

## **Pupil Premium Strategy 2024-27**

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.

Aims and strategies for success of the Pupil Premium as explained by the Education Endowment Fund (updated 2024 [The EEF Guide to the Pupil Premium | Education Endowment Foundation](#)):

The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. Since its launch in 2011 it has enabled schools to sharpen their focus and resources on this group and their individual needs so that they can flourish.

**2.2m**

There are 2.2 million pupils in England eligible for Pupil Premium funding.

**29%**

Over a quarter (29%) of pupils in England are eligible for Pupil Premium funding.

**£1,480**

Eligible primary pupils receive an extra £1,480, secondary pupils get £1,050.

**£2.9bn**

The Pupil Premium is worth £2.9 billion in total.



**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: early reading and phonics, social and emotional and speech and language interventions, reading fluency, precision teaching.
2. Small group or one to one support from teachers and LSAs: one to one conferencing, targeted booster groups, timely feedback within lessons etc.

### **Wider strategies**

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

### **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	2025-26
Total number of pupils:	597	Total pupil premium budget:	£165,135
Number of pupils eligible for pupil premium:	109	Amount of pupil premium received per child:	£1,515

## 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
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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 2024– 2027

Specific Priorities	Rationale
<ol style="list-style-type: none"> <li>1. Improve the quality of teaching and learning so that it is consistently good or better by: <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> </li> </ol>	<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>
<ol style="list-style-type: none"> <li>2. Plan and deliver structured interventions for pupils working below age related expectations or below targeted expectations.</li> </ol>	<p>Timely, targeted interventions that are regularly monitored are highly effective at narrowing the gap between PP and NPP.</p>
<ol style="list-style-type: none"> <li>3. Provide a wide variety of enrichment experiences for children.</li> </ol>	<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, 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 (updated 2024) 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>

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 that 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 Year leaders Curriculum leader Subject leaders
To improve the mathematical skills of children and narrow the gap between PP and NPP	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.	Teaching for mastery approach is based on a Singaporean approach and implements a CPA methodology to deepening pupils learning.	NTS and end of year outcomes show that the gap is narrowing between PP and NPP	Maths leads Class teachers

<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>Half termly 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, writing and oracy: English Hub, cross trust network, Evetham writing project group.</p> <p>Leaders have invested a significant amount of time in developing clear progression documents for phonics, SPaG and writing to support teachers</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 plan and deliver high quality writing outcomes.</p> <p>Training for all staff from and investment in Grammarsaurus (January 2024) to improve teacher subject knowledge and teaching of grammar.</p> <p>Staff training to focus on the impact of feedback and children's meta cognitive strategies to improve outcomes in writing (<u>Feedback</u>   <u>EEF</u>)</p> <p>School improvement priority of oracy to improve children's writing and significant investment in staff training: Mighty Writer in early years, Oracy Conference and the English Hub.</p>			
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<p>To improve phonics outcomes for pupil premium pupils in Years Reception, Years 1 and 2.</p>	<p>Implementing and embedding the Sounds-Write approach to phonics in early years and key stage one.</p> <p>Significant investment in staff training (£500 per person for a 5 week course) for all teachers who use the approach.</p> <p>Targeted daily 'catch up' and 'keep up' for any pupil who is not attaining at the expected standard.</p>	<p>Systematic synthetic and linguistic phonics programs make the most impact on children's early reading.</p>	<p>Pupils achieve in line or above national in the phonics screening check.</p> <p>All pupils who retake the PSC in Year 2 pass.</p>	<p>Phonics leader Phase leaders Year group leaders 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> </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>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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	<ul style="list-style-type: none"> <li>• Theme days</li> </ul>			
<p>Next steps for 2025-26:</p> <ul style="list-style-type: none"> <li>• Further strategic focus on school improvement priorities through the formation of SIP teams: Inclusion and Well Being, STEM, English, Early Reading and Phonics and Curriculum</li> <li>• Further support for leaders from the Maths Hub to progress with Teaching for Mastery</li> <li>• Focus on agile teaching in order to accelerate progress - staff training, monitoring and support</li> <li>• Extensive support and professional development for staff to improve attainment in writing: English Hub training, moderator training, focus on greater depth writing training, collaborative planning with English leaders</li> <li>• Re writing of medium term plans across the school for English and maths – further developing the South Camberley English and maths curriculums</li> <li>• Sounds Write phonics being implemented in key stage two and development of a new spelling and phonics progression</li> <li>• Further development of writing across the curriculum with the introduction of 'disciplinary literacy' - research led writing in history, geography, RE and science (Disciplinary Literacy in Primary Schools - Shareen Wilkinson)</li> <li>• Further engagement of parents/carers in their children's learning through more workshops: maths, reading, phonics and internet safety</li> <li>• Additional teachers in Years 3 and 6 to accelerate the progress and raise attainment in those year groups</li> </ul>				
<b>PRIORITY 2.</b>				
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 catch up and keep up</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>
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<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 and changed to the Sounds-Write phonics approach in early years and key stage 1 in September 2024.</p> <p>In Reception, Year 1 and Year 2, pupils who are not attaining at expected are targeted for daily 'catch up' and 'keep up' by class teachers, phonics lead and specialist LSAs.</p> <p>Significant investment in training all class teachers and two specialist LSAs in the Sounds Write approach.</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 PE interventions</li> <li>• Use of the Boxhall Profile to identify SEMH needs</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>

<p>To identify children with poor oral language and communication need</p>	<p><b>The school invest in training our LSAs to deliver high quality speech and language interventions based on children's individual targets.</b></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>	<p>Improved speech and language and communication skills.</p>	<p>Inclusion lead Speech &amp; language support</p>
<p>Next steps for 2025-26:</p> <ul style="list-style-type: none"> <li>• Sounds Write phonics training for all KS2 teachers and gallery lessons to share good practice</li> <li>• Daily phonics and spelling teaching in key stage 2 and catch up and keep up interventions for those not able to read in line with age expectation</li> <li>• Teacher led interventions/booster groups for phonics and maths in all year groups</li> <li>• Additional sports interventions groups for disadvantaged pupils in order to improve self-esteem and raise aspirations</li> </ul>				
<p><b>PRIORITY 3.</b></p>				
<p>Provide a wide variety of enrichment experiences for children.</p>				
<p>Objective</p>	<p>Action Intended</p>	<p>Evidence and Rationale</p>	<p>Success Criteria</p>	<p>Staff lead</p>

<p>All children have equal access to a wide range of extra-curricular experiences and enrichment opportunities.</p>	<p>Organise and facilitate a wide range of before school, lunchtime and after school activities and prioritise PP pupils.</p> <p>Leaders track each PP pupil to ensure that they attend a variety of clubs and enrichment opportunities over and above the offer for all pupils.</p> <p>PP pupils are targeted for clubs each term by class teachers and club leaders.</p>	<p>Wider opportunities for all pupils will have a positive impact on the learning and attainment of all pupils.</p>	<p>All PP children attend at least one school led club a year.</p>	<p>PPG leaders Admin team Class teachers</p>
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<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>PP pupils are prioritized for sporting fixtures in order to give them opportunities that they may not have.</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>Work with pupils on resilience and the importance of education; ensure provision is engaging and stimulating.</p> <p>Ensure relationships are strong so that children feel a keen sense of belonging to the school; work with families to ensure they feel a sense of loyalty and belonging to the school and have strong relationships with key staff</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>
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Next steps for 2025-26:

- Appointment of an family liaison and attendance worker to further improve attendance and work with families
- Further refinement of attendance processes and systems including teacher led first day calling
- Further development of trips and experiences to benefit all children but particularly those who are disadvantaged - more theatre trips, musical trips, museum trips, visiting speakers, author visits, visits in the local area
- Improved links with local secondary schools to improve transition with a focus on disadvantaged pupils and pupils with SEMH needs - trips, additional visits, attending performances, sharing good practice in English etc.
- Further development of pupil voice and pupil responsibilities throughout the school – house captains, ambassador system including ambassadors for reading and sports at KS1 and, new site crew, new STEM ambassadors etc.
- Weekly coffee mornings for parents/carers with improved attendance delivered by staff and external agencies
- Further improved clubs offer with PPG pupils as priority with the aim that all pupils attend at least one club per term