



## The Cambridge Primary School Pupil Premium Strategy Statement 2023-2026

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	The Cambridge Primary School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Sarah Kennedy
Pupil premium lead	Fenella Holmes
Governor / Trustee lead	Theresa Pitfield

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,180

# Part A: Pupil premium strategy plan

## Statement of intent

At The Cambridge Primary School, the intent for pupil premium children is to achieve excellence in all areas of learning including academically, emotionally and socially. Through careful monitoring and assessment, the academic and personal development of pupils is used to inform decisions and develop first class teaching and catch up intervention. All staff have access to high quality CPD to enable targeted support to close the gap between disadvantaged pupils and the rest of the cohort, plus any emotional and social support needed. The school are committed to provide enrichment activities for pupil premium children and for there to be no barriers to learning.

## Challenges

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

Challenge number	Detail of challenge
1	A number of pupil premium children enter school with lower basic numeracy and communication and language skills than their peers, which affects their attainment across other areas of the curriculum (in both EYFS, KS1 and KS2).
2	Attendance rates and punctuality for children eligible for Pupil Premium funding can be an area of concern for some individuals, which affects attainment.
3	A number of pupil premium children have mental health and emotional needs which are a barrier to learning and engagement.
4	Some children have limited life and first hand and experiences of the world and lack engagement in extra-curricular activities.
5	Many pupil premium children also fit into other vulnerable groups e.g SEND.

## 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
Pupil premium children will have full access to the curriculum and make expected or greater progress	<ul style="list-style-type: none"><li>-Pupil premium children will be identified by teachers and support staff to enable targeted support during lessons.</li><li>-Pupil premium children will be monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress.</li></ul>

	<ul style="list-style-type: none"> <li>- Pupils will pass the phonics screening check at the end of year 1.</li> <li>-Pre-teaching and same day intervention to accelerate progress and close gaps for pupil premium children in phonics, writing and maths.</li> <li>- Staff to work with the Surrey Maths Hub to achieve the continued and successful implementation of Maths No Problem across the school, contributing to adaptations to the EYFS Maths Teaching and Learning and an increase and improvement in maths progress and attainment.</li> </ul>
Pupil premium families children will have good attendance and punctuality and families will understand its importance	<ul style="list-style-type: none"> <li>-Inclusion lead will work with families where attendance is a concern.</li> <li>- Strong relationships between school and pupil premium families result in pupils attending more regularly.</li> </ul>
Pupils' mental health and emotional needs will be supported so they are able to access the curriculum and engage in learning	<ul style="list-style-type: none"> <li>- ELSA training for staff to support the wellbeing, communication and readiness for learning in the classroom environment for pupil premium children.</li> <li>-ELSA programme will be used to support children's emotional needs.</li> <li>-PSHE curriculum will incorporate learning strategies for regulating and managing emotions.</li> </ul>
Pupils engage in enrichment activities on offer	<ul style="list-style-type: none"> <li>- A wide range of extra-curricular activities including career clubs, peripatetic lessons and football coaching will be offered and subsidised for pupil premium children.</li> <li>-Discounts and subsidies will be made for pupil premium families for trips, visits, residential trips and school equipment/resources.</li> </ul>
Pupil premium children that fit into other vulnerable groups will be have access the curriculum and their needs will be supported	<ul style="list-style-type: none"> <li>-Pupil premium children will be identified on the inclusion register.</li> <li>-Pupil premium children will be identified by teachers and support staff to enable targeted support during lessons.</li> <li>-Pupil premium children will be monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress.</li> </ul>

## 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: £37,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to support the whole school phonics, reading and writing and maths strategies	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium	1,5
Training for all staff on ELKLAN (speech, language and communication support)	DFE approved approach to mastery maths being delivered through the North-East Hants and Surrey Maths Hub.	1, 5
Support staff will have regular training. Inclusion lead to identify training needs and provide CPD opportunities	Effective training will support the team to continue to be successful in their role and support the needs of children.	1, 3, 5
Small group support from an experienced teacher to help close gaps in learning.	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium	1, 5
AHT with responsibility for curriculum supporting teachers to meet the needs of all learners.	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium	1, 5

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for reading, writing and maths	EEF evidence: High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.	1, 3, 5
Pupil progress meetings held termly to ensure progress of pupil premium children is monitored and is good	Regular review of progress will ensure children are identified for extra support/intervention if progress isn't being maintained	1, 5
One to one and small group phonics intervention	Interventions that are planned and delivered can improve progress and close gaps in learning.	1, 5
Additional release time for subject leaders to support the development of the curriculum and pedagogical approaches employed across the school	EEF evidence: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions	After receiving ELSA, there were 5 areas identified as being improved: - social behaviour and friendships - self-esteem and feelings - social and emotional confidence - behaviour - learning and concentration	2, 3
Training for all staff on de-escalation strategies and physical intervention	EEF research - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment	1, 3, 5
Breakfast Club-The Nest	Pupil premium children that attend breakfast club will have a more consistent start to the school day, impacting their attitude, behaviour, emotions and engagement in learning positively	2
Education visits to be planned	Children will gain first hand experiences and increase their knowledge of topics learnt at school	4
Extra-curricular activities -career clubs -football coaching -peripatetic lessons	Children's engagement will increase and social and emotional needs will be supported through enjoyable activities	2, 4
AHT with responsibility for behaviour supporting particular classes with behaviour management.	EEF- Teaching learning behaviours will reduce the need to manage misbehaviour. Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.	3

**Total budgeted cost: £83,700**

## 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 2022 to 2023 academic year.

Internal assessments and data indicates a steady progress throughout the year for reading, writing and maths for pupil premium children with disadvantaged pupils making expected progress overall

Last year, 42% of children on the intervention register were pupil premium. Support staff were deployed to give targeted support to pupil premium children and data indicates their attainment in broadly in line with their peers. Where this was not the case, robust support was put in place.

Our ELSA supported children across the year through regular talk time and working with children on specific targets.

Our priority for extracurricular school clubs for pupil premium children continued. Where fees from privately run clubs were required, attendance was free for targeted pupil premium families.

### Externally provided programmes

Programme	Provider
TT Rockstars and Numbots	Maths Circle
Little Wandle Phonics	Little Wandle Letters and Sounds
Jigsaw PSHE/SRE	Jigsaw Ltd
Maths No Problem	Maths No Problem
PE Pro (curriculum and CPD)	PE Pro Ltd