



# Pupil premium strategy statement

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	South Camberley Primary and Nursery School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	152 = 24.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	20 <sup>th</sup> October 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Executive Head Teacher/ Local Advisory Committee
Pupil premium lead	Mr J Franks
Governor / Trustee lead	Mrs T Ray

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,605
Recovery premium funding allocation this academic year	£18,705
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	£193,310



## Part A: Pupil premium strategy plan

### Statement of intent

At South Camberley Primary and Nursery School, we strive to provide the opportunity for all children to succeed and benefit from a deep and enriching curriculum and school experience and aim to embed our PURE principles daily, teaching children how to be 'Positive' learners; to show 'Urgency' towards their lessons and learning; to never give up during tricky times by showing 'Resilience' and finally showing 'Equity' to all children; ensuring that every child's needs are met. The staff at South Camberley have a collective drive to keep all children safe and to support them both academically and emotionally. We are committed to identifying, recognising and removing any potential barriers to learning and our inclusion principles of 'Quality', 'Access', 'Participation' and 'Independence' support and celebrate all our children's achievements.

Our aim is to:

- Provide opportunities for every child to succeed through high quality teaching and the development of an engaging and relevant curriculum.
- Nurture all individuals to become confident, ambitious, lifelong learners who are responsible, kind and prepared for the future.
- Encourage all children to thrive through acknowledging and discovering their gifts and talents by providing wider opportunities through our curriculum for them to thrive.
- Develop all children's cultural capital through a wide and diverse range of enriching experiences throughout their time at our school.

We are committed to understanding and developing our knowledge of our community, allowing us to proactively support pupils and families to enable full access to our broad and balanced curriculum and further opportunities outside of school. When making decisions, South Camberley considers the context of the school and the subsequent challenges faced by our community to ensure we target our support and provision to the needs of the children.



## Challenges

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

Challenge number	Detail of challenge
1	<i>Assessment (WELLCOMM), observations and discussions with class teachers indicate low levels of language and oral development across all age groups - most commonly in SEND and PP cohorts.</i>
2	<i>Assessment (EYFS baseline), observations and discussions with class teachers suggest low levels of literacy attainment within PP cohorts and the gap between their peers, further impacted by school closures, remains large.</i>
3	<i>Assessment (EYFS baseline), observations and discussions with class teachers suggest low levels of maths attainment within PP cohorts and the gap between their peers, further impacted by school closures, remains large.</i>
4	<i>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 88.02% - 4.2% lower than for non-disadvantaged pupils.  50% of disadvantaged pupils have been 'persistently absent' compared to 33% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.</i>
5	<i>Our SEND identification process, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to and a lack of enrichment opportunities during school closure and a lack of social interaction with their peers - especially at Ks2.  30% of children on the SEND register are identified as having social difficulties – of this cohort 51% are identified as PP.</i>
6	<i>COVID restrictions had limited our ability to offer extracurricular clubs and trips for children across the school which has contributed to limited cultural and enrichment experiences for our most vulnerable cohorts.</i>
7	<i>Low parental engagement has contributed to low levels of reading ability upon entry and difficulties with children managing behaviour in and out of school. Changes in children's difficulties, enhanced through school closures, and has created added pressures for parents and carers who have shifted focus away from academic support at home such as daily reading.</i>

## 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>1. Narrow the vocabulary deficit that exist for some children</i>	<i>WELLCOMM data will show an increase in children being identified in the 'Green' range by the end of the Summer Term.</i>



	<p><i>Summer Term data will show an increase in reading attainment across all year groups.</i></p> <p><i>End of year data shows attainment gap between PP children and their peers narrows in reading.</i></p>
<p><i>2. Literacy outcomes improve</i></p>	<p><i>Summer Term data shows an increase in attainment in reading and writing across all year groups.</i></p> <p><i>End of year data shows attainment gap between PP children and their peers narrows in reading by:</i></p> <p><i>Yr 2 – 30%</i>  <i>Yr 3 – 53%</i>  <i>Yr 4 – 8%</i>  <i>Yr 5 – 29%</i>  <i>Yr 6 - 34%</i></p> <p><i>End of year data shows attainment gap between PP children and their peers narrows in writing by:</i></p> <p><i>Yr 2 – 34%</i>  <i>Yr 3 – 53%</i>  <i>Yr 4 - maintains current level</i>  <i>Yr 5 – 37%</i>  <i>Yr 6 – 27%</i></p>
<p><i>3. Maths outcomes improve</i></p>	<p><i>Summer Term data shows an increase in attainment in maths across all year groups.</i></p> <p><i>End of year data shows attainment gap between PP children and their peers narrows in maths by:</i></p> <p><i>Yr 2 – 34%</i>  <i>Yr 3 - 39%</i>  <i>Yr 4 – 8%</i>  <i>Yr 5 – 23%</i>  <i>Yr 6 – 35%</i></p>



<p>4. To reduce persistent absences to in-line with or below national (figures) and increase attendance to in-line with or above national figures.</p>	<p>PP children's attendance will be in line with national non-pupil premium data by the end of the 21/22 academic year.</p> <p>Persistence absence percentage falls below national figures for targeted children by the end of each half-term.</p>
<p>5. To identify our vulnerable children and support them through a range of targeted SEMH Support e.g., ELSA, Play Therapy, Talking and Drawing.</p>	<p>Increased attendance within SEMH cohort by the by the end of the 21/22 academic year.</p> <p>CPOMs reports show a decline in Level 2 and Level 3 behaviours across the 3 terms.</p> <p>Pupil voice data (collected through questionnaires) show an incline in pupil attitude towards school.</p> <p>Socially Speaking assessment and tracker shows clear development of a child's social skills.</p>
<p>6. Children have more opportunity to attend clubs and wider access to a range of enrichment opportunities.</p>	<p>Targeted PP pupils increase attendance at clubs by the end of the 21/22 academic year.</p> <p>Enrichment calendar shows a range of opportunities to deepen learning (cultural capital)</p>
<p>7. Parental engagement increases</p>	<p>Increased participation in meetings by the end of the 21/22 academic year.</p> <p>Increased participation in Hub workshops</p> <p>Parent voice data (collected through questionnaires) show an incline in parental confidence in supporting children at home.</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 (for example, CPD, recruitment and retention)

Current Cost: £5,467

Budgeted cost: £54,802

Total: £60,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To identify specific staff needing support in QFT or specific areas of the curriculum and invest in training to support and develop teacher needs.</i></p> <p><i>Identified staff will take part in school run training programme aimed at developing Quality First Teaching across the curriculum.</i></p> <p><i>'When the Adults Change, Everything Changes' training will take place in the Autumn term to support teachers to develop a positive classroom environment and support QFT.</i></p>	<p><i>The 3<sup>rd</sup> Key Principle set out by the EEF guide to pupil premium states that 'good teaching is the most important lever schools have to improve outcomes.' Therefore, a key priority for the school is to identify specific staff and specific subject areas which require the most immediate CPD to ensure good teaching and careful planning.</i></p>	<p>2,3,6</p>
<p><i>'Quality First Teaching for Vulnerable Groups' training for Inclusion Lead and ks2 Phase Leader.</i></p> <p><i>Ks2 Phase Lead and Inclusion Lead will develop QFT training programme aimed at developing inclusive practice.</i></p>	<p><i>'Using Pupil Premium to improve teaching quality benefits all children.'</i></p> <p><i>This training is designed to support leaders in supporting teaching staff with 'Quality First Teaching' principles and consistency in the classroom.</i></p> <p><i>Weekly research informs staff meetings focusing on the development of QFT through the curriculum - all sessions are tailored to support teacher's pedagogical development.</i></p> <p><i>Support staff have access to a wide range of training opportunities with sessions tailored to staff need with the opportunity to shadow specialist staff and outside agencies.</i></p>	<p>2,3,5,6</p>



<p><i>Additional teacher groups for Reading and Maths by Heads of Site which increase staff to child ratio in targeted year groups (Yr 2 and Yr 6)</i></p> <p><i>PP children will be targeted to be taught in smaller class size during core lessons.</i></p>	<p><i>Tier 1 of the EEF research into the principles of Pupil Premium spend highlights the importance of having an 'effective teacher is in front of every class' - the opportunity for our most experienced and senior staff to be delivering lessons to some of our most vulnerable children and in turn lowering the class teacher to pupil ratio will support in accelerating the learning of all children across the year groups – including our most vulnerable.</i></p>	<p>2,3,6</p>
<p><i>To provide an engaging curriculum and increasing children's cultural capital.</i></p> <p><i>Now, Press, Play and VR Headsets to be used consistently to enrich our curriculum and engage learners. To further develop cultural capital and to provide a wide range of experiences, children will have workshops across the year, including MC Grammar and the Road Safety Magician.</i></p>	<p><i>An engaging curriculum will lead to inquisitive and motivated learners. The EEF state that we should 'treat implementation as a process, not an event; plan and execute it in stages.'</i></p> <p><i>This year we are emphasising the importance of our curriculum through a robust process of review and training for our Subject Leads across the school.</i></p>	<p>1, 6</p>
<p><i>To improve the mathematical skills of children and narrow the gap between PP and N-PP.</i></p> <p><i>All identified PP children will attend a weekly maths booster to support development of skills and narrow attainment gap.</i></p> <p><i>The school has joined the Maths Hub and will be involved in 'teacher research groups' aimed at improving pedagogy and deepening staff's knowledge and understanding.</i></p>	<p><i>Through the monitoring of our provision and identifying areas of continual improvement we are focused on developing all staff to plan quality and consistent maths provision across the school.</i></p> <p><i>Collaboration with other schools and organisations will allow the school to develop partnership links to share best practice and develop leaders and staff to be experts in teaching mathematics to their children.</i></p>	<p>3</p>
<p><i>To improve progress in writing through the implementation of 'Pobble'.</i></p>	<p><i>The EEF recommends a model of 'Identifying a problem,' 'researching a solution,' 'implementing a strategy', and 'monitoring the progress'.</i></p>	<p>2</p>



<p><i>To narrow the attainment gap between PP and N-PP at greater depth in reading, writing and maths.</i></p>	<p><i>Pobble will be used to support teachers when implementing and assessing writing across the curriculum and will support leaders to identify further gaps and create solutions. Accurate moderation of writing will lead to enhanced personal individual targets.</i></p> <p><i>In school data evidences that PP children perform less well at greater depth – pupils will be identified to attend boosters and planning monitored to ensure curriculum challenges.</i></p>	
<p><i>Pupil Premium children will read at least 2 times a week with an adult in school.</i></p>	<p><i>Children who develop their reading skills at a younger age perform better overall in subjects as they get older.</i></p> <p><i>Through developing teacher's phonics skills and monitoring consistency across the school will ensure children's gaps are identified early and additional boosters can be implemented.</i></p> <p><i>High quality texts are used to excite and engage learners and all children will have reading books matched to need. PP children will have increased 1:1 reading during the week.</i></p>	<p>1,2</p>

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

Current Cost: £8,437

Budgeted cost: £54,802

Total: £63,239



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To identify and target children for weekly 1:1/ small group interventions for learners who are not making required progress in reading, timetables, and phonics.</i></p> <p><i>All identified PP children will attend a weekly booster based on need, including phonics, timetables and reading.</i></p>	<p><i>Tier 2 of the recognised approach towards best supporting PP children. Through 1:1, small group and whole class delivery of targeted online support we can develop independent computing skills to support closing the gap in key areas of the curriculum. Once embedded it allows us to maximise time throughout the day to support these needs and not miss any learning opportunities.</i></p> <p><i>This will be aided through academic targeted subscriptions to support Timetables, Phonics, Reading and Phonological awareness and a part-time booster teacher hired to support vulnerable groups in phonics and timetables (2 fundamental skills vulnerable groups show gaps)</i></p>	<p>1, 2, 3</p>
<p><i>To identify children in need of social and emotional support.</i></p> <p><i>Once identified all children will take part in 'Socially Speaking' intervention.</i></p> <p><i>Pupil Premium children identified with significant SEMH need will be referred to the Mental Health Support Team.</i></p>	<p><i>Structured interventions are a 'key component of an effective Pupil Premium strategy'. However, it is a key challenge for the school to ensure that the interventions outside of the classroom are linked to the learning inside the classroom and communication between Learning Support Assistants and teachers is key to their continued success.</i></p> <p><i>Interventions are designed and targeted to support children's social and emotional needs with the aim to improve self-esteem and ensure positive well-being.</i></p>	<p>5</p>
<p><i>To identify children with poor oral language and communication need.</i></p> <p><i>All PP children identified as having speech and communication difficulties will be assessed by a Speech Therapist to inform further in-class support.</i></p>	<p><i>70 children have been identified as having 'Speech, Language and Communication' difficulties as their primary need. 21% of that cohort are identified as both SEND and PP, therefore showing high multiplicity of need in this area.</i></p> <p><i>Through the targeted use of WELLCOMM in Early Years, we aim to identify and support this need as early as possible. Through exploring the gaps, we have further identified the need for a professional therapist to support our teacher's knowledge and understanding and provide weekly support for our most vulnerable children.</i></p>	<p>1</p>



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

Current Cost: £15,000

Budgeted cost: £54,802

Total: £69,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued employment of WPA, private attendance officers for 1.5 days a week.</i></p> <p><i>WPA will target all PP children under 90% by the end of Autumn Term and through collaboration with the Inclusion Lead provide a programme of support to show increased attendance by the end of the Summer Term.</i></p>	<p><i>EEF's tier 3 focuses on the non-academic barriers to success in school. Attendance for our vulnerable groups is key and our attendance officer works weekly to engage families and support parents to ensure their children are attending school. Weekly meetings with staff and analysis of attendance data supports the school to target and support the most vulnerable families.</i></p> <p><i>Incentives and prizes will be purchased to promote the importance of good attendance and celebrate children's attendance achievements.</i></p>	4
<p><i>Inclusion Hub family support drop-ins and targeted professional speakers to support families most in need from mental wellbeing to managing difficult behaviours.</i></p> <p><i>All families with children identified as Pupil Premium will be invited to Hub sessions throughout the year.</i></p>	<p><i>Research into parent engagement has found that increased parental engagement alone can account for up to 4 months of increased progress through increased support at home (EEF research into Parental Engagement).</i></p> <p><i>Through parent training and drop-in sessions we hope to develop a culture of increased parental engagement at home to support all children's needs.</i></p>	7
<p><i>All PP children will be invited to Breakfast Club across 3 sites.</i></p>	<p><i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a trial published by the Education Endowment Foundation.</i></p> <p><i>All Pupil Premium children will be invited to Breakfast Club where they are provided a healthy breakfast and give parents the opportunity to drop children early to ensure they are in school on time.</i></p>	1, 2, 3
<p><i>To ensure equal access to a range of school experiences.</i></p>	<p><i>Wider opportunities for all children, including use of technology will increase engagement and have a positive impact on the learning attainment of pupils.</i></p>	5,6



<p><i>All PP children will attend a school trip and be invited to free after/ before school clubs.</i></p>	<p><i>All vulnerable children will be invited to free clubs across the year and bi-weekly enrichment days provide children a wide range of exciting opportunities across curriculum subjects. Increased access to these opportunities aim to increase a young child's cultural capital and develop life skills.</i></p>	
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**Total budgeted cost: £ 193,310**



## 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.

#### **Priority 1:**

#### Quality of Teaching

<b>% Increase in PP attainment from Aut 2020</b>						
<b>Year Group</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>
<b>Year 2</b>	+13%	/	+26%	/	+17%	/
<b>Year 6</b>	+32%	+19%	+22%	+3%	+29%	+1%

Outcomes for disadvantaged pupils improved in all year groups across all core curriculum areas. In Year 6, 84% of vulnerable children met the expected standard in reading by the end of the Summer Term compared to 52% in the Autumn term – an increase of 32%. There was also a 22% increase in writing and a 29% increase in maths.

Further to increasing attainment across the expected standard, we prioritised increasing the percentage of vulnerable children reaching greater depth. In Year 6, our vulnerable children attaining greater depth in reading increased by 19%.

Through purchasing quality texts which are closely linked to our writing progression of skills and purchasing new concrete maths resources, we have continued to develop our curriculum to ensure all children have equal access and opportunities.

Throughout the year, senior leaders monitor and observe teaching to be able to highlight areas for continued CPD. At the beginning of the year, 53% of teaching was graded as 'good or better' - throughout targeted training this increased to 74% by the end of the year showing the impact our spending has had on the quality of teaching – the area of most impact on children's attainment as identified by the EEF.



## **Priority 2:**

### **Targeted support**

We prioritised developing children's oral language and understanding as this was identified as a barrier across the school. Across the year, the percentage of children achieving GLD in 'Speaking' across our Early Years setting increased.

In Autumn 2, 43% of children were at the expected development range in 'Speaking', by Summer 2 this increased to 70% with 13% exceeding.

Further data indicates that children's 'Understanding' skills developed at an accelerated rate with 50% of children working within the Secure and Exceeding range in the Autumn term with this increasing to 77% (21% exceeding) by the end of the academic year.

Our Speech and Language Therapist worked with 16 children in Early Years either through assessment or therapy sessions which contributed to the progress shown by the end of the Summer term. She also provided weekly opportunities for staff to meet and supported teacher's QFT for children with speech need.

The Early Years team created a language rich environment for their children using visuals and subject-specific language to support children's knowledge and understanding across the curriculum.

## **Priority 3:**

### **Wider strategies**

In Autumn 1, pupils identified as Pupil Premium's attendance was 89.95% compared to the Summer Term where Pupil Premium attendance rose by 4% to 93.55%. WPA worked collaboratively with staff to support our vulnerable families return to school after the 2<sup>nd</sup> National Lockdown and this impact was seen with through the 4% increase in attendance. Persistent absence in PP children of statutory school age during the Autumn term 2020 was 20.11% - this also saw an improvement during the Summer Term with same cohort of children improving to 18.40%.

During the National Lockdown, the school identified 70 of the most vulnerable children who may have required additional support. All 70 children were personally invited into school and offered a place or offered technology to support home learning. 84% of these children attended school or were supplied with school technology, the remaining 16% had sufficient technology at home and were part of daily Google Meets and virtual 1:1 reading sessions for the duration of home learning.



During the partial school closures, we were committed to providing children with unique opportunities and experiences to develop their cultural capital. During lockdown we provided several whole school virtual assemblies hosted by TV personalities, Youtubers, athletes and magicians. These assemblies focused on the mental wellbeing of our school community and how to keep our minds healthy and active during those difficult times.

Furthermore, we provided daily, virtual interventions for children not attending school in person with daily Google Meets, 1:1 reading sessions, social groups and booster sessions. These groups were attended by targeted children, often with a multiplicity of need.

## Externally provided programmes

Programme	Provider