

Review of the Pupil Premium Strategy for South Camberley Primary and Nursery School 24/25

It uses performance data from South Camberley Primary and Nursery School Inspection Data Summary Report (IDSR, December 2025) in school data and strategic elements from the school's Pupil Premium Strategy 2024-27 document.

1. School Context and Key Challenges (IDSR)

Detail	Data/Context
School Name	South Camberley Primary and Nursery School
FSM6 % (2025)	19.19% (Close to national average)
School % EAL (2025)	50.70% (Well above national average)
School Stability (2025)	73.63% (Well below national average - indicates high pupil mobility)
Key Group Overlap	39 pupils with SEN who are also FSM6 and/or Looked-After Children (CLA)

Core Challenge for Review:

To rapidly accelerate the attainment of disadvantaged pupils in Reading and Mathematics, whilst mitigating the impact of well-below-average pupil stability (high mobility).

2. Attainment Review (Key Stage 2 Disadvantaged Pupils) 2024-25

Measure	2024-25 Disadvantaged attainment	National Disadvantaged Score	School Gap	National Non-Disadvantaged Score	School Disadvantage Gap
RWM (Expected Standard)	50%	47%	+3 pp	69%	-19 pp

Reading (Expected Standard)	67%	63%	+4 pp	81%	-14 pp
Writing (Expected Standard)	88%	59%	+29 pp	78%	+10 pp
Maths (EXS+)	67%	61%	+8 pp	81%	-14 pp
EGPS (EXS+)	58%	60%	-2 pp	79%	-21 pp

- **Above national disadvantaged score:** The schools disadvantaged outcomes at the end of KS2 outperform the National disadvantage figure for reading writing and maths.
- Overall Combined RWM:** The school's disadvantaged cohort remains significantly behind the national non-disadvantaged standard, with a large gap of -24 percentage points (pp) over three years. While the gap narrowed in the latest year (50% attainment, -19 pp gap), this is an improvement is from a very low base (27% in 2022/23).
- Significant Strength (Writing):** The results in writing are strong. Disadvantaged pupils are attaining **above** the national non-disadvantaged standard (79% on 3-year average, +1 pp gap). This demonstrates the high impact of the strategy's focus on writing, including "Enhanced moderation of writing" and "Grammarsaurus" investment.
- Area of Concern (Reading):** The Reading attainment remains a clear area for development, with a 3-year average gap of -17 pp.

Measure	2024-25 Disadvantaged attainment	National Disadvantaged Score	School Gap	National Non-Disadvantaged Score	School Disadvantage Gap
Phonics y1 (32+)	50%	47%	+3 pp	69%	-19 pp
MTC y4	67%	63%	+4 pp	81%	-14 pp

The disadvantaged attainment at South Camberley is above that of National disadvantaged attainment in both phonics and MTC check, although is behind National non disadvantaged score.

3. Review by Tier and Questions for Response

Priority 1: Quality of Teaching for All

Strategy Component	Evidence of Success/Concern	Next steps
To identify specific staff needing support in QFT or specific areas of the curriculum.	The school has a track record of improving teaching through modelling and coaching.	Continue to support teachers where identified areas of development. Adjust guidance for planning meetings to increase consistency across sites/ lessons.
To provide an engaging curriculum	Strong writing attainment (+10 pp latest year) suggests high quality, targeted instruction in this area.	Increase oracy focus and vocabulary acquisition and streamline maths planning for simplicity and deepening learning.
To improve the mathematical skills of children and narrow the gap between PP and NPP	Disadvantaged children attained well above the disadvantaged group Nationally (+8pp).	
To improve progress and attainment in writing	Outstanding Writing attainment (+10 pp above National non-disadvantaged pupils 2024-25) suggests high quality, targeted instruction in this area.	Accelerate progress and attainment across all year groups.
To improve phonics outcomes for pupil premium pupils in Years Reception, Years 1 and 2.	Phonics data is needed to assess impact. SCPNS 2025 - 86%	Continue to target children

	<p>PP 2025 at SCPNS – 92% - national 2024/25, 68.1%</p> <p>FSM 2025 – 91%</p> <p>National pass rate was 80%</p> <p>Current y1 pupils aut2 attainment - PP (10 ch) 30% at 22+ Non PP (67 ch) 76% at 22+</p>	
To improve the reading ability of PP children and narrow the gap.	Disadvantaged children attained above the disadvantaged group Nationally (+4pp).	

Priority 2: Targeted Academic Support

Strategy Component	Evidence of Success/Concern	Next steps
Identify and target children for weekly one-to-one/small group interventions	The persistent gap in RWM and Reading suggests that current intervention models may lack the required intensity or precision, particularly for highly mobile pupils.	Deliver sounds write training for KS2 staff to enable more specific focused interventions to have intended impact of gap closing.
To identify and target children that are not making identified progress in reading and phonics	Targeted booster sessions support children to keep up and catch up. 86% children attained Yr1 screening with 92% disadvantaged meeting the standard (compared with 86% non-disadvantaged)	10 disadvantaged pupils took the check in year 2; of these, 5 children attained the standard (compared with 11/23 non-disadvantaged).

To identify children in need of social and emotional support	9 PPG pupils currently identified as SEMH needs and receive targeted SEMH support through social skills groups, meet and greets. Bespoke interventions.	Use of Boxhall profile to assess impact.
To identify children with poor oral language and communication need	This links closely to the high % of EAL pupils (50.70%) and the persistent Reading gap (-16 pp 3-year average).	<p>Oral Language Impact: How is the school measuring the progress of disadvantaged pupils identified with oral language needs, and what specific evidence demonstrates that the chosen interventions (e.g., speech and language support) are building foundational communication skills that translate into improved reading comprehension?</p> <p>Welcomm assessments identify need and gaps in learning – targeted intervention groups are subsequently implemented and progress tracked.</p>

Tier 3: Wider Strategies

Strategy Component	Evidence of Success/Concern	Next steps.
All children have equal access to a wide range of extracurricular experiences and enrichment opportunities.	Track the number and percentage of Pupil Premium (PP) eligible pupils who participate in at least one club or enrichment activity per term/year. Autumn Term 2024 - 41%	Track PP participation rate to determine if equal to, or higher than, the non-PP rate?

	<p>Spring Term 2025 - 65%</p> <p>Summer Term 2025 - 60%</p>	
<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>PP children are prioritised.</p> <p>2 children have been funded for a music scholarship.</p> <p>Priority bookings for clubs has increased pp uptake by around 50% (from 41% in Aut 24 to 60% in Sum 25)</p> <p>Wide range of trips and events including theatre art gallery, places of interest across the school.</p>	<p>Identify PPG children to attend holiday trips/ provision. Pupil voice analysis to determine clubs events are targeted sufficiently to the children.</p> <p>Continue to track school 'offer 'for PPG children</p>
<p>Improve punctuality and attendance of disadvantaged pupils</p>	<p>The school's clear strategy of first day calling, teacher phone calls, reward and incentives impacts positively. The school has now employed an attendance and family liaison officer to form relationships and builds belonging.</p> <p>Attendance overall is 95.4% (National 94.8%) and PPG attendance is 94.2% - although below it is an increase on previous year +1.57%</p>	<p>Continue to target PPG children and complete case studies of individual improvement. School to complete analysis of multiplicity of need.</p>

