

## **Pupil Premium Strategy 2023-26**

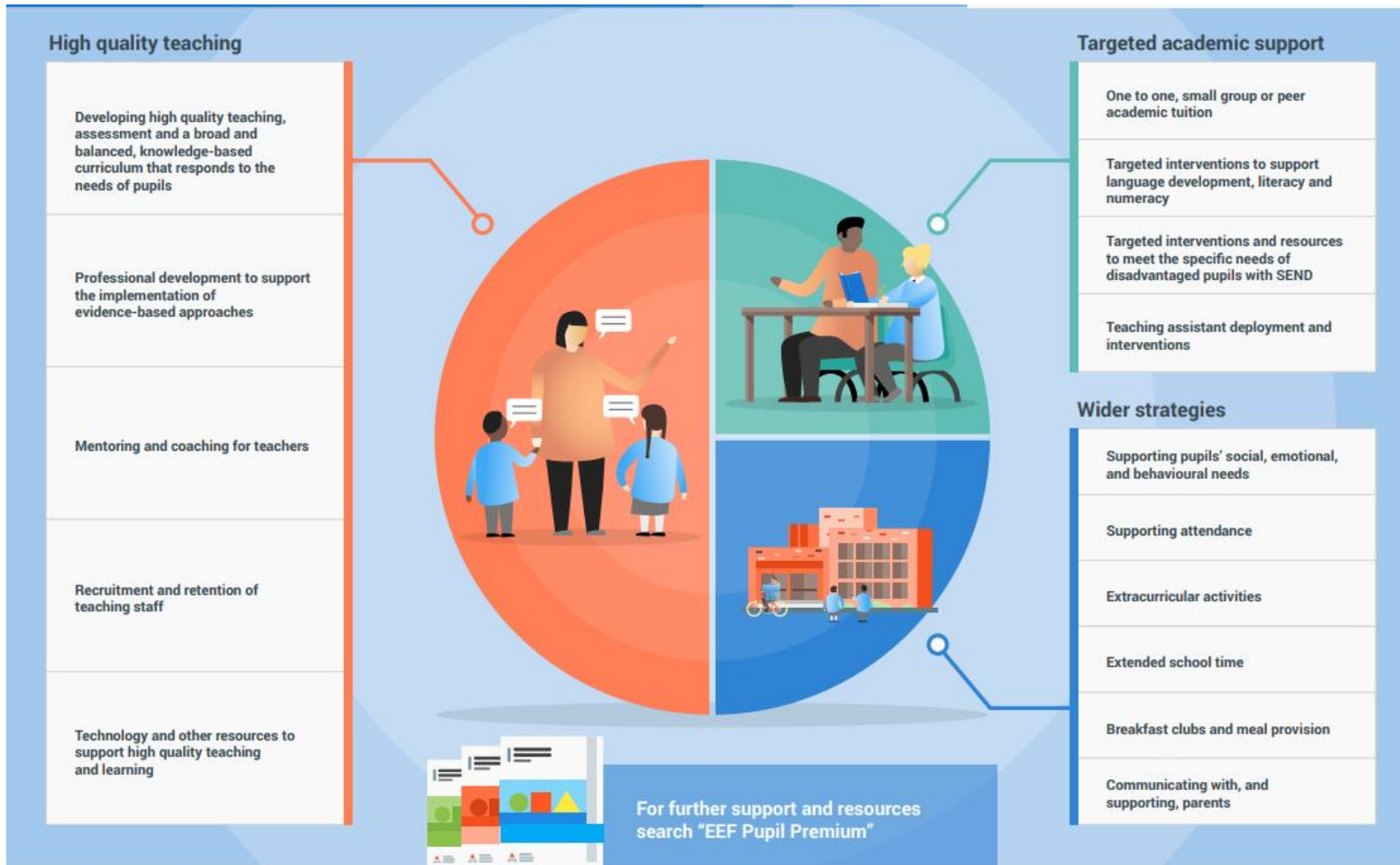
Schools' typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement. (NFER Supporting the 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 Camberley Primary and Nursery	Academic Year	2023-24

## SUMMARY INFORMATION

Total number of pupils:	569	Total pupil premium budget:	£190,665
Number of pupils eligible for pupil premium:	127	Amount of pupil premium received per child:	£1,455

## 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 2023 – 2026

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.</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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<p>To identify specific staff needing support in QFT or specific areas of the curriculum.</p>	<p>Phase, year leaders and subject leads will be released to monitor and develop teaching and learning.</p> <p>Professional development:</p> <ul style="list-style-type: none"> <li>- Bespoke support for ECTs and teachers new to our school</li> <li>- Weekly staffing training linked to our school improvement priorities with a focus on pedagogy</li> <li>- Half termly subject leader training</li> <li>- Ongoing collaborative planning with staff</li> <li>- External support and training eg. Moderation, subject conferences etc.</li> </ul>	<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 and continue to narrow the gap between the achievement of PP pupils and non PP pupils.</p>	<p>Heads of Site Assistant Headteachers Phase leads Year leaders Inclusion team Subject leads</p>
<p>To provide an engaging curriculum</p>	<p>Phase and subjects leads review progression and skills within curriculum; check relevance to school community and disseminate training and INSET to all staff.</p>	<p>Providing a stimulating and diverse curriculum that will motivate and engage pupils in their learning.</p>	<p>The teaching of a broad and balanced curriculum is judged as good or better.</p>	<p>Heads of Site Phase &amp; subject leads Year leaders Curriculum leader Subject leaders</p>
<p>To improve the mathematical skills of children and narrow the gap between PP and NPP</p>	<p>Continue training for all staff on teaching for mastery. Implement a consistent approach across school and build on previous learning. Links with the Maths Hub and resources such as White Rose and NCETM.</p>	<p>Teaching for mastery approach is based on a Singaporean approach and implements a CPA methodology to deepening pupils learning.</p>	<p>NTS and end of year outcomes show that the gap is narrowing between PP and NPP</p>	<p>Maths leads Class teachers</p>

<p>To improve progress and attainment in writing</p>	<p>Enhanced moderation of writing through in house and trust moderation sessions.</p> <p>External moderation to ensure accurate judgements, support staff CPD in assessment and inform planning of writing.</p> <p>High expectations of writing throughout all curricular areas.</p> <p>High focus of staff training on developing staff confidence and subject knowledge in the planning and teaching of writing.</p> <p>Collaborative planning of writing across all year groups to develop staff subject knowledge and quality of writing outcomes.</p> <p>Investment in the training of the English team to disseminate research led practice across the school in reading and writing.</p> <p>Leaders have invested a significant amount of time in developing clear progression documents for phonics, SPaG and writing to support teachers to plan and deliver high quality writing outcomes.</p>	<p>Accurate moderation of writing will lead to enhanced personal individual targets for children and accelerated progress.</p>	<p>All teachers are confident moderating within and across year groups and target next steps for children to enable rapid improvement.</p> <p>End of year writing outcomes show that the gap is narrowing between PP and NPP.</p>	<p>English leads Phase leads Year leads Class teachers</p>
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<p>To improve the reading ability of PP children and narrow the gap.</p>	<p>Leaders are investing in research led training to further improve our phonics and reading outcomes.</p> <p>Leaders to continue to invest in high quality and diverse texts for the English curriculum so that all children have books in hand.</p> <p>There is a continuous investment in books to match our phonics approach.</p> <p>Investment into Boom Reader to further engage pupils reading at home, particularly our PP pupils.</p> <p>Investment into reading with PP pupils at least twice a week by an adult.</p> <p>Significant investment in strategies to promote a love long life of reading:</p> <ul style="list-style-type: none"> <li>• Author visits</li> <li>• Reading competitions</li> <li>• Recommended Reads</li> <li>• Book vending machine</li> <li>• Termly whole school text</li> <li>• Theatre visits for every year group</li> <li>• Theme days</li> </ul>	<p>Children who develop their reading skills at a younger age perform better overall in subjects as they get older.</p> <p>Research led CPD is proven to make an impact on outcomes for all pupils, including those who are PPG.</p>	<p>The gap between PP and NPP is narrowed.</p> <p>Questionnaires/ Pupil conferences evidence enjoyment towards reading.</p> <p>Data analysis from Boom Reader shows that engagement in reading at home has increased.</p>	<p>English leads Phase leads Year leads Class teachers LSAs Volunteers</p>
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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
<p>To identify and target children for weekly one to one/ small group interventions.</p>	<p>Children who are underachieving are given additional support through structured interventions, such as:</p> <ul style="list-style-type: none"> <li>• Literacy for All</li> <li>• Reading Fluency Project</li> <li>• Pre teaching</li> <li>• Precision teaching</li> <li>• Art/play therapy</li> <li>• 1:1 reading</li> <li>• Phonics</li> <li>• Additional teachers to support across core subjects across selected year groups</li> </ul>	<p>Meeting individual learning needs – gaps in learning are identified and plugged to enable children to complete next steps in learning.</p>	<p>Improved data as children make progress through interventions.</p> <p>Impact is shown through accelerated progress from their baselines.</p> <p>SEMH interventions supports children to be ready for learning.</p>	<p>Maths and English subject leaders Class teachers LSAs SEND/inclusion team</p>

<p>To identify and target children that are not making identified progress in reading and phonics</p>	<p>Leaders have invested heavily in phonics training and resources.</p> <p>Leaders have spent a significant amount of time developing the reading and phonics structure in Reception and Year 1.</p> <p>Establish small group phonics interventions for PP pupils</p> <p>Increase targeted 1:1 reading support for PP pupils</p>	<p>Research suggests that high quality phonics teaching alongside targeted phonics/reading interventions allows children to make accelerated progress.</p>	<p>All PP children pass their phonics screening Year 1.</p> <p>Any child that does not pass in Year 1, passes in the Year 2 screening check.</p> <p>No PP child transitions to KS2 not having passed their phonics screening.</p> <p>Children who are not achieving the correct reading age are supported to make accelerated progress from their baselines and to catch up.</p>	<p>Class teachers English subject leads Phonics lead</p>
<p>To identify children in need of social and emotional support</p>	<p>To provide effective emotional support for disadvantaged pupils through:</p> <ul style="list-style-type: none"> <li>• Parent/carer workshops</li> <li>• Play therapy</li> <li>• SEMH art interventions</li> <li>• SEMH interventions</li> <li>• PAT dog</li> </ul> <p>Leaders have invested heavily in developing and embedding the whole school approach of the zones of regulation through staff training and resources.</p>	<p>Providing social and emotional support will improve self-esteem and ensure positive well-being.</p> <p>Supporting children to develop strategies to regulate their emotions to be ready to learn.</p>	<p>Children are ready to learn and engage positively in their learning.</p> <p>Children develop positive relationships with their peers.</p> <p>Behaviour is good and incidents of distressed behaviour is reduced over time.</p>	<p>SEND/inclusion team Wellbeing leads Phase leaders Year leaders Class teachers</p>

To identify children with poor oral language and communication need	<p>The school invest in a trained speech and language specialist twice a week.</p> <p>Children identified targeted for SALT support and interventions with trained LSAs up to three times per week.</p> <p>Children identified to have additional support through The Speech Link Programme in conjunction with their specific Speech and Language Targets.</p>	<p>Improved language and communication skills will improve reading and writing outcomes.</p> <p>Improved language and communication skills will encourage and support children to make and maintain relationships with others.</p>	Improved speech and language and communication skills.	Inclusion lead Speech & language support
Annual review notes:				
<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 prioritise PP pupils.	Wider opportunities for all pupils will have a positive impact on the learning and attainment of all pupils.	All PP children attend at least one school led club a year.	PPG leaders Admin team Class teachers

<p>Identify the gaps in children's cultural capital and plan a systematic approach to enrichment opportunities that aim to address these gaps and raise aspirations of all our pupils, especially PP pupils.</p>	<p>Theatre trips linked to books that children study</p> <p>Author visits to promote a love of reading</p> <p>Museum visits that they may not otherwise have the opportunity to visit.</p> <p>Plan residential opportunities for all KS2 year groups, with a subsidy for PP children.</p> <p>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.</p>	<p>Wider opportunities for all children, including use of technology will increase engagement and have a positive impact on the learning attainment of pupils.</p>	<p>All children have equal access to a wide range of extra-curricular experiences and enrichment opportunities.</p>	<p>PPG leaders Admin team Class teachers</p>
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<p>To improve punctuality and attendance of disadvantaged pupils</p>	<p>Office staff complete first day calling and follow up phone calls with parents to establish any underlying issues impacting on attendance.</p> <p>Regular meetings held with attendance officer to discuss and implement strategies for persistent absentees.</p> <p>In the first instance, teachers will contact families to support where attendance is a concern.</p> <p>Meetings may be held to understand family issues around attendance and to provide a supportive network to encourage improvement in attendance.</p>	<p>Children who arrive on time and have good attendance generally make better progress.</p> <p>(NFER briefing paper – addressing attendance as a key step)</p>	<p>Improved attendance and punctuality for all pupils.</p> <p>Families will be better supported in having their children attend school consistently.</p>	<p>WPA Attendance Officer Office staff Teachers Heads of site</p>
<p>Annual Review Notes:</p>				