

## Pupil Premium Strategy 2021-23

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.

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833>

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151>

### **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 TAs.

### **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 Camberely Primary and Nursery	Academic Year	2023-24
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 2021 – 2024

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"> <li>• Providing coaching and mentoring to address identified areas of weakness</li> <li>• Ensuring a deep subject knowledge and support pedagogy</li> <li>• Provide an engaging curriculum with high quality assessment</li> </ul>	<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
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To identify specific staff needing support in QFT or specific areas of the curriculum.	Phase and subject leads will be released to monitor and develop teaching and learning.  Professional development: weekly and individual coaching sessions to support teachers/ TA's with a particular emphasis on Maths, literacy/ vocabulary and curriculum development.	EEF toolkit (June 2019) identifies teaching should be the top priority including professional development.	Improved quality of teaching and learning in all classrooms.	Heads of Site Assistant Headteachers Phase leads Year leaders Inclusion team Subject leads
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 Curriculum leader
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 and attainment 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.

<p>To narrow the attainment gap between PP and NPP at greater depth in reading writing and Maths</p>	<p>Identify PP children performing below peers and plan teaching to stretch and challenge pupils, building non prior knowledge.</p>	<p>In school data evidence that PP children perform less well at greater depth.</p>	<p>The gap between PP and NPP is narrowed.</p>	<p>All staff</p>
<p>To improve the reading ability of PP children and narrow the gap.</p>	<p>Ensure all staff deliver school Phonics approach consistently and target any gaps in sound knowledge.</p> <p>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. .</p>	<p>Children who develop their reading skills at a younger age perform better overall in subjects as they get older.</p>	<p>The gap between PP and NPP is narrowed.</p> <p>Questionnaires/ Pupil conferences evidence enjoyment towards reading.</p>	<p>All staff</p>

Annual review notes:

- Investment in staff development in line with our school improvement plan has led to an improvement in the quality of teaching and consistency across the school. Outcomes particularly at the end of key stage two in maths and writing are improving and on an upward trajectory.
- Pupils, parents and staff agree that our curriculum is rich, diverse and engaging. In particular, we seek to employ subject specialists to deepen children's learning and prepare fully for the next stage of their education. For example: Forest School, music, art, PE and outdoor learning, French, computing. Systematic and regular subject leader training has led to improvements and development of our curriculum.
- The gap between pupil premium and non pupil premium attainment in maths is narrowing. However, it remains a priority. By the end of key stage two, children make significant progress from their starting points.
- Greater depth is the highest in reading across the school and is reflective of staff development and training. Greater depth in maths continues to be an area of focus.
- The gap between pupil premium and non pupil premium in reading is narrowing by the end of key stage two but continues to be an area of focus.

**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:				
<ul style="list-style-type: none"> <li>• Early reading interventions and phonics are a priority across the school and as a result, targeted children are making accelerated progress. Fewer pupils are entering into key stage two without having passed their phonics screening check.</li> <li>• Booster groups delivered by teachers are effective and have resulted in improved progress and attainment at the end of key stage two.</li> <li>• SEMH provision has improved significantly and the impact can be seen through reduced exclusions and reported incidents of behaviour. For example, there have been reductions in reported incidents of bullying, racist and homophobic language. The introduction of the Zones of Regulation and extensive staff training around SEND have led to improved provision and outcomes for our pupils with SEMH.</li> <li>• Investment in a speech therapist twice weekly for initial assessments and staff training have resulted in children with speech and language needs making good progress from their starting points.</li> </ul>				
<b>PRIORITY 3.</b>				

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:

- There has been a significant increase in enrichment opportunities, including sports fixtures, trips and residential. The uptake of optional opportunities by pupil premium pupils has been very good.
- There has been a significant increase in before and after school club provision across the school and the uptake of this by our pupil premium pupils is good.
- Attendance for pupil premium pupils is in line with non pupil premium attendance and improving.