

Pupil premium strategy statement 2022-2025

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	98
Proportion (%) of pupil premium eligible pupils	26.56% (inc Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024, 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Dave Card (Headteacher)
Pupil premium lead	Dave Card (Headteacher)
Governor / Trustee lead	Jane Breach (COG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,240
Recovery premium funding allocation this academic year	
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	£33,240

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	Speech, Language and Vocabulary for our younger children
2	Pupils unable to self-regulate and manage emotions in an age appropriate way
3	Attendance and punctuality
4	Chaotic family lives and Social Service involvement
5	Access to wider opportunities

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>Improved speech and language skills and use vocabulary across all ranges by disadvantaged children</i>	Assessment and observation indicate a significant improvement in oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment..
<i>Pupils are able to self regulate and manage emotions in appropriate way</i>	Boxall profiling shows that children's developmental strands are improving over time. Emotional coaching embedded by both staff and children.
<i>Attendance for pupil premium children improves and persistent absence reduces</i>	Attendance shows an improvement to 95% of PPG pupils. By 2024 sustained high levels of attendance evidenced by the whole school attendance rate of +97% consistently with the attendance gap being closed between disadvantaged children and their peers.
<i>Pastoral lead to communicate regularly to external agencies and liaise regularly with families</i>	Pastoral lead time ring fenced to communicate regularly with wider community and support the most disadvantaged.
<i>Children to have access to wider opportunities</i>	Children will take part in enrichment experiences, including trust events Weekly music lessons available to disadvantaged pupils. Children will experience school trips/residential experiences.

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA Hours</p> <p>SEND and Pastoral lead</p>	<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>	1,2,3,4
<p>CPD for support staff</p> <p>All staff will benefit from a regular schedule of training sessions designed to meet staff specific needs to support learning and ensure consistent approach to teaching and learning including:</p> <p>Live marking Feedback Wandle Language skills Quality interactions Behaviour</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can a cost-effect approach to improving learner outcomes due to he large difference in efficacy between different deployments of teaching assistants.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>(EEF- Teaching and Learning Toolkit- Teaching Assistant interventions)</p>	1,2

<p>CPD for teachers planned and delivered regularly through the year Safeguarding Reading Mathematics Science EYFS – language and learning</p> <p>Subject leadership Metacognition CPD meetings at will involve quality pedagogical discussions about learning.</p> <p>Senior leaders design the schedule and plan delivery. Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists. Developing the team's subject knowledge supports recruitment and retention</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year.</p> <p>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</p>	1,2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading fluency interventions	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	3/9 of children in Yr2 are no on track to pass Year 2 SATS.	5
NELI (Nuffield Early Language Intervention)	Large number of Speech and language referrals. Lowest prime area on entry	1

WAC	Magic breakfast – food deprivation and research shows hungry children do not perform well.	3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8240

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Hours SEND and Pastoral lead Pastoral lead Lego therapy EHAP meetings With COVID and home issues and safeguarding being the most important drive in our school we have seen a 30 % increase in Social Services involvement. Safeguarding	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning Toolkit – Social and Emotional Learning)	2 4
Enrichment/Extra curricular provision	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)	4,5
Music	Every child has the right to learn to play a musical instrument	1,2,3,4,5

Total budgeted cost: £ 33,240

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			
Implement a Recovery Curriculum to support pupils in bridging gaps due to school closure during COVID-19 pandemic, supporting our most vulnerable across school.	This details the impact that our pupil premium activity has on pupils in the 2022-2023 academic year.			
	Performance measures have not been published for 2019 to 2020, 2020 to 2021, and 2021 to 2021 results will not be used to hold schools to account.			
	<u>KS2 outcomes data</u>			
	In KS2 children were in a cohort and 5/14 were disadvantaged with 2 child also being on the SEN register			
		all pupils (14)	Disadvantaged (national)	non disadvantaged
	Reading	64%	60% (62%)	67%
	Writing	71%	80% (55%)	67%
	Maths	64%	60% (56%)	67%
	GPS	64%	60% (55%)	67%
RWM	50%	40% (43%)	56%	
The national gap between disadvantaged and non disadvantaged is the biggest since 2021/22. At CPA we achieved our best set of data for disadvantaged and 2020 KPIs for disadvantaged were strong. At CPA we were very close to national figures for disadvantaged with achieving more in some areas.				
Attendance 2021-2022- 95.20%				
<u>2023-2024</u>				

	<p>Revised monitoring and assessment systems (including Insight and Pixl training, use of standardised tests and robust moderation/pupil progress meetings) have led to improved staff knowledge and precise assessment. The partial closure of schools and move to remote education during the COVID-19 pandemic has made these systems less effective and gaps in learning are evident.</p> <p><i>Improved speech and language skills and use vocabulary across all ranges by disadvantaged children</i></p> <p><i>GLD - out of 13 children 10 children achieved GLD. Out of the 3 children who did not achieve GLD one of these children was disadvantaged</i></p> <p><i>Pupils are able to self regulate and manage emotions in appropriate way</i></p>
<i>Improved speech and language skills and use vocabulary across all ranges by disadvantaged children</i>	<i>Focus on EYFS provision and OFSTED outcomes show focus on vocabulary</i>
<i>Pupils are able to self regulate and manage emotions in appropriate way</i>	<i>School have had less suspensions this in academic year 2023-2024</i>
<i>Attendance for pupil premium children improves and persistent absence reduces</i>	<p><i>Attendance for pupil premium children improves and persistent absence reduces</i></p> <p>Whole school attendance 2022-2023 is 95.41% and for disadvantaged children 93.51%</p>
<i>Pastoral lead to communicate regularly to external agencies and liaise regularly with families</i>	
<i>Children to have access to wider opportunities</i>	<i>All PP children will attend residential before they leave school. All PP children attend a range of different wider opportunities Opportunities of PP children listed below.</i>

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Improved speech and language skills and use vocabulary across all ranges by disadvantaged children

GLD - out of 13 children 10 children achieved GLD. Out of the 3 children who did not achieve GLD one of these children was disadvantaged

Pupils are able to self regulate and manage emotions in appropriate way

Attendance for pupil premium children improves and persistent absence reduces

- Attendance of pupils was rigorously monitored and any PPG children who had low attendance last year were targeted. The school attendance figure for 2022-23 was 95.41%
- We closely monitored attendance of persistent absentees and analysed reasons for absence, specifically for the disadvantaged pupil's group, and then followed up and supported families to improve attendance, including home visits to collect children. This led to improved relationships with families.
- Introduced an Attendance Newsletter and an attendance wheel to give incentive for good attendance and punctuality. - Continued early meetings where there was an emerging or continued persistent absence to discuss issues with families and provide support.
- Introduced an Attendance Hero Wheel each week to promote the children being in school every day on time ready to learn.

<i>Wider opportunities 2022-2023</i>	<i>All pupils</i>	<i>Disadvantaged (26%)</i>	<i>Non-Disadvantaged</i>
<i>Sports clubs</i>	80%	20%	80%
<i>Music clubs</i>	56%	15%	85%
<i>Dance club</i>	15%	15%	85%
<i>Art club</i>	18%	5%	95%
<i>Residential</i>	28%	10%	90%
<i>Class trips</i>	100%	100%	100%
<i>Triathlon</i>	28%	26%	74%
<i>Swimming lessons</i>	80%	100%	100%
<i>Yorkshire Dance Festival</i>	26%	18%	72%
<i>Young Voices</i>	26%	25%	75%
<i>Pantomime</i>	98%	100%	96%

Pupils will have greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits and experiences.

- Contribution to cost of residential trips
- Contribution to any experience or trips
- Opportunities and experiences in sport

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
Little Wandle	Letters and Sounds
Boxall Profile	Through GHLL
Pixl	Primary Wise

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.