



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	£18,208 (April 2021 funding)
Academic Year	2020-2021	Percentage of disadvantaged pupils	23 % - All including FSM 12 % - PP
Total Number of children	89	Date of internal PP Review	July 2021

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 returning to school after COVID-19 whole school closure have many social and emotional barriers, including low resilience, stamina, social skills (including oracy) that impede on their progress.
B.	<u>Attainment and Progress</u> – Before COVID-19, the percentage attainment of PPG pupils in reading, writing and maths was not in line with progress and attainment outcomes of non-pupil premium children and the gaps has widened since whole school closure.
C.	<u>Attendance</u> - the percentage of all PP children attending school was below the national average (96%) before COVID-19 whole school closure

D.	Remote Learning - During whole school closure many PP children became disengaged with learning. As more children will need to self isolate over the coming year due to COVID-19, planning, provision, monitoring and return to school interventions need to be in place for remote learners to ensure the gap between PP and other children does not widen.
External Barriers	
E.	Supporting Vulnerable Families - Before COVID-19 some of our families struggled financially, getting their children to school and on time and there were safeguarding issues. During whole school closure, financial hardship, mental well being of parents and children and safeguarding has increased.
F.	Lack of Opportunities to Experience and Understand the World Around Us - Lack of opportunities of our children out of school was already 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). COVID-19 whole school closure has further impacted on the lack of opportunities pupil premium children have experienced.

3. OUTCOMES		
	Desired outcomes and how they will be measured	Success Criteria
A.	<p><u>Social, Emotional and Wellbeing Needs</u></p> <p>The behaviour within the school remains good and improves even further. Children's mental health improves, shown in Boxall profiling Exclusion rate to be low. Measure: Positive behaviour tracking for PP children. Boxall Profiling Hub Club register CPOMS entries Access to Family Support worker to support positive learning within school Access to support from Behaviour and Wellbeing Lead</p>	<ul style="list-style-type: none"> ● Pupil support team will identify vulnerable children and work as part of the wellbeing team to support children (1-1, small group). ● Support for PPG pupils with identified barriers to learning through a range of targeted emotional/mental health interventions, Worry-box, Fireworks and social groups. ● Purchase of resources and training of staff to support children with social and emotional mental health difficulties. ● Daily PSHE session as whole class linked to specific wellbeing needs of children (eg. resilience, stamina, anger management, respect for self and others). ● Weekly sessions of restorative circles for KS1 and KS2 children delivered by trained staff to support all children including vulnerable PPG children ● Lunchtime provision in the form of Hub Club to offer additional provision to support vulnerable PPG children. Managed through COVID restrictions. ● 'The Hub' is used regularly for KS1 and KS2 which addresses children's learning, behaviour, emotional and social needs through small groups. ● Special Educational Needs provision. 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 ● Boxall profiling and mental health curriculum in place to ensure quality wave 1 inclusive provision and targeted support for additional specific

		<p>support identified.</p> <ul style="list-style-type: none"> ● Pupil support team to identify, monitor and give support to vulnerable children ● Option for PP children to attend a residential school during their time at primary school. ● Reduction in the number of PP children receiving unacceptables
B.	<p><u>Attainment</u></p> <ul style="list-style-type: none"> ● Gap between PP and non PP children progress closes in Reading, Writing and Maths ● Gap between PP and non PP children progress closes across all foundation subjects. ● Ensure a greater number of PP children achieve EXP progress at KS1 and KS2 to fall in line with national. ● PP children in Early Years close the gap in achieving ELGs in comparison to non PP. <p>Measure:</p> <ul style="list-style-type: none"> ● Internal progress measure throughout the year. ● Ebor data capture 3 times per year. ● End of Key Stage 2 data (July 2021) ● End of Key Stage 1 data (July 2021) ● End of EYFS data (July 2021) ● Year 1 and Year 2 Phonics Data (July 2021) 	<ul style="list-style-type: none"> ● Evidence (data, books, observations) shows improved progress in each cycle for all PP children. ● Interventions show PP children are rapidly closing gaps. ● Additional resources (eg. IDL) show positive impact on PP progress ● PP children are able to access whole class learning with reduced interventions. ● Additional AT hours supporting children to catch up after whole school closure are showing impact on PP progress.
C.	<p><u>Attendance</u></p> <ul style="list-style-type: none"> ● Data will show improved attendance for PP children ● The percentage of persistent absence and lates has decreased. ● Attendance for PP children is at least in line with national. ● Persistent absentee children who are also PP will have improved attendance and attendance is at least 96% Measure: ● Percentage of PP children attending school will be monitored to be above 96% 	<ul style="list-style-type: none"> ● Dedicated time for Attendance lead to work with families of PPG pupils to increase attendance percentages and improve punctuality. ● 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 ● Targeted children to receive the option of free access to breakfast club so they have a positive start to the day with a healthy breakfast, improving punctuality and attendance of targeted families ● All PP pupils are entitled to the support that will close any learning gaps. ● Pupil support team will regularly liaise and work with vulnerable families to ensure improved attendance at school, giving support to ensure this happens
D.	<p><u>Remote Learning</u></p> <ul style="list-style-type: none"> ● Data shows the gap between progress and attainment of PP and non PP children is reducing. ● PP children are engaged with remote learning and making good progress 	<ul style="list-style-type: none"> ● Data shows A clear plan is in place and implemented for remote learning for those children needing to self isolate ensuring there is no lost learning. ● Monitoring of remote learning and daily contact with children and families

	as a result.	<ul style="list-style-type: none"> ensures children make good progress. Additional assessment, support and intervention when children return to school ensures any gaps in learning are address quickly. A remote learning register is in place and monitored by SLT and the family support worker to ensure all children learning from home and their families have additional support if needed from school, Early Help, Social Care.
E.	<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 Measure: Pupil voice Parental voice CPOMs data Attendance data Referral data PP closing the gap forms Boxall profiling 	<ul style="list-style-type: none"> The percentage of persistent absence and lates has decreased. Attendance for PP children is at least in line with national Parent surveys show improved parental engagement and involvement in school activities. Decreased safeguarding referrals Boxall profiling shows an improvement in children's wellbeing and mental health.
F.	<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. PP children identify their qualities and have a strong moral character Measure: Internal progress data throughout the year. End of KS1 and 2 data 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"> Enhance provision outdoors show children are becoming more engaged with outdoor activities and more active. Continue to develop Forest Schools provision and planning. Opportunities in school will be paid for from PP budget where families cannot pay. PP children will be targeted when providing opportunities in school and will be encouraged to attend. When safe to do so PP children are taking part in additional clubs including cooking and drama. Restorative Practice ensure children identify their strengths, have strong moral character shown in pupil voice.

4. PLANNED EXPENDITURE 2010-2021						
i	<u>Quality of teaching for all</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and	How will you ensure it is implemented well?	Staff Lead	Impact July 2020

			rationale for this choice?			
A.	A. Focus on the Social and Emotional Needs of all pupils including the vulnerable pupils	SEMH needs identified using Boxall Profiling, informs Quality Wave 1 teaching. Restorative practice planning and delivery focused on highlighted needs identified from profile. Daily check ins, solution circles led by teachers and Restorative Champions and Restorative Circles weekly. (EEF research)	The learning of those children who have social and emotional challenges can be heavily impacted on, therefore more direct intervention/ opportunities to communicate challenges and worries allows these children to flourish. Raised self-esteem and attitudes allow for children accessing the curriculum in class leading to raised levels of attainment .	Monitoring within lessons, engagement and behaviour of pupils	DC/ TR/ KT and VS	End of each cycle
B.	<u>Attainment and Progress</u> Accelerated progress of PP children, closing the gap between outcomes of PP children and their peers	Teacher targets clearly linked to appraisal targets and CPD. Teacher performance management targets clearly linked to SEF, SDP. Teacher CPD links clearly to SDP and targets from 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. Targeted additional support for those children who have widened gaps in learning and attainment due to COVID-19 whole school closure. Team teach programme each term	The gaps between the attainment of pupil premium children and non pupil premium children close. High standards of teaching ensure high outcomes for learners. Provide targeted small group interventions and in class support for Pupil Premium children	Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons Book looks demonstrate increased progress. Pupil progress meetings every cycle. Monitoring of home learning and assessment on return of those children isolating	SLT/ PP lead/S subject leads	End of each cycle

		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.	to ensure that they make accelerated progress in reading, writing and maths. Regular intervention to ensure gaps closed and intervention supports pupils Sufficient chrome books available for all PP children to use if self-isolating so no learning is lost.			
C.	Monitoring of attendance including Pupil Premium children to ensure that all pupils are in school, on time every day	Attendance lead monitoring the attendance of all pupils including the PP children and focuses on providing support for persistent PP absences	Higher percentages of attendance lead to higher attainment as pupils are not missing vital learning	Effective tracking of attendance to ensure that all pupils have attendance above 96%, letters to be sent out when pupils attendance falls below 96% and 90% (Persistent absentee pupils) PA pupils are monitored carefully through PA action plans being established, regular communication with families. Attendance on line closely monitored and acted on to ensure no learning is lost	DC/ pupil support team	End of each cycle
D.	<u>Ensuring children make good progress during periods of remote learning.</u>	Remote learning policy and strategy ensures all children needing to self isolate or teacher needs to self isolate do not miss out on any learning and make good progress.	The gaps between the attainment of pupil premium children and non pupil premium children close. High standards of teaching ensure	Monitoring of home learning and assessment on return of those children isolating with actions to plug gaps. Pupil progress meetings every cycle.	DC/ pupil support team	End of each cycle

			high outcomes for learners. Provide targeted interventions and in class support for Pupil Premium children to ensure that they make accelerated progress in reading, writing and maths and all foundation curriculum subjects.			
E.	<u>Supporting Vulnerable Families</u>	Increased hours for the pupil support team after COVID-19 whole school closure identified more vulnerable families. Pupil support team will work with them and delivers 1-1 support for children with SEMH needs Family support worker's role is extended to closer working with agencies, particularly Early Help and social care to work more collaboratively to support vulnerable families. SEMH team developed to provide support and intervention for vulnerable children, monitor their progress and emotional needs.	Using Early Help rationale of support, reduces stress within the home and children come to school with less stress and improved mental health, ready to learn.	Weekly pupil support team meetings. Regular meetings, stronger links with Early Help using Early Help profile. Strong links with social care and other outside agencies to ensure joined up support. PP documentation is completed alongside class action plans and SEND profiles to ensure Wave 1,2 and 3 quality first teaching and support is in place and effective, improving outcomes for vulnerable children.	DC/ pupil support team	End of each cycle
	<u>More opportunities in school curriculum for children to have a wider knowledge of the world and have a strong moral character</u>	Curriculum planning will focus on initially recovery after whole school return in September. Then building children's wider knowledge of the world, discover their interests and talents and are resilient positive learners with strong moral characters SRE curriculum is planned and delivered driven by pupil's needs. Opportunities planned in school and grounds so children do not miss out during pandemic. More opportunities to access IT to access the wider world.	Higher attainment and progress of pupils. Developing pupils' character will deepen the quality of understanding, debate and discussion both	Curriculum is planned with children's key needs, particularly in light of whole school return after COVID-19 school closure. Cycle 1 planned focus being children's identity, cycle 2 community focus and cycle 3 children's	SLT/T eaching staff	End of each cycle

			with curriculum knowledge and current affairs.	responsibility for our world. Effective tracking and pupil progress meetings will ensure improved children's progress both with knowledge and moral character. Pupil voice will reflect improved moral character.		
TOTAL PROJECTED SPENDING						£18,208