

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	Camblesforth Primary Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Dave Card
Pupil premium lead	Dave Card
Governor / Trustee lead	Emelye Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,450
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,060

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges face. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school have identified as being socially disadvantaged.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstances and background
- ✓ Narrow attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access breath of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context

Our school serves an area just outside of Selby town. We are a small primary school, which has had a stable number of pupils over the past 3 years enabling us to have 4 classes. An EYFS, KS1, LKS2 and UPKS2 class. The LSOA in which the school is located is ranked 17993th out of 32,844.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	Weak Language and communication skills
2	Pupils unable to self-regulate and manage emotions in an age appropriate way
3	Attendance and punctuality issues
4	Chaotic family lives and Social Service involvement
5	Although pupils have achieved in line with peers at KS2 this is not projected for the next two academic years.

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
<i>Reduce the gap between non PP and PP pupils achieving EXS + GDS in reading/writing and maths at the end of KS2</i>	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving these standards.
Implementation of the 'Little Wandle' which shows an increase in pupils passing the Phonics Screening Test in Yr1	Three year increase in Yr1 pass rate with pupils achieving above national expectations by the third year.
Pupils are able to self regulate and manage emotions in appropriate way	Boxall profiling shows that children's developmental strands are improving over time. Emotional coaching embedded by both staff and children.
Pupils achieve in wider curriculum subjects is inline with non PP pupils and cultural capital is developed and sustained	RAG data shows the PP pupils perform broadly inline with PP children. Pupil voice shows a greater understanding of the world around them.
Attendance for pupil premium children improves and persistent absence reduces	Attendance data indicated that the gap to national closes year on year

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Hours SEND and Pastoral lead (£10,000)	<p>On entry to reception, most children have low language and communication skills – 90% of disadvantaged children are working in the low 30-50/22-36 month age band with 34% of disadvantage children working significantly below. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ reception children have. In KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>36% of disadvantaged children have SEND/Learning difficulties requiring higher levels of care, 2 with an EHCP</p> <p>Regular catch ups with families enable children to be ready for learning and able to pre-empt any difficulties.</p>	2,3,4

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

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 school led tutoring (£1,500)	None of PP pupils achieved GDS. 64% of pupils achieved expected standard in reading/maths at the end of KS2 in 2020-2021.	5
Reading fluency interventions (£500)	64% of children achieved expected standard at the end of KS2 in 2020-2021 and no pupils in receipt of PP achieved GDS	5

Phonics keep up not catch up (£1,000)	31 % of children in Yr2 are no on track to pass Year 2 SATS.	5
NELI (Nuffield Early Language Intervention) (£1,000)	Large number of Speech and language referrals. Lowest prime area on entry	1
EY resourcing (£1,000)	Over recent years children from disadvantaged backgrounds about half in reception have not achieved a good level of development. Resources specifically geared towards language development are needed	1
WAC (£500)	Magic breakfast – food deprivation and research shows hungry children do not perform well.	3,4,5

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

Budgeted cost: £ 7560

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Hours SEND and Pastoral lead (£6,000)	More frequent behavioural difficulties mean PP pupils are more likely to be placed on unacceptable	2
Safeguarding	With COVID home issues and safeguarding being the most important drive in our school we have seen a 30 % increase in Social Services involvement.	4
Residential/wider experience costs (£1000)	Over 80% of our pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it.	4,5
Music (£560)	Every child has the right to learn to play a musical instrument	1,2,3,4,5

Total budgeted cost: £ 23060

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 2020 to 2021 academic year.

Aim	Outcome
<p>Implement a Recovery Curriculum to support pupils in bridging gaps due to school closure during COVID-19 pandemic, supporting our most vulnerable across school.</p>	<p>The Recovery Curriculum has enabled the school to provide additional work with Pupil Premium pupils to bridge gaps in their learning due to the time missed during remote learning. Whilst Pupil Premium pupils were prioritised for devices, door stop teaching and additional welfare calls, the engagement of this vulnerable group meant that there were gaps upon the return to school, particularly in reading. As we now transition to the full curriculum offer in September 2021, the progress and attainment of all pupil premium pupils, especially those in Year 2 and Year 6, will need to be closely monitored, with an emphasis on supporting staff via 1:1 coaching to ensure that practice is highly effective. In addition, the progress and attainment of higher attaining Pupil Premium pupils in Year 4 needs to be a focus group. Coaching and QFT will need to focus on the level of challenge present in lessons. Wellbeing was the key priority of the Recovery Curriculum with an emphasis on mental health and wellbeing. A bespoke curriculum was created, based on our original, will be created with a focus on core and the essential content was taught so that pupils had a secure foundation to prepare them for the next stage of education.</p> <p>End of year data for Year 6 in core subjects are not comparable to national due to only 7 children in this cohort</p> <p>Due to the unprecedented times we have found ourselves in because of COVID-19 and school closures, it is essential that practitioners continue to receive high quality classroom support and resources to support them in rapidly identifying and bridging gaps in reading, specifically for disadvantaged pupils. Funding to continue to support the development of the teaching of reading for DIS pupils into 2021 - 2022.</p>

<p>PP children will have access to a wide range of experiences both in the classroom and outside of it to increase their cultural capital. (To be revisited to RE: COVID-19 and reviewed in line with Government guidance).</p>	<p>Due to the unprecedented times, we have found ourselves in because of COVID-19 and school closures, many of trips and extra-curricular events were cancelled until restrictions on these were lifted and trips could resume. As always, Camblesforth has fully adhered to all COVID-19 regulations set by the Government.</p> <p>During our time at school, all pupils have the opportunity to participate in breakfast club; after school clubs; virtual inter- house sports days and events; whole school events such as World Book Day and Black History Month; join virtual assemblies; have virtual visitors, play some form of a musical instrument, during music lessons, and virtual trips to tours linked to the curriculum. Pupil voice reflects the positive impact these lessons have had on the pupils' enjoyment of school.</p>
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<p>The Pastoral Team will ensure that the PP children, who are identified as in need of mental health and wellbeing support, will receive it from the team or external agencies. Children will continue to be taught about mental health and wellbeing.</p>	<p>The Pastoral Team have supported teachers, pupils and families to support pupils, which will include a range of 1:1, small group and whole class support. This is because of their effective triage system and identification of the provision map through close work with teachers, pupils, and parents. Parents have built stronger links with the school and wider community as a result of the ongoing pastoral support during the unprecedented time of the pandemic. The proportion of families open to support as a result of engagement with parents is increasing and needs to continue to increase into the next academic year. This is a result of the high-quality precise intervention and support that has been offered.</p> <p>The Pastoral and Inclusion Team have also secured external agency support via Outreach, to support identified pupils in schools. 2021- 2022 funding will be utilised to ensure that the Pastoral Team's work with children and the local community can continue to further improve and strengthen relationships with parents and children. In addition, the Pastoral Team will work closely with families and rapidly identify potential SEMH needs.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times table rock stars	TT Rockstars
Reading Eggs	Blake education
Storytime	Story time magazine limited

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support from HLTA to two key children regular check in while parent absent Hub club for both children Nurture provision by HLTA attended by both children
What was the impact of that spending on service pupil premium eligible pupils?	Both children reached age related milestones

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.