

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	Camestone
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	8th December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr P Stanyard
Pupil premium lead	Mr P Stanyard
Governor / Trustee lead	Mrs Sogga

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,285
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,680

Part A: Pupil premium strategy plan

Statement of intent

Camstone School: Exploring Learning Together.

We are ambitious for all pupils to acquire the skills, knowledge and characteristics to be well prepared for the next steps in their learning journey.

The targeted and strategic use of pupil premium will support us in achieving our intent.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our disadvantaged pupils as a group is lower than that of the whole school.
2	Our disadvantaged pupils as a group have lower starting points than the whole cohort in reading, writing and maths.
3	A higher percentage of our disadvantaged pupils have additional special needs than the percentage of the whole school.
4	Many of our families have SEMH needs which then impact on the wellbeing of our disadvantaged pupils.

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
1 - Improved attendance rates for disadvantaged pupils.	Monitoring will show clear evidence of interventions and strategies used to promote good attendance for these pupils.
2- For disadvantaged pupils to make at least good progress from their individual starting points in reading, writing and maths.	Tracking data shows that disadvantaged pupils in all year groups make at least good progress from their starting points in reading, writing and maths. Teacher assessments will show the attainment gap narrows between disadvantaged pupils and other pupils.
3 - For disadvantaged pupils with SEND to make at least good progress from their starting point.	Tracking data, books and stage appropriate tests show that SEND children make at least good progress from their starting point.
4 - Reduce the impact of family issues on wellbeing and progress.	Children are better equipped to deal with day to day school and home life. Children express high aspirations when interviewed. Children make equivalent or better progress than non pupil premium peers.

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)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3

<p>Invest in teacher and TA training that improves Quality First Teaching, including subject specific training, metacognition and inclusive strategies.</p> <p>Continue the review cycle for Pupil Premium children through PP pupil progress meetings.</p>	<p>EEF Pupil Premium Guide states that <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i></p> <p>Teachers and TAs need to be fully aware of who their Pupil Premium children are and how to meet their needs.</p>	<p>2, 3</p>
<p>Further improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>

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

Budgeted cost: £52,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants to provide focused support interventions to address gaps in learning.</p> <p>Minimum of 5 hours per week per year group of TA support to be dedicated to specific intervention / support of PP pupils.</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>

<p>Additional phonics sessions for disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to cost of Family Support Worker .</p> <p>Current priority areas include:</p> <ul style="list-style-type: none"> ● Liaison with families to assist with overcoming barriers to learning. ● Improving attendance and punctuality. ● Develop targeted behavioural interventions. ● Support with emotional barriers to learning. ● Run social groups for children. ● Emotional and wellbeing support. 	<p>The school's knowledge of the challenges faced by families in our community, both short and long term.</p>	<p>1, 4</p>

<ul style="list-style-type: none"> • Signposting families to other agencies, including mental health. • Parenting workshops. 		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Subsidise trips and visits to support children in broadening their life experiences.</p>	<p>National studies provide evidence that cultural capital is vital to improving education outcomes for Pupil Premium children.</p>	2,3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4

Total budgeted cost: £78,680

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.

Due to Covid and partial school closures in Spring 2021, our internal assessments during 2020/21 do not show the improvement that we had planned for. As a result, progress and attainment for disadvantaged pupils is a priority in the 2021 Pupil Premium Strategy.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions where required.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	