

Pupil premium strategy statement for Camrose Primary School

This statement details our school's use of pupil premium funding (for the 2023 to 2026 academic year) 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	2023/2024 to 2026/2027
Date this statement was published	September 2023
Date on which it will be reviewed	February 2024
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	£136,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136,010

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.

We have undertaken a detailed and comprehensive review of our disadvantaged group. This is rooted in detailed research and analysis, and as a result of the findings, we have a very clear picture of who is disadvantaged in our setting and the nature of the particular barriers to progress.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Overcoming barriers to learning is at the heart of our use of pupil premium. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil, and instead we identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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 integral to wider school plans.

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>Attendance</p> <p>The link between attendance and academic achievement in schools has been evident for many years. Department for Education (DfE) research in 2013/14 showed that “as the level of overall absence across the relevant key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 decreases.”</p> <p>Current whole school attendance for 22-23 is at 92.6%. This is in line with the national average however, is significantly below pre-pandemic figures when attendance was consistently at 95.5%</p> <p>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 an 11% increase compared to 2018-19. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress</p>
2	<p>Community – Language Barrier</p> <p>At Camrose Primary School we have a large proportion of our children who speak English as an additional language: 86% and some of these children are also new to English.</p> <p>Of our pupil premium children 76 (75%) speak English as an additional language. Many of our children arrive with oracy and communication skills which are below the expected standard, which makes accessing the curriculum difficult for them.</p> <p>In addition, alongside the increase in the number of EAL pupils, the number of parents who are new to English has also increased. Assessments, observation and parent meetings have shown this further disadvantage some pupils due to lack of parental support with learning.</p>
3	<p>Community – Parental Engagement</p> <p>In some cases, the parents of pupils eligible for Pupil Premium do not attend key events at school.</p> <p>We have seen a decrease in the number of parents engaging with information sharing meetings and parent workshops to support learning / additional support plans yet recognise the impact that parental engagement can have in a child's progress.</p>
4	<p>Additional Need (SEND)</p> <p>A high proportion of PP pupils are classified as SEND (21%).</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>
5	<p>Attainment</p> <p>Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below (about 2 terms) that of non-disadvantaged pupils.</p> <p>By the end of KS2 (2023 data) the 68% of disadvantaged pupils attaining the expected standard in Writing was 5% less when compared to the 73% of other pupils.</p>
6	<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. Examples of which are: lack of visits to parks, museums, place/areas of cultural interest, performances and sporting activities. Research suggests this has a negative impact on progress in many areas of the curriculum (EEF, 2021).</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
<p>Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> 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%. 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.
<p>Community – Language Barrier</p>	<ul style="list-style-type: none"> Sustained parent numbers, year on year, attending ESOL classes with some parents attaining an accredited qualification (Skills for Life) Parent voice from those new to English, indicate increased number of parents feel able to support their child's learning at home. Tracking of EAL Proficiency Levels (codes A – C) shows those pupils assessed, on entry at code A - New to English, progress into Code C within three years.
<p>Community – Parental Engagement Parents to be regularly engaging with schools to enhance their child's learning and boost progress over time</p>	<p>Analysis of key events eg parents evening attendance, homework outcomes, attendance at academic events will show an upward trend:</p> <ul style="list-style-type: none"> Increase in the completion of home learning, specifically regular reading. Increase in number of parents attending workshop sessions aimed at supporting their child's learning <p>100% attendance at parent consultation meetings</p>
<p>Additional Need (SEND) Improved attainment for disadvantaged pupils who are also SEND in all subjects relative to their starting points as identified through baseline assessments.</p>	<ul style="list-style-type: none"> Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/26. All disadvantaged pupils whom are also SEND make at least expected progress at the end of each school year and from the on entry baseline assessment in EYFS by the end of KS2. All non-SEND pupil premium children will meet expected standards in math, reading and writing at the end of each school year and from the on entry baseline assessment in EYFS by the end of KS2.
<p>Attainment Improved writing attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes in 2025/26 show that disadvantaged pupils meeting the expected standard is in line with others</p>
<p>Enrichment All children will have access to a range of enrichment opportunities to enhance their learning and life experiences.</p>	<ul style="list-style-type: none"> Each year group will have a trip/visitor linked to each foundation subject topic Pupil premium children will be able attend all of these enrichment activities and will be entitled to subsidised funding (50%) Enrichment lead will have created a range of supplementary enrichment activities which link to learning across the curriculum

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: **£37,459**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	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:	4, 5
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	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 4, 5

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
Providing high quality feedback in a range of different forms including written, oral and peer feedback.	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. Providing high-quality feedback to pupils is integral to effective teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	4, 5
Phonics To support the development of early reading skills and	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading	2, 4, 5

ensure that the gap for disadvantaged pupils is narrowed early on. Little Wandle Phonics Programme Daily Phonics support	skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonic	
--	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£67,881**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the curriculum through practical “hands on” activities that are relevant, stimulating and motivating; trips, visitors and workshops. To improve the confidence and engagement of pupils generally and increase their enthusiasm for and achievement in core subjects	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 https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?	6
Embedding principles of good practice set out in the DfE’s advice. This will involve time for admin staff to implement procedures.	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 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 2, 3
Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. Including: <ul style="list-style-type: none"> • Approaches and programmes which aim to develop parental skills such as literacy / English language • General approaches which encourage parents to support their children with, for example reading or homework • The involvement of parents in their children’s learning 	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5

activities		
Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours.	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 3, 5, 6
Social and Emotional Learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 3, 6
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: £137,465

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 **2022 to 2023** academic year.

For reference:

Year group	disadvantages	% of cohort
EYFS	15	18%
1	13	22%
2	12	24%
3	20	38%
4	14	25%
5	13	25%
6	16	31%
All	103	25%

Overall Progress on PP pupils 2022-23 (99 PP pupils)

	Reading	Math	Writing
Less than expected progress	9% (9)	8% (8)	16% (16)
At least Expected progress (Exp+)	59% (59)	61% (61)	53% (53)
More than expected progress	31% (31)	30% (30)	30% (30)

In Reading **91%** of Pupil Premium made at least expected progress. This is a 6% increase when compared to the previous year. 31% of PP pupils made better than expected progress which is 28% below last year figures. 54% of PP pupils were assessed as at the expected standard for reading.

In Math **92%** of Pupil Premium made at least expected progress; 3% more when compared to the previous year. In Math, 30% made better than expected progress which is 19% below last year figures. 53% of PP pupils were assessed as at the expected standard for math.

In Writing **84%** of Pupil Premium made at least expected progress. This is a 2% increase compared to last year. 30% of PP pupils made better than expected progress, this is 24% below last year figures. 48% of PP pupils were assessed as at the expected standard for writing.

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

Reception: 92% of Disadvantaged pupils (11 pupils) made at least expected progress in Reading. 75% of PP pupils made better than expected progress.

Attainment of PP pupils shows them to be, on average, just over half a term below expected in Reading.

Year 1: In Reading, 12 Disadvantaged pupils (86%) made at least expected progress in Reading with only 5% of PP pupils making better than expected progress.

Attainment of Year 1 PP pupils shows 71% (10 pupils) to be at the expected standard in Reading. On average, Year 1 PP children are half a term 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

Autumn 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, 10.7 showing progress of 3 APS in Reading which is expected progress.

Pupils, however remain below the expected standard in Reading by 2 terms.

The attainment gap narrowed by a term.

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 term more than expected progress in all subjects. The attainment gap narrowed by half a term in Math and Reading.