

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	404
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2026/2027 to 2029/2030
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sharon Crick Headteacher
Pupil premium lead	Sharon Crick, Headteacher
Governor / Trustee lead	Nitin Parekh, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30
Total budget for this academic year	£134,420

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.

Decisions made on how the pupil premium funding is spent are taken with the school's context in mind and informed by research conducted by the Educational Endowment Fund, among others. We have undertaken a detailed and comprehensive review of our disadvantaged group and 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 the needs of all pupils, 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	Attendance 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.” Current whole school attendance for 25-26 is at 94.2%. This is in line with the national average however, is below pre-pandemic figures when attendance was consistently at 95.5% 2026 Attendance data indicates that attendance among disadvantaged pupils has been on average 2% lower than for non-disadvantaged pupils. In July 2026 disadvantaged pupils meeting the ‘persistently absent’ threshold is at 24.3%. This is 6.1% higher than non PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. Disadvantaged pupils have higher levels of absence which impacts negatively on their learning as they often miss the carefully sequenced components of the curriculum. There is a considerable gap between persistently absent pupils that are in receipt of pupil premium and those not receiving the grant.
2	Community – Language Barrier / Parental Engagement 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. Of our pupil premium children 52% 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. 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.
3	Additional Need (SEND) A high proportion of PP pupils are classified as SEND (24%). SEND who also face additional socio-economic barriers are effectively ‘doubly disadvantaged.’
4	Attainment Internal and external assessments indicate that attainment among disadvantaged pupils is below (about 1 term) that of non-disadvantaged pupils. By the end of KS2 (2026 data) the 50% of disadvantaged pupils attaining the expected standard in Reading, Writing & math combined compared to 73% of others.
5	Enrichment 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).

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
Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • 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 10% and the figure among disadvantaged pupils being no more than 15%; a 5% reduction than currently.
Community – Language Barrier	• 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.
Community – Parental Engagement Parents to be regularly engaging with schools to enhance their child's learning and boost progress over time	Analysis of key events eg parents evening attendance, homework outcomes, attendance at academic events will show an upward trend: • 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 • 100% attendance at parent consultation meetings
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.	• Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2029/30. • 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. •
Attainment Improved reading attainment among disadvantaged pupils.	• The percentage of non-SEND pupil premium children attaining the expected standards in math, reading and writing combined, by the end of KS2, will be in line with their peers.
Enrichment All children will have access to a range of enrichment opportunities to enhance their learning and life experiences.	• 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 **each academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£36,500**

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:	3, 4
Oral language intervention strategies: • scaffolding pupils' speaking and listening; • modelling high-quality speaking and listening; • modelling metacognitive strategies for reading comprehension; • using dialogic approaches; • providing feedback; and • teaching pupils how to use an oral language strategy for learning.	<i>'On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).'</i> Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3, 4

Targeted academic support (for example; one-to-one support structured interventions)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively	Small group tuition has an average impact of four months' additional progress over the course of a year. <i>'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds'</i>	2, 3, 4

on a small number of learners, usually in a separate classroom or working area.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Extending school time involves increasing allocated learning time in school for some or all pupils: Targeted before- and after-school programmes; including small groups.	<i>'Extending school time might lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning.'</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2, 3, 4
Teaching Assistant Interventions to support the teacher in the general classroom environment and to provide targeted interventions delivered both ins and out-of-class.	<i>'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.'</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 4

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

Budgeted cost: **£57,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: - Approaches and programmes which aim to develop parental skills such as literacy / English language - General approaches which encourage parents to support	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

their children with, for example reading or homework • The involvement of parents in their children's learning activities		
Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	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	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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: £134,300