

# Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium 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	107
Proportion (%) of pupil premium eligible pupils	25.5% (from Reception)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2026 , 2027 and 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Dave Card (Headteacher)
Pupil premium lead	Dave Card (Headteacher)
Governor / Trustee lead	Sophie Ketteringham (COG)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,335.75
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£31,335.75</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent for the three year plan

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges we 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 (2-5yr olds), KS1, LKS2 and UPKS2 class. The LSOA in which the school is located is ranked 17993th out of 32,844.

During their time at our school, children develop knowledge, skills and understanding across a number of subjects to enable them to be lifelong learners. We believe that children should have a wide range of experiences working towards high standards in academic subjects, whilst also widening their horizons and embracing creative arts and sporting opportunities. Children enjoy and are motivated by learning and we are here to encourage and challenge them on their journey irrespective of their background or challenges so that they achieve highly.

## Challenges

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

Challenge number	Detail of challenge
1	Parents and teachers report issues with children's social and emotional development. GLD data has dropped over the past three years. In the areas of self regulation, listening attention and understanding and speaking there is a growing % of children who are not meeting the expectation at the end of Reception. Development of expressive language and listening skills are a priority.
2	Phonics. We adopt the programme of Little Wandle. The % of children who are meeting the standard has been high over the last three years and continues to be above national. However there remains a gap between disadvantaged and non disadvantaged children.
3	Internal assessment data across school shows that the reading/writing and maths attainment for our disadvantaged children is widening compared to our non-disadvantaged.
4	School information shows that disadvantaged children are less likely to engage with wider school opportunities such as music lessons or after school clubs.

## 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
<p><i>The % of children who meet the goals of self regulation, listening attention and understanding and speaking has improved.</i></p> <p><i>Internal screening at entry and Verbo resources delivered. Tracking in place to assess progress.</i></p>	<p>Pupils screened through Verbo and interventions in place where needed.</p> <p>Tracking in place where needed for identified children</p>
<p><i>TThe % of disadvantaged children meeting the phonics check has improved.</i></p> <p><i>Year 2 children who did not meet the standard at Year 1 do so in Year 2.</i></p> <p><i>Less children require the Keep up sessions delivered in school.</i></p>	<p>Parent phonic sessions held in school are well attended.</p> <p>Targeted sessions for parents of disadvantaged children have been attended and impact tracked.</p> <p>Parents are accessing the Little Wandle support materials and children report that parents are supporting them.</p> <p>The Year 2 and higher sessions have been delivered by training staff and there is a measurable impact.</p>

<p><i>The gap between disadvantaged children and their peers in reading, writing and maths has narrowed.</i></p> <p><i>Data tracking will show that the % of disadvantaged children at expected standard and above has improved in reading, writing and maths.</i></p> <p><i>Intervention records show that children have successfully completed their learning and pre and post tests show impact.</i></p> <p><i>Book looks show that there is an improvement.</i></p>	<p>Data tracking will show that the % of disadvantaged children at expected standard and above has improved in reading, writing and maths.</p> <p>Intervention records show that children have successfully completed their learning and pre and post tests show impact.</p> <p>Book looks show that there is an improvement in the quality and quantity of children's writing.</p>
<p><i>Children who are disadvantaged get the same opportunities at school as children from non-disadvantaged background.</i></p>	<p>Tight monitoring ensures all disadvantaged children access a wide range of opportunities</p>

## 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

Budgeted cost: £15,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Hours  SEND, Behaviour and Pastoral lead	<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 disadvantaged 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>	1,3,4
Wave 2 Academic Support: Small group pre-teaching for the 36% of PP pupils with SEND. HLTA uses "scaffolding" techniques (prompting/clueing) to prepare these pupils for the main Wave 1 lesson.	<p>EEF SEND in Mainstream: Recommendation 4. TAs should deliver high-quality, structured interventions to <i>supplement</i> (not replace) teacher instruction</p> <p>EEF Parental Engagement: Moderate impact (+4 months). Proactive dialogue that pre-empts difficulties is more effective than reactive crisis management.</p> <p>EEF Parental Engagement: (+4 months). Relationship-building and "proactive dialogue" are cited as essential for engaging marginalized families.</p>	1,2

<p>children are "ready for learning."</p> <p>Early Morning Transition Lead: HLTA is the visible point of contact at the gate for PP/SEND families. They facilitate "check-ins" for the 34% "significantly below" group to ensure they are regulated and ready to access Wave 1 teaching.</p>		
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## Targeted academic support

Budgeted cost: £11,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop high quality adaptive teaching so that the needs of all learners are met and attainment further improves.	EEF research shows the difference in learning outcomes for a disadvantaged pupil with an effective teacher versus a less effective one can be equivalent to as much as a whole year's worth of learning. This disproportionately large benefit is why focusing on teaching quality is essential for closing the attainment gap.	1,2,3
Pupil Progress meetings to conduct gap analysis and identify individuals of small groups who require interventions including the use of Pixl Therapies	EEF reports that on average, individualised instruction approaches have an impact of 4 months' additional progress. Recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. In our case Pixl and the associated therapies will provide the analysis and teaching sequence that can be followed by our skilled staff. This will cut down on the amount of time spent on the organisation and allow the time allocated to have the most impact. .	1,2,3
CPD for Little Wandle Keep up sessions and Year 2 programme. Training and introduction of Little Wandle SEN	Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	2

	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	
<p>Implementation of Steplab to facilitate a whole-school Instructional Coaching (IC) model.</p> <p>Investment in "Granular" CPD: Staff use Steplab to work on precise, actionable steps (e.g., routines for attention, checking for understanding).</p> <p>Focus on Adaptive Teaching: Using Steplab steps to refine how teachers "pivot" during lessons to support PP pupils without lowering expectations.</p>	<p>EEF Toolkit: "Effective Professional Development" (+4 months). The EEF notes that PD is most effective when it includes <i>modeling, deliberate practice, and feedback</i>. IC is the strongest mechanism for this</p> <p>EEF Implementation Guidance: Moving away from "one-off" INSETs to sustained, iterative cycles. Steplab ensures the "Sustain" phase of the EEF implementation cycle is met.</p> <p>EEF Guidance: "High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p>	1,2,3

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

Budgeted cost: £ 8,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA Hours</p> <p>SEND and Pastoral lead</p> <p>Pastoral lead</p> <p>Lego therapy</p> <p>EHAP meetings</p>	<p>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.</p> <p>(EEF Teaching and Learning Toolkit – Social and Emotional Learning)</p>	3
<p>Children are able to attend after school activities and visits paid for by the grant to develop their social skills and widen their opportunities.</p>	<p>Whilst the evidence on EEF focuses on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless. of any impact on academic outcomes.</p>	4

**Total budgeted cost: £ 35,060**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Outcome

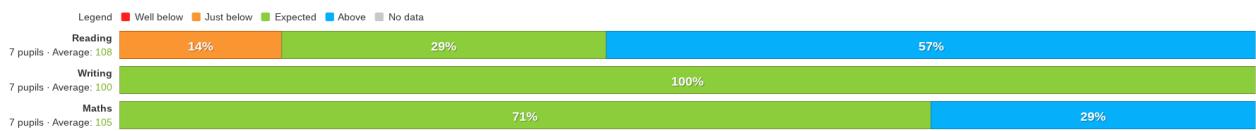
This details the impact that our pupil premium activity has on pupils in the 2024-2025 academic year.

#### GLD - Reception non disadvantaged



#### No disadvantaged children

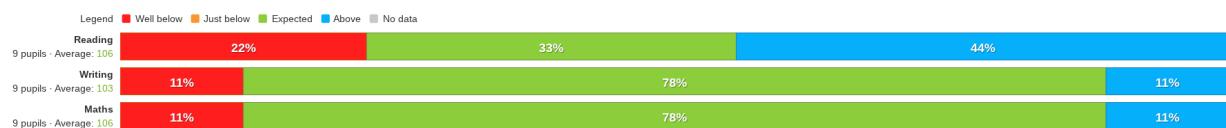
#### Year 2 non-disadvantaged



#### Year 2 disadvantaged



#### Year 6 non-disadvantaged



#### Year 6 disadvantaged



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.

*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 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</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%

Pantomime	98%	100%	96%
<p><i>Pupils will have greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits and experiences.</i></p> <ul style="list-style-type: none"> <li>• Contribution to cost of residential trips</li> <li>• Contribution to any experience or trips</li> <li>• Opportunities and experiences in sport</li> </ul>			

## 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
Pixel	Primary Wise
PSHE association	KAPOW
Language Angels	Beyond the Physical

## 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.*