



Camblesforth CP Academy Pupil Premium Strategy Statement

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support raising of attainment for the most vulnerable pupils.

At Camblesforth, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

- We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.
- We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

1. SUMMARY INFORMATION			
School	Camblesforth CP Academy	Total PP Budget	£14,780 April 2019 - March 2020 (April 2020 funding)
Academic Year	2019-2020	Number of children Eligible for PP (1-6) (R-6)	Currently 7 children in receipt of PP funding. Currently 12 children in receipt of PP funding
Total Number of children	79	Date of internal PP Review	July 2020

Whole school 2019 Overview

Reading, Writing & Maths - Year 6 (Cohort of 17 children- 1 service child)					Reading, Writing & Maths - Year 2 (Cohort of 11 children)					GLD (Cohort of 8 children - 1 service child)				
School	PP	Non-PP	National Gap	School Gap	School	PP	Non-PP	National Gap	School Gap	School	PP	Non-PP	National Gap	School Gap
71%	75%	66%	%	+9%	73%	0%	73%	0%	0%	87%	100%	86%	%	+14%

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

In-school barriers

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| 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 progress is accelerated to bring them inline with non-disadvantaged |

External Barriers

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| 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) with the additional focus on developing higher order thinking |

3. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	<u>Social, Emotional and Wellbeing Needs</u> To increase the range of services and experiences available to support the resilience and mental health of PPG (including LAC ad previously LAC)	<ul style="list-style-type: none"> • Audit of emotional and emerging mental health issues shows all children are receiving the appropriate intervention and support from the pupil support team • Exclusion data will be 0%
B.	<u>Attainment and Progress</u> To raise attainment for all PP children to ensure it is in line with national for reading and writing across KS1 and KS2. To ensure high ainments of higher achieving pupil premium children.	<ul style="list-style-type: none"> • Assessment data showing progress inline with non PP and meeting year group expectations
C.	<u>Supporting Vulnerable Families</u> To increase the number of families being able to access the support and services that they require. High percentage of families attend workshops to help support children's learning.	<ul style="list-style-type: none"> • Attendance for PP children is at least in line with national. • Parent surveys show improved parental involvement. (Autumn term) • Decreased safeguarding referrals for PP children.

D.	<p><u>Lack of Opportunities to Experience the World Around Us</u> PP children are able to draw on a wider range of experiences to improve progress across all subjects in school.</p>	<ul style="list-style-type: none"> • Hard and soft data demonstrates an increased attainment
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4. PLANNED EXPENDITURE 2019-2020						
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	Impact July 2020
A.	<p><u>Social, Emotional and Wellbeing Needs</u> To increase the range of services and experiences available to support the resilience and mental health of PPG (including LAC ad previously LAC)</p>	<p>Embedding Restorative Practice to improve pupil voice. Behaviour, wellbeing and safeguarding Trust Lead to support SLT and will drive improvements in teaching of growth mindset.</p> <p>Introduction of pupil support team and lead restorative lead to monitor and support classes.</p> <p>Weekly class circles and assemblies are themed around mindset</p> <p>Using CAMHS to strategically develop whole school interventions, group interventions and early help across school.</p> <p>Through the new weekly safeguarding review , children identified and will be provided with additional support from KT</p> <p>Restorative Champions are trained and deliver peer support model across school including EYFS to raise self-esteem, positive behaviour and develop a solution focused approach to conflict.</p> <p>Forest schools delivered in the summer term for PP</p>	<p>Research into the impact of improved growth mindset shows improved outcomes for children both in social wellbeing and pupil attainment.</p>	<p>Cycle 1: Carry out an emotional and mental health review of all children and set actions.</p> <p>Establish a 'watch list'</p> <p>Smaller groups interventions -a child's questionnaire pre and post to evaluate impact.</p> <p>At the end of each cycle week 10- interventions evaluated alongside progress the child is making and attendance.</p>	<p>DC</p> <p>KT</p> <p>VS</p> <p>TR</p>	

		children				
B.	<p><u>Attainment and Progress</u> To raise attainment for all PP children to ensure it is in line with national for reading and writing across KS1 and KS2. To ensure high aims of higher achieving pupil premium children.</p>	<p>Additional reading and writing teaching and learning opportunities provided through trained ATs or external agencies</p> <p>Mighty writer resource used in EYFS, KS1 and KS2</p> <p>All staff to receive mighty writer training</p> <p>Children use subject limiting judgements effectively to plan improvements in their work.</p> <p>Teacher performance management targets clearly linked to SEF, SDP.</p> <p>Teacher CPD links clearly to SDP and targets from teacher tracker.</p> <p>Improved rigor around monitoring and assessment and pupil progress meetings.</p> <p>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.</p> <p>Quality wave 1 teaching will be monitored by all curriculum teams during learning walks and team actions as a result.</p>	<p>High standards of teaching provision and practice ensure high outcomes for learners.</p> <p>In LKS2 50% PP achieved ARE for R/W/M. 60% of non PP achieved ARE R/W/M</p>	<p>The pupil support team and senior leadership team will work closely together to monitor data and intervention plan. This will be monitored regularly in-line with impact and new children. Children will be discussed individually with their teacher after each data capture to ensure their needs are being met.</p> <p>The pupil support team and specialist intervention AT will provide support and interventions for PP, in addition to in-class support</p> <p>Teacher tracker observations indicate higher proportions of learners making accelerated levels of progress within lessons</p> <p>Book looks demonstrate increased progress</p>	<p>GB</p> <p>DC</p> <p>VS</p>	
C.	<p><u>Supporting Vulnerable Families</u> To increase the number of families being able to access the support and services that they require. High percentage of</p>	<p>Behaviour, Wellbeing and Safeguarding Lead with work with Behaviour and 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>Provide support for families who may need extra support. Work with parents to improve attendance and reduce any barriers to their child attending school (building on positive</p>	<p>Regular weekly checks of attendance data.</p> <p>Summary attendance data every cycle.</p> <p>Weekly 'Classopoly' to raise the profile of positive attendance will show improved attendance (as</p>	<p>TR</p> <p>KT</p> <p>GB</p>	

	families attend workshops to help support children's learning.	Termly attendance letters. Identification of persistent absence register. Weekly phone calls to parents of children with attendance concerns. Attendance awards.	impact of working with parents the previous year)	seen in previous year).		
D.	<u>Lack of Opportunities to Experience the World Around Us</u> PP children are able to draw on a wider range of experiences to improve progress across all subjects in school.	School ensures that funding is available to support parents who struggle financially to ensure PP children attend trips and residential. Sports events are planned so PP children have a range of experiences throughout the year. 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 Parent Hub and in person to ensure all parents are aware of opportunities.	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.	Pupil voice Case studies which demonstrate increased aspirations Book scrutinies demonstrate that pupils use this knowledge and additional experience to further improve their reading and writing.	Whole School	
TOTAL BUDGETED COST						£14,780

5. ADDITIONAL INFORMATION

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