

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Camp Primary and Nursery School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£42,548 (actual £61,935)	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	245	<b>Number of pupils eligible for PP</b>	36	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment based on Year 6 pupils at end KS2 2019 (validated data)		
	<i>Pupils eligible for PP (your school)</i>	<i>School all:</i>
Children reaching expected standards at end of Y6	<i>R: 100%, W: 80%, M: 100%</i> <i>(number of pupils : 5)</i>	<i>National other</i> <i>R:78%, 83%, 83%</i>
Progress score in reading	-0.5	-0.3
<b>progress score in writing</b>	-1.25	-0.3
<b>progress score in maths</b>	-0.25	-0.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Addressing social, emotional and mental health needs.
<b>B.</b>	Access to books/ owning their own books at home
<b>C.</b>	Access to clubs and activities
<b>External barriers</b>	
<b>D.</b>	Parenting skills (boundaries/ managing behaviour / attendance/ support at home with learning)

4. Desired outcomes (and how they will be measured)	
<b>A.</b>	Children have raised resilience, confidence and self-esteem which enables them to be ready to learn. A reduction in anxiety levels for children identified as needing individual risk reduction plans.
<b>B.</b>	All PPG are making regular use of the library and are given at least three books from school to own this year. Increased attendance of PPG families at family reading.
<b>C.</b>	All PPG children from Years 1 to Year 6 to access an after-school or lunchtime club at school.
<b>D.</b>	Parents feel supported in their parenting skills and to put boundaries in place at home. They feel able to support their children with their learning. There is a consistent approach to managing and understanding behaviour at home and at school. An increase in attendance for PPG children.
<b>E.</b>	Children are supported to reach their academic potential

<b>5. Planned expenditure</b>				
<b>Academic year</b>	<b>2019 - 2020</b>			
<b>Continued actions and approaches:</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>Cost / review date ?</b>
To raise attainment in English and Maths	Staff training EMAG teaching (Y4, Y5 & Y6). Small group interventions Additional TA support in class Booster sessions Focus on PPG in progress reviews/lessons observations	These are all interventions that have been used previously and have proved to be effective and therefore we have chosen to continue them this year. See review of previous PP strategy.	SLT / PPG lead	£3,078 £11,490 £6,900 £14,850 £1,200 Jan / July 2020
To support children's emotional and mental health in order to enable them to be ready to learn – building resilience, confidence and self-esteem	STEPS training Parent sessions on STEPs Mental Health lead Staff training on attachment Zones of regulation Small group SEAL sessions Learning mentor Counselling Toybox therapy Sensory room sessions/sensory diets		SLT / Mental health lead	£700 £500 £1,500  £540 £1,575 £1,280 £1,200 July 2020
Children and families are supported as appropriate to address needs and feel safe	Protective behaviours taught annually. Small group/1:1 sessions for targeted children. All SLT training as DSPs 1:1 support in class when needed Write and implement individual risk reduction plans for key children Parent support workers Open door policy		SLT/Class teachers	£500  £900 £1,092 + £1,150 July 2020
Improved attendance	Continue to build relationships with key families. Individualised approach maintained. Contact from office daily. Letters and meetings to highlight attendance picture at least every half term.		HT / Office staff	£665 office  July 2020
<b>Total budgeted cost</b>				<b>£49,120</b>
<b>New approaches and interventions for 2019-20</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>Costs/review date</b>
Key Focus on Reading:	<b>Staff training on early reading (SDMs and courses)</b>	Barriers tool used with class teachers to help identify the barriers to learning for our PPG	English Subject	

<p>All PPG are making regular use of the library and have some books that they own at home. Increased attendance of PPG families at family reading.</p>	<p><b>See SDP – Reading, for details on improving reading outcomes.</b> Timetabled <b>library slot</b> for every class from Nursery to Year 6 to include issuing books to be borrowed.</p> <p><b>1:1 reading</b> for all PPG children every week regardless of ability.</p> <p>Additional small group <b>reading interventions</b> to develop a love of reading.</p> <p><b>Family reading</b> in KS1 and Reception monthly. Target PPG families to attend.</p> <p>PPG lead to ensure that all PPG children receive at least 3 carefully chosen <b>books to own</b> across the year (Birthday book, Christmas present and one other)</p>	<p>children (July 2019). This identified a lack of books at home for 39% of our PPG families.</p> <p>In school data: In KS1 and Year 5 there was a gap between the progress scores for our PPG children and non-PPG pupils:</p> <table border="1" data-bbox="1106 306 1585 523"> <thead> <tr> <th colspan="3">Summer 2019 Progress scores for Reading</th> </tr> <tr> <th></th> <th>PPG</th> <th>Non-PPG</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>-2 (1)</td> <td>0.9</td> </tr> <tr> <td>Year 2</td> <td>-0.5 (4)</td> <td>1.1</td> </tr> <tr> <td>Year 5</td> <td>-2 (4)</td> <td>1.9</td> </tr> <tr> <td>Year 6</td> <td>-0.5 (4)</td> <td>0.6</td> </tr> </tbody> </table> <p>In the 2019 EEF report into Parental engagement it recommends that 'for young children, promoting shared book reading should be a central component of any parental engagement approach.'</p>	Summer 2019 Progress scores for Reading				PPG	Non-PPG	Year 1	-2 (1)	0.9	Year 2	-0.5 (4)	1.1	Year 5	-2 (4)	1.9	Year 6	-0.5 (4)	0.6	<p>Leaders and PPG Lead.</p>	<p>£5,265</p> <p>July 2020</p>
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Year 1	-2 (1)	0.9																				
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<p>Parents feel supported in their parenting skills and more confident to put boundaries in place at home. They feel able to support their children with their learning.</p> <p>There is a consistent approach to managing and understanding behaviour at home and at school.</p>	<p><b>Parent information sessions</b> to share the therapeutic approach to behaviour led by Steps Tutors.</p> <p><b>Parenting group</b> to be run in school – by invite only. Targeting PPG families.</p>	<p>Barriers tool used with class teachers to help identify the barriers to learning for our PPG children (July 2019). Gaps in parenting skills was rated as significant for over half of our PPG families.</p> <p>According to the 2019 report by the EEF, effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>The Families Feeling Safe programme is an evidence-based programme for parents and carers of children aged 0-19.</p>	<p>Steps Tutors (DHT and AHT)</p> <p>HT/PPG Lead/Parent support worker</p>	<p>£420</p> <p>£500</p> <p>July 2020</p>																		
<p>All PPG children from Years 1 to Year 6 to access an after-school or lunchtime club at school.</p>	<p>All new and existing club providers will be asked to offer one free space as part of their contract with the school. This will be offered to a PPG child. Additional spaces can be paid for if more than one child wants to attend each club. Consider lunchtime clubs especially for children who find unstructured time outside more difficult to manage e.g dodgrball</p> <p>PPG lead will monitor which children currently attend clubs and identify suitable clubs for other children.</p>	<p>Barriers tool used with class teachers to help identify the barriers to learning for our PPG children (July 2019). 72% of the PPG children were not regularly attending clubs/ activities after school.</p>	<p>PPG lead and PE leaders</p>	<p>£500</p> <p>July 2020</p>																		

	Discussion with PPG children and families over which clubs they would like to see offered. Priority of places in clubs for PPG children not currently attending a club.			
A new PPG lead has been appointed and is working directly with pupils as part of this work. This contributes to children's academic achievement.	<p>Expanding the role of a PPG Lead and appointing a member of staff to this role. This role will include:</p> <ul style="list-style-type: none"> <li>• direct work with PPG children (individuals and groups. Initially part of this will be focused on Year 5 where there is a large group of PPG children)</li> <li>• monitoring progress of all PPG pupils across the school from EYFS to Year 6</li> <li>• Supporting class teachers to plan effective provision for PPG children</li> <li>• Monitoring provision and its effectiveness.</li> <li>• Keeping up to date with research and its evidence.</li> </ul>	We feel that by separating this role it will help to promote and prioritise the needs of our PPG children. It will also allow for additional direct support from a qualified teacher.	HT	<p>£6,130</p> <p>July 2020</p>
<b>Total budgeted cost</b>				£12,815

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise attainment in English and Maths	Staff training EYFS outside areas EMAG teaching	Attainment in line with Non PPG for reading, writing and maths at the end of KS1. Significantly positive progress in writing and maths. KS2 attainment in all subjects is above Non PPG based on test results. 60% of PPG in Year 6 achieved greater depth in	Importance of CPD and improving quality first teaching having an impact on QFT Focus in termly PPRs and progress staff meeting to keep children as a priority for intervention and support.	£36,650
To support children's emotional and mental health in order to enable them to be ready to learn – building resilience, confidence and self-esteem	New behaviour policy introduced STEPS training refresher Info session for parents Zones of regulation introduced for groups of children	The information session for parents was very well received. We have since had requests to run further information sessions which we will do in autumn 2019. Staff confidence levels have improved across the year and the new policy has helped to clarify expectations as well as signpost useful strategies and resources available to them. Zones of regulation introduced and used with key children.	A therapeutic approach is the approach that works for the school to support all pupils but this needs continual investment in terms of training for staff in all positions in school. It will take time to help all staff to embed the new approach in their teaching practices and we need to find solutions to enabling lunchtime supervisors to access further training too. Further information sessions for parents are needed. SENCo to look more closely at the impact and effectiveness of the zones of regulation approach, considering whether this should be kept as an approach for a few children or used with all pupils.	
Children and families are supported as appropriate to address needs and feel safe	Training and resources to enable Protective Behaviours to be taught in all classes from Nursery to Year 6	All children in school were taught a series of 8-10 sessions on Protective behaviours. Teachers were supported to do this by the DHT and teaching materials. This means that all children know that they have a right to feel safe all of the time and that they can talk to someone	The PBs sessions need to be taught every year to children and referred to by staff in conversations with children and in assemblies on an on-going basis. This means continuing to keep the profile of PBs high. PBs will be written in to the new PSHCe scheme of work produced by our PSHCe Lead.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To raise attainment in English and Maths	Targeted interventions in class for English and Maths. Termly monitoring of PPG children by DHT, and with SLT through Pupil Progress Review meetings.	See above	Further work with staff about managing interventions in class using EEF guidance to select most effective interventions. Further research needed to look at structured reading interventions available that may benefit pupils.	£30,777
To support children's emotional and mental health in order to enable them to be ready to learn – building resilience, confidence and self-esteem.	Interventions for SEMH needs: Zones of Regulation Happy in my skin programme Counselling services Learning mentor Learning through movement Sensory room sessions Sensory diets for a few individuals	Mixed impact due to some dangerous and highly disruptive behaviours by a few children. This had a significant impact on our staffing and time available for them to carry out these interventions. We have had to redirect staff this year and after Christmas, had to recruit an additional member of support staff to provide 1:1 support – see below.	Create a new role for someone to work directly with the children on the PPG list including looking at their SEMH needs. This will include identifying needs and monitoring progress in their SEMH needs using assessment tools such as the Boxall Profile.	
A reduction in anxiety levels for children identified as needing individual risk reduction plans.	1:1 support in class to provide individualised timetable and activities and implement Individual Risk Reduction Plans (IRRP)	Individual Risk Reduction Plans were continually updated to help meet the needs of individuals and external services were used to support this work. One child has since been given a place at a primary base for SEMH needs. At the beginning of the year we had 5 IRRPs, but through individualised support most children in this group made such good progress that the plans were not needed to followed on a daily basis.	Continued use of the IRRPs for identified children.	
Individualised support for CLA	Support for CLA from January 2019 in line with targets identified on their PEP.	Good progress in all areas of the EYFS.		£300 (EYPP)

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance	Individual approach – developing good relationships with families to help uncover barriers to attendance. Individual follow up calls daily (office staff) (£350)  In addition, the Headteacher met with individual parents along with the AIO.	For some children this included daily phone calls to encourage parents to bring children to school for that day. This improved the attendance figures for the majority of identified children. It also increased parental communication with school – parents were more likely to phone the school to inform us when their child was unable to attend.	This area needs to be kept as a high profile action. The individual children will continue to be monitored and absences followed up promptly. The personalised approach works, so we will continue to work on and strengthen this approach.	£5,350

<p>Children and families are supported as appropriate to address needs and feel safe</p>	<p>A significant number of our PPG children have safeguarding related issues and therefore we ensure all 4 SLT members are fully trained as DSPs for safeguarding and child protection. Open door policy – Headteacher or other member of SLT touches base 2 x day with parents where there are concerns about potential exclusion linked to behaviour (<i>currently 2 PPG pupils</i>). (£3,500)</p>	<p>This strategy has meant we have been able to strengthen communication lines with many of our key families and they know they can have time to raise any concerns on the day that issues arise rather than have to make an appointment. It continues to be supportive to have all four SLT members trained as DSPs so that our staff feel fully supported.</p>	<p>We will continue to keep all 4 SLT members fully trained as DSPs.</p>	
<p>All children are able to access the opportunities given as part of school trips and swimming.</p>	<p>Subsidised clubs, swimming, trips and school journey (£1,500)  In the summer term- PE leaders led a club each. The cooking club was by invite only exclusively to PPG children.</p>	<p>Some children are accessing a free club space and swimming with no cost. £1000 was put directly towards subsidising individual children to go on the Year 6 residential school trip.  The cooking club was very successful. The children really enjoyed it and attended the sessions.</p>	<p>We will continue to subsidise PPG children's attendance at clubs, swimming and on school trips. Access to clubs for PPG children could still be increased through negotiating further with external club providers for free spaces.  Consider repeating an invite only club, such as a cooking club. Also look into ways of advertising these subsidy opportunities to parents.</p>	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.