



Camblesforth CP Academy Pupil Premium Strategy Statement

1. SUMMARY INFORMATION			
School	Camblesforth CP Academy	Total PP Budget	£22,440 (April 2018 - March 2019)
Academic Year	2018-2019	Number of children Eligible for PP	Currently 9 children in receipt of PP funding.
Total Number of children	74	Date of internal PP Review	27/09/2019

Whole school 2018 Overview

Reading, Writing & Maths - Year 6 (Cohort of 17 children)					Reading, Writing & Maths - Year 2 (Cohort of 14 children)					GLD (Cohort of 8 children)				
School	PP	Non-PP	National Gap	School Gap	School	PP	Non-PP	National Gap	School Gap	School	PP	Non-PP	National Gap	School Gap
41%	33%	45%	%	-12%	43%	%	%	%	-	75%	N/A	75%	%	N/A

2. BARRIERS TO FUTURE ATTAINMENT (for children eligible for PP)

In-school barriers

- | | |
|----|---|
| A. | <u>Social, Emotional and Wellbeing Needs</u> – A large majority of Pupil Premium children have additional needs including social and emotional barriers, poor behaviour for learning including low resilience that impedes on progress. |
| B. | <u>Attainment and Progress</u> – PP child is below age related expectation and group average on entry in Reception and there is a significant difference between the progress of PP children in reading, writing and maths compared to the national average of non-disadvantaged pupils. |

External Barriers

- | | |
|----|---|
| C. | <u>Supporting Vulnerable Families</u> - Some of our families struggle financially, attendance rates and safeguarding issues are all external barriers. |
| D. | <u>Lack of Opportunities to Experience and Understand the World Around Us</u> - impacting on progress in school with children unable to draw upon experiences in their learning (lack of vocabulary, inference for reading, experiences to draw upon in writing) |

3. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	<p><u>Social, Emotional and Wellbeing Needs</u></p> <ul style="list-style-type: none"> ● The behaviour within the school remains good and improves even further. ● Children have improved resilience and self-esteem ● Children can work independently with confidence with positive self belief in their outcomes, showing the same engaged behaviour for learning as their peers. <p>Measure:</p> <ul style="list-style-type: none"> ● PUMA/PIRA/NGRT and Teacher Assessment data capture each cycle. ● End of year KS1 data ● End of year KS2 data ● End of year EYFS data ● Pupil progress meetings teacher assessment shows improved children's personal development, behaviour and wellbeing (PDBW) ● Pupil voice will show improved behaviour for learning and resilience 	<ul style="list-style-type: none"> ● Assessment show improved progress scores for PP children ● Pupil voice surveys show an improved level of self-esteem for all vulnerable pupils including PP children. ● Percentage of PP children on 'wobbly' and 'unacceptable' is reduced. ● Tracking data shows the gap is closing between outcomes in KS1 and KS2 for PP children in line with their peers across all year groups. ● Exclusion data will be 0%

<p>B.</p>	<p><u>Attainment and Progress</u></p> <ul style="list-style-type: none"> • The gap between progress outcomes in reading, writing and maths for PP children compared to the national average of non-disadvantaged pupils is closing • The gap between progress outcomes for PP child and peers is reduced. <p>Measure:</p> <ul style="list-style-type: none"> • PUMA/PIRA/NGRT and Teacher Assessment data capture each cycle. • End of year KS1 data • End of year KS2 data • End of year EYFS data • Year 1 and 2 phonics data 	<ul style="list-style-type: none"> • End of KS2 data shows an improved percentage of PP children achieve expected standard or above in combined Reading, Writing and Maths further in line with national. • End of KS2 data shows an improved percentage of PP children achieve expected standard or above in separate subjects of Reading, Writing and Maths further in line with national. • End of year KS2 data shows a reduced difference of outcomes and progress between PP children and the national average of non disadvantaged. • End of year data shows the gap is closing between outcomes of PP children in all years and their peers. • End of EYFS data shows the gap is closed from on entry data to achieving GLD.
<p>C.</p>	<p><u>Supporting Vulnerable Families</u></p> <ul style="list-style-type: none"> • An increase in the number of families being able to access the support and services that they require. • Outcomes for all children continue to improve further • Concerns / Issues raised are acted upon swiftly and relevant and appropriate support provided in a timely manner <p>Measure:</p> <ul style="list-style-type: none"> • Pupil voice • Parental voice • CPOMs data • Attendance data • Referral data • PP closing the gap forms 	<ul style="list-style-type: none"> • Attendance for PP children is at least in line with national. • The percentage of persistent absence and lates has decreased. • Parent surveys show improved parental involvement. • Decreased safeguarding referrals
<p>D.</p>	<p><u>Lack of Opportunities to Experience the World Around Us</u></p> <ul style="list-style-type: none"> • PP children are drawing on a wider range of experiences to improve progress across all subjects in school. <p>Measure:</p> <ul style="list-style-type: none"> • Internal progress data throughout the year. • End of EYFS data (July 2019) • Analysis of the percentage of children achieving their targets on their Individualised Speech and Language Programmes • Number of children accessing Speech and Language interventions 	<ul style="list-style-type: none"> • End of year data shows the gap is closing between progress of PP children and their peers • Teacher tracker shows improved use of vocabulary by PP children across all subjects and improved pupil voice • Sports School Premium review document shows all PP children have taken part in sporting events, including competitive sports. • PP closing the gap forms shows • Increase in the number of children accessing extra-curricular activities has increased improving experiences. • PP children in Years 3-6 attend a residential to improve experiences.

4. PLANNED EXPENDITURE 2018/19						
i <u>Quality of teaching for all</u>						
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Behaviour for learning improves, including children's resilience and stamina resulting in accelerated progress	Embedding Restorative Practice to improve pupil voice. Behaviour, wellbeing and safeguarding Trust Lead is part of the SLT and will drive improvements in teaching of growth mindset. Introduction of Behaviour and Wellbeing mentor to monitor and support classes. Weekly class circles and assemblies are themed around mindset and each day every class has a designated 20 minutes mindset and well being teaching session.	Research into the impact of improved growth mindset shows improved outcomes for children both in social wellbeing and pupil attainment.	Weekly well planned themes will be reviewed by SLT and impact on learning discussed during pupil progress meeting. Behaviour, wellbeing and safeguard Trust lead will coach and support new Behaviour and Wellbeing mentor with whole class support	SLT	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6
B.	Accelerated progress of PP children, closing the gap between outcomes of PP children and their peers	Children use subject limiting judgements effectively to plan improvements in their work. Teacher performance management targets clearly linked to SEF, SDP. Teacher CPD links clearly to SDP and targets from	High standards of teaching provision and practice ensure high outcomes for learners.	Teacher tracker observations indicate higher proportions of learners making accelerated levels of progress within lessons Teacher tracker observations evidence increased levels of pupil participation and increased	SLT	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6

		<p>teacher tracker. Improved rigor around monitoring and assessment and pupil progress meetings. Quality first teaching and an inclusive approach will reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. Quality wave 1 teaching will be monitored by all curriculum teams during learning walks and team actions as a result. Team teach programme each term for every member of teaching team in every year. Additional support in Year 6 and year 2 to improve outcomes for all and close the progress gap.</p>		<p>progress Book looks demonstrate increased progress Improved pupil progress meetings using triangulation of data, books looks, observations.</p>		
ii	<u>Targeted Support</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	To provide a tailored well-being provision for those children with social, emotional and behavioural	Introduction of Behaviour and Wellbeing mentor to monitor vulnerable children and plan and deliver	Restorative Practice research shows a positive impact on pupils' social, emotional and behavioural	Behaviour, wellbeing and safeguarding Trust Lead is part of the SLT and will drive improvements in	SLT Behaviour and Wellbeing Mentor	End of HT1 End of HT2 End of HT3 End of HT4

	needs.	<p>bespoke intervention to improve self esteem, resilience and their wellbeing.</p> <p>Closer working with parents of vulnerable children to ensure bespoke intervention is effective in supporting their needs.</p> <p>Designated Hub in school to support children with additional social and emotional needs.</p> <p>'Hub club' on a lunch time to support those children identified as needing extra social, emotional support.</p> <p>Training of Restorative champions to enable children to support each other and solve problems.</p>	<p>needs.</p> <p>Raising the profile of the importance of positive child social, emotional and wellbeing enables children to feel safe and secure within the school environment.</p> <p>Provision effectively reflecting and meets the needs of vulnerable children.</p> <p>Raised self-esteem and attitudes allow for children accessing the curriculum in class leading to raised levels of attainment .</p>	<p>teaching of growth mindset.</p> <p>Improvements in behaviour</p> <p>Reduction in the number of children on report and inclusion. Reduction in the number of unacceptables.</p> <p>Improvements in self-belief and self-worth.</p> <p>Teacher tracker focus</p> <p>Pupil voice.</p> <p>Case studies.</p> <p>Pupil progress meetings using pupil premium closing the gap documents with actions for next steps clearly evidenced.</p>		<p>End of HT5</p> <p>End of HT6</p>
B.	To raise attainment ensuring that all children in each year group make accelerated progress.	<p>Same day interventions in an afternoon.</p> <p>Teaching and learning teams all have responsibilities for pupil progress and is shown in everyone's performance management.</p> <p>Share of Assistant Teachers with more emphasis on where the need is identified from teacher and data assessment.</p>	<p>Provide targeted interventions and in class support for Pupil Premium children to ensure that they make accelerated progress in reading, writing and maths.</p>	<p>The gaps between the attainment of pupil premium children and non pupil premium children close</p>	<p>SLT</p> <p>All teaching and learning teams</p>	<p>End of HT1</p> <p>End of HT2</p> <p>End of HT3</p> <p>End of HT4</p> <p>End of HT5</p> <p>End of HT6</p>
C.	Working with families to improve attendance of PP children and family support.	<p>Behaviour, Wellbeing and Safeguarding Lead with work with Behaviour and</p>	<p>Provide support for families who may need extra support.</p>	<p>Regular weekly checks of attendance data.</p> <p>Summary attendance data</p>	<p>SLT</p>	<p>End of HT1</p> <p>End of HT2</p> <p>End of HT3</p>

		<p>Wellbeing Mentor and the rest of SLT to provide extra opportunities to support families and children.</p> <p>SLT to continue to embed a robust attendance system to identify early concerns regarding persistent absentees and those children regularly late for school.</p> <p>Rigor around attendance data analysis.</p> <p>Termly attendance letters.</p> <p>Identification of persistent absence register.</p> <p>Weekly phone calls to parents of children with attendance concerns.</p> <p>Attendance awards.</p>	<p>Work with parents to improve attendance and reduce any barriers to their child attending school (building on positive impact of working with parents the previous year)</p>	<p>every cycle.</p> <p>Weekly 'Classopoly' to raise the profile of positive attendance will show improved attendance (as seen in previous year).</p>		<p>End of HT4</p> <p>End of HT5</p> <p>End of HT6</p>
D.	<p>Ensure that PP children attend residentials, school trips, clubs and sporting events to widen range of opportunities and improve progress.</p>	<p>School ensures that funding is available to support parents who struggle financially to ensure PP children attend trips and residentials.</p> <p>Sports events are planned so PP children have a range of experiences throughout the year.</p>	<p>Children have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. Children can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement. Greater aspirations for all children as they gain experience of the wider world around them.</p>	<p>Pupil voice</p> <p>Case studies which demonstrate increased aspirations</p> <p>Book scrutinies demonstrate that pupils use this knowledge and additional experience to further improve their reading and writing.</p>	<p>SLT</p> <p>Behaviour,</p> <p>Wellbeing and</p> <p>Safeguarding</p> <p>Lead</p> <p>PE Lead</p> <p>SENDSCO</p>	

iii	<u>Other</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
D.	To ensure children and their families receive access to opportunities outside of curriculum lessons.	A range of activities in school and outside of school are arranged and publicised to enable as many families to join in learning and be part of school life. Information is regularly shared on the website, via BLOOMZ and in person to ensure all parents are aware of opportunities.	Any potential barriers to family involvement and family support are addressed ensuring all families have equal access to opportunities for their child.	Teachers plan and monitor in teaching and learning teams, a range of opportunities for children and families to participate then feedback to teaching and learning team before future planning of events. Parent forum and parent questionnaires. Pupil voice	SLT	End of HT1 End of HT2 End of HT3 End of HT4 End of HT5 End of HT6
TOTAL BUDGETED COST						£22,440

5. REVIEW EXPENDITURE (Previous Academic Year 2017/18)

i Quality of teaching for all

	Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
A.	<p>Improve progress of all PP children and close the gap between PP children and their peers</p>	<p>Support underachieving pupils in literacy and numeracy by providing quality first teaching, supported by well-trained classroom support staff. Each year group is supported by trained AT's/HLTAs</p> <p>Increased support staff for those classes with higher percentages of PPG pupils</p> <p>Extra opportunities with specialists embedded within the curriculum for all as part of the extended school day to provide greater opportunities for PPG pupils.</p> <p>Purchase of licenses for IT programmes (NumberGym, TTRockstars, Nessy etc) to support with home-school learning partnerships</p>	<p>End of KS2 data shows improve progress of PP children. Children have started to have a wider range of experiences reflected in improved progress.</p>	<p>Although outcomes for PP children are improving, the gap between progress outcomes in reading, writing and maths for PP children compared to the national average of non-disadvantaged pupils needs to show a rapid reduction next year. Earlier transition and boosters need to be in place to ensure this happens</p> <p>Further opportunities for PP children has increased this year but needs to continue to provide a wider range of opportunities so children have a much wider range of experiences</p>	<p>£8,500</p>
B.	<p>Improve PP children self esteem and resilience reflected in improved progress</p>	<p>Weekly restorative circles for KS1 and KS2 children delivered by trained staff to support all children including vulnerable PPG children</p> <p>Extra support by academy behaviour and wellbeing lead.</p>	<p>Behaviour for learning has improved shown in pupil voice and progress. Clear SEND assessment has improved quality first teaching with input from SENDCO.</p> <p>Teachers have regular reviews, putting in place further actions resulting in positive impact on pupil</p>	<p>Children's resilience, self-esteem and mindset is starting to improve but specific focus on growth mindset next year will ensure this improves rapidly.</p>	<p>£6,500</p>

		Special Educational Needs provision.	self esteem. Pupil resilience and growth mindset needs extra support.		
ii Targeted Support					
	Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
A.	Improve progress of all PP children and close the gap between PP children and their peers	1:1 & small group pupil support as needed through precision sessions Matched interventions for all children, adapted as needed. Early support for PPG pupils with special educational needs whilst awaiting SEN funding. Support for KS1/KS2 PPG pupils with identified barriers to learning through directed support from assistant teachers. SEN/ intervention training for staff to support PPG pupils	PP children have made better progress but some are still well below expected attainment. Targeted intervention has resulted in progress across RWM. Outside agency support with assessment and actions has impacted positively on improved provision and teaching and learning for all children. Clearer assessment system is in place so targeted intervention is smarter, resulting in improved progress.	As assessment systems are now being used effectively, interventions and timings of interventions will improve even further. Pupil progress meetings with all teaching staff involved are effective in actioning next steps for PP pupils.	£2,000
B.	Improve PP children self esteem and resilience reflected in improved progress	Support for PPG pupils with identified barriers to learning through a range of targeted emotional/mental health/SEN interventions (anger management, Worry-box, social groups, communicating print, Nessy, outside agency support. Purchase of resources to support children with social	Some targeted interventions have shown positive impact. Behaviour for learning is improving and PP children's self esteem is growing but more whole class growth mindset needs to be in place.	Further whole school inclusive approach to growth mindset alongside targeted mindset interventions now need to happen. Growth mindset at the beginning and end of a session with targeted children will be started.	£1,200

		and emotional mental health difficulties. Extra support in 'The Hub' for KS1 and KS2 which addresses children's learning, behaviour, emotional and social needs through small groups			
C.	Improve attendance and opportunities for PP children	PP children to be offered free access to breakfast club so they have a positive start to the day with a healthy breakfast, improving the punctuality and attendance of targeted families, whilst providing a nutritious breakfast and a calm start to the school day. Subsidy of School Curriculum trips, residential, school meals. The school makes the decision to fund opportunities where applicable. No child forgoes an experience owing to financial hardship.	Improvement in attendance and in school on time shown. Some families did not want to take up this offer but stronger links are being made with these families to give any extra support. Subsidising school trips has impacted on improved progress for those PP children.	Further opportunities for children to experience both in and out of school to be developed further next year.	£200
iii	Other				
	Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost
C.	Supporting vulnerable families to improve child wellbeing.	Dedicated time for SLT to work with families of PPG pupils to increase attendance percentages and improve punctuality. Behaviour and wellbeing	A clear attendance system is now in place with support given to families resulting improved PP child wellbeing seen during teacher tracker, pupil voice and parent voice. School and some families have used	As school works with more families and builds even better relationships, improvements to child wellbeing will increase even further. The use of outside agencies,	£6,000

		<p>lead and SENDCo continuing to target and support all families. This often specifically lies around issues with behaviour, issues at home, links with social services and health and also positively around supporting self-esteem and well-being.</p> <p>Dedicated time working with PPG pupils and families and multi-agency safeguarding teams, including Child in Need and Child Protection Plans, as well as regular liaison with professionals from Children's Social Care</p>	<p>links with prevention to support children both in school and at home with improved behaviour, well being and self esteem. Pupil voice and behaviour for learning has shown positive impact of support.</p> <p>Links with social care and SEND agencies has improved support given in school.</p>	<p>such as Prevention, to support families and school has not always been taken up by parents to help support. More ways to encourage parents who need support to use this service, need to be addressed.</p>	
<p>£24,400 TOTAL BUDGETED COST</p>					

6. ADDITIONAL INFORMATION

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