



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

Frimley Road, Camberley, Surrey, GU15 2QB
t: 01276 63870 e: schooloffice@southcamberley.surrey.sch.uk
www.southcamberley.surrey.sch.uk

Executive Headteacher: Mrs Nicky Wright



Pupil Premium Strategy 2020-2023

Schools' typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement. (NFER Supporting the attainment of Disadvantaged Pupils).

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. (As recommended by the EEF Toolkit, 2019). Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

Quality of teaching

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

Our priority at South Camberley Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.



Targeted academic support

At South Camberley Primary School we consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

1. Structured interventions: RML, social and emotional and speech and language interventions.
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using Teaching Assistants.

Wider strategies

We aim to focus on the most significant non-academic barriers to success in school, including attendance, behaviour and social/emotional support.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers and remains a priority at termly pupil progress meetings.

SUMMARY INFORMATION			
School	South Camberley Primary and Nursery	Academic Year	2020-21
Total number of pupils:	657	Total pupil premium budget:	£174,605
Number of pupils eligible for pupil premium:	126 PP 9 Children Services	Amount of pupil premium received per child:	£1,345 Deprivation £310

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

Low levels on entry	Speech and Language difficulties
Low reading skills	Low Mathematical skills
Low writing Skills	Poor emotional literacy

ADDITIONAL BARRIERS

External barriers

Low self – esteem	Attendance and punctuality
Low aspiration	Broken Family structures – family stress and low resilience
Parental Engagement	Limited cultural/ enrichment experiences
English as Additional Language	Special Educational Needs

INTENDED OUTCOMES 2020 – 2023

Specific Priorities	Rationale
<p>1. Improve the quality of teaching and learning so that it is consistently good or better by:</p> <ul style="list-style-type: none"> • Providing coaching and mentoring to address identified areas of weakness • Ensuring a deep subject knowledge and support pedagogy • Providing an engaging curriculum with high quality assessment 	<p>The effects of high-quality teaching are especially significant for pupils from disadvantaged families – over a school year these students can gain 1.5. years of learning with very effective teachers as opposed to 0.5 years with ineffective teachers (Sutton trust)</p>
<p>2. Plan and deliver structured interventions for pupils working below age related expectations or below targeted expectations, including booster sessions.</p>	<p>Timely, targeted interventions that are regularly monitored are highly effective at narrowing the gap between PP and NPP.</p>
<p>3. Provide a wide variety of enrichment experiences for children.</p>	<p>Some families have financial barriers which exclude them from experiencing a wide range of events, which may limit the equality experience for children.</p>

PRIORITY 1.

Quality of teaching for all

Improve the quality of teaching and learning so that it is consistently good or better by:

- Providing coaching and mentoring to address identified areas of weakness
- Ensuring a deep subject knowledge and support pedagogy
- Provide an engaging curriculum with high quality assessment

Objective	Action Intended	Evidence and Rationale	Success Criteria	Staff lead
<p>To identify specific staff needing support in QFT or specific areas of the curriculum.</p>	<p>Phase and subject leads will be released to monitor and develop teaching and learning.</p> <p>Professional development: weekly and individual coaching sessions to support teachers/ TA's with a particular emphasis on maths, literacy/ vocabulary and curriculum development.</p>	<p>EEF toolkit (June 2019) identifies teaching should be the top priority including professional development.</p>	<p>Improved quality of teaching and learning in all classrooms.</p>	<p>Heads of Site Assistant Head Teachers Phase leads Subject leads</p>

To provide an engaging curriculum	Phase and subjects leads review progression and skills within curriculum; check relevance to school community and disseminate training and INSET to all staff.	Providing a stimulating and diverse curriculum will motivate and engage pupils in their learning.	The teaching of a broad and balanced curriculum is judged as good or better.	Heads of Site Phase & subject leads
To improve the mathematical skills of children and narrow the gap between PP and NPP	Continue training for all staff on MNP. Implement a consistent approach across school and build on previous learning.	MNP is based on a Singaporean approach and implements a CVA methodology to deepening pupils learning.	NTS and end of year outcomes show that the gap is narrowing between PP and NPP	Maths Leads Phase leads
To improve progress in writing	Enhanced moderation of writing though in house and trust moderation sessions. High expectations of writing throughout all curricular areas.	Accurate moderation of writing will lead to enhanced personal individual targets for children and accelerated progress.	All teachers are confident moderating within and across year groups and target next steps for children to enable rapid improvement.	Writing leads Phase leads.
To narrow the attainment gap between PP and NPP at greater depth in reading writing and maths	Identify PP children performing below peers and plan teaching to stretch and challenge pupils, building non prior knowledge.	In school data evidence that PP children perform less well at greater depth.	The gap between PP and NPP is narrowed.	All staff
To improve the reading ability of PP children and narrow the gap.	Ensure all staff deliver school Phonics approach consistently and target any gaps in sound knowledge. Ensure the effective teaching of reading across all year groups through well matched and engaging texts and through the use of high quality whole school teaching reading texts. Target PP children for increased frequency of reading. .	Children who develop their reading skills at a younger age perform better overall in subjects as they get older.	The gap between PP and NPP is narrowed. Questionnaires/ Pupil conferences evidence enjoyment towards reading.	All staff

Annual review notes:

PRIORITY 2.

Plan and deliver structured interventions for pupils working below age related expectations or below targeted expectations, including booster sessions.

Objective	Action Intended	Evidence and Rationale	Success Criteria	Staff lead
To identify and target children for weekly one to one/ small group interventions.	Provide targeting English and maths teaching for children who are below age related expectations, including after school booster sessions in KS2. Create additional teaching and learning opportunities using additional LSA hours.	Meeting individual learning needs – gaps in learning are identified and plugged to enable children to complete next steps in learning.	Improved data as children make progress through interventions.	All staff
To identify and target children that are not making identified progress in reading and phonics	Establish small group phonics interventions for PP pupils Increase targeted 1:1 reading support for PP pupils	Teachers to take ownership of assessing and monitoring the phonics/ progress in reading.	Children catch up and meet expected targets	Class teachers English subject leads.
To identify children in need of social and emotional support	To provide effective emotional support for disadvantaged pupils through ELSA provision and 'Hub' support	Providing social and emotional support will improve self-esteem and ensure positive well-being.	Children are more settled in class and are able to engage with teaching and learning.	SEMH lead Phase lead
To identify children with poor oral language and communication need	Children identified and targeted for weekly SALT support and interventions with trained HLTA	Improved language and communication skills will improve reading and writing outcomes.	Improved speech and language and communication skills.	Inclusion lead Speech & language support

Annual review notes:				
PRIORITY 3.				
Provide a wide variety of enrichment experiences for children.				
Objective	Action Intended	Evidence and Rationale	Success Criteria	Staff lead
All children have equal access to a wide range of extra-curricular experiences and enrichment opportunities.	Organise and facilitate a wide range of before school, lunchtime and after school activities and priorities PP pupils.	Wider opportunities for all pupils will have a positive impact on the learning and attainment of all pupils.	Greater uptake of PP children attending clubs.	SBM
To ensure equal access to a range of school experiences	Provide children with access to a range of visits and experiences, including using technology such as Now press play and VR headsets as a means to access and enrich wider curricular provision.	Wider opportunities for all children, including use of technology will increase engagement and have a positive impact on the learning attainment of pupils.	All children have equal access to a wide range of extra-curricular experiences and enrichment opportunities.	All staff
To improve punctuality and attendance of disadvantaged pupils	WPA services and office staff complete first day calling and follow up phone calls with parents to establish any underlying issues impacting on attendance. Regular meetings held with EWO to discuss and implement strategies for persistent absentees.	Children who arrive on time and have good attendance generally make better progress. (NFER briefing paper – addressing attendance as a key step)	Improved attendance and punctuality for all pupils.	WPA Office staff Heads of site

Annual Review Notes: