math	27.67	26.64	4 and a half terms behind	28.18	4 terms below	31.56	2 and a half terms behind	Gap has narrowed by 2 terms
	Reading	27.33	26.55	4 and a half terms behind	27.82	4 terms below	30.78	Over 3 terms below	Gap has narrowed a term and a half
	Writing	27.00	26.55	4 and a half terms behind	27.82	4 terms below	31.11	3 terms behind	Gap has narrowed a term and a half

## Overall Progress on PP pupils 2020-21 (79 PP pupils)

	Reading	Math	Writing
Less than expected progress	16% (12)	13% (10)	19% (15)
At least Expected progress (Exp+)	27% (21)	40% (31)	28% (22)
More than expected progress	59% (46)	49% (38)	54% (42)

In Reading **85%** of Pupil Premium made at least expected progress. This is a 13% increase when compared to the previous year. 59% of PP pupils made better than expected progress which is 24% above last year figures.

In Math **89%** of Pupil Premium made at least expected progress; 3% more when compared to the previous year. In Math, 49% made better than expected progress which is 22% above last year figures.

In Writing **82%** of Pupil Premium made at least expected progress. This is a 10% decrease compared to last year. 54% of PP pupils made better than expected progress, this is 29% above last year figures.

### **Aim: To support the development of early reading skills and ensure that the gap for disadvantaged pupils is narrowed early on.**

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.

### **Aim: 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.**

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**

**Aim: After School Support to support underachieving pupils ensuring they make progress in line with their peers**

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.

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

**Aim: FSM pupils have access to online learning / homework**

Below shows the % of work completed, by subjects, for PP pupils across the school over the January 21 lockdown.

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

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.

**Aim: Year 1 support to ensure that the gap is narrowed and pupils catch up on missed learning due to Covid-19**

Year 1 progress in Reading

Expected is 3 points

Data is excluding new arrivals; pupils that joined Camrose during the school year.

pupils	Whole class - 50	Boys - 25	Girls - 25	FSM (PP) - 11	HA	SEN - 5
	R	R	R	R	R	R
<b>Year 1</b>	<b>3.6</b>	<b>3.8</b>	<b>3.4</b>	<b>3.5</b>	<b>3.1</b>	<b>3.2</b>

PP pupils made better than expected progress, generally in line with other groups of pupils.

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.

**Aim: To improve Speech & Language skills to support pupils accessing the curriculum across EYFS**

3 PP pupils in reception benefitted from Speech and Language support. From these pupils:

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

**Aim: To support EYFS pupils so that the gap is narrowed and pupils catch up on missed learning due to Covid-19**

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.

**Aim: To improve reading through offering interesting, inspiring books that are matched to pupil phonics ability accurately.**

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.

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

Reception: 90% of Disadvantaged pupils (9 pupils) made at least expected progress in Reading.

64% of PP pupils made better than expected.