

Camp Primary School Pupil premium strategy statement (2020-21)

School overview

Metric	Data
School name	Camp Primary & Nursery School
Pupils in school	239
Proportion of disadvantaged pupils	13.8%
Pupil premium allocation this academic year	£44,385
Academic year or years covered by statement	2020-2021
Date	01 December 2020
Review date	July 2021 (interim) 01 November 2021
Statement authorised by	Sharon Barton
Pupil premium lead	Rachel Rowe
Governor lead	Helen Harden

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data for 2019-20
Writing	No data for 2019-20
Maths	No data for 2019-20

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No data for 2019-20
Achieving high standard at KS2	No data for 2019-20

Review of last year's aims and outcomes (2019/20)

Aim	Outcome
Children are supported to reach their academic potential: key focus on reading.	High level of support in class – small group sessions and interventions delivered. Summer data not available due to lockdown to provide summative data. In year data shows ALL PPG children made progress in year in reading before lockdown. 15/24 in Years 1-6 made good progress in the period Sept-March.

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 and support continued in class for identified pupils. These were then paused due to lockdown from March, although individual tailored support was provided remotely, including learning mentor sessions and counselling. This area will remain a focus, especially for 11 PPG children in Y6 to prepare them for secondary school.
Access to books/ owning their own books at home	All PPG are making regular use of the library and were given at least three books from school to own this year.
Access to clubs and activities	15 PPG children from Years 1 to Year 6 accessed an after-school or lunchtime club at school in the Autumn or Spring Term 19/20. 6 children attending 2 or more clubs.
Parenting skills (boundaries/ managing behaviour / attendance/ support at home with learning)	Support provided for families from PSWs and from school staff, including SENCo and members of SLT, sometimes on a daily basis. Families supported through Families First Assessments and external service support where needed.
Improved attendance	Continued 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. An increase in attendance for 5 PPG children who had been a focus. This will be an ongoing focus for other families in the year ahead.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Accelerated progress for pupils with low prior attainment	July 21
Progress in Writing	Accelerated progress for pupils with low prior attainment	July 21
Progress in Mathematics	Accelerated progress for pupils with low prior attainment	July 21
Phonics	Achieve national standard in phonics screening check	July 21
Other	Improve outcomes at GLD in Reading and Writing from 2019	July 21

Barriers to learning:

1.	Addressing social, emotional and mental health needs.
2.	Disruption to school attendance caused by the pandemic (access to technology, access to the internet, parental support, engagement) Improving attendance and readiness to learn
3.	Parenting skills (boundaries/ managing behaviour / attendance/ support at home with learning)

Strategy aims and actions (to be reviewed July 2021):

	Teaching for all	Targeted support	Wider strategies	Challenges	Mitigating actions	Measure Effectiveness
<p>Priority 1</p> <p>To raise attainment in Reading, writing and maths</p> <p>Improved outcomes in phonics check</p>	<ul style="list-style-type: none"> High quality in class teaching and support - Ensure specifically skilled and experienced staff in each class reflect the needs of PPG children Year 6 (11 PPG) additional staffing inc 1.6 teacher & 3 TAs Focus on PPG in progress reviews/lessons observations Phonics training for teachers and TAs in all year groups 	<ul style="list-style-type: none"> 1:1 support and small group interventions (based on need/discussion in PPRs £6,900) Year 6 use of community room to provide tailored support and 1:1 sessions away from main classroom (£15,402) Booster sessions (£3,000) 1:1 reader for all PPG children 	<ul style="list-style-type: none"> On-line learning resources (e.g times table rock stars, purple mash) Reading programme for targeted children which can be completed independently (catch up funding) Access to google classroom for remote learning as necessary Purchase of more stock for library 	<p>Access to a device at home</p> <p>Children not accessing library</p>	<p>Purchase of additional chrome-books using catch-up funding</p> <p>Homework club for targeted children each week</p> <p>1:1 adult to support choice of library book</p>	<p>In year progress measures (3 steps +)</p> <p>Year-end attainment picture – increased % of PPG at ARE</p> <p>Outcomes in tests</p> <p>Phonics results</p>
				Total estimated spend		<u>£25,302</u>
<p>Priority 2</p> <p>To support children's emotional and mental health in order to enable them to be ready to learn – building resilience, confidence and self-esteem</p>	<ul style="list-style-type: none"> Mental Health lead x 2 in school to provide staff training Well-being for Education return training Identification of children needing support and how best to meet needs Weekly PSHE sessions/circle time PBs sessions annually Staff training on trauma and attachment 	<ul style="list-style-type: none"> Small group SEAL sessions (£540) Transition group/focus on readiness for learning (£15,402) Sensory room sessions/sensory diets Counselling x 1 pw (£1,200) learning mentor x 3 pw (£1,890) Referrals to external support e.g School nurse, CAMHS Use of Boxall profile to track progress for key children 	<ul style="list-style-type: none"> Culture and Ethos Children always made to feel welcome Availability of Senior leadership Individualised approach to supporting families 	<p>Children being receptive to support and focus in this area</p>	<p>Provide support in small groups away from main class distractions</p> <p>Provide support over extended period as necessary</p>	<p>Children in Year 6 are well prepared and ready for transition into secondary settings.</p> <p>External support is in place which will remain a support into new settings.</p> <p>Boxall profile can evidence progress for targeted individuals</p>
				Total estimated spend		<u>£19,032</u>

<p>Priority 3 Parenting support and improved attendance</p>		<ul style="list-style-type: none"> • Families First Assessments carried out for key families. TAF meetings held. • Parents support worker – internal and through St Albans Partnership Plus (£4,565) • Phone calls and meetings (with external support/AIO) 	<ul style="list-style-type: none"> • Parent information sessions to share the therapeutic approach to behaviour led by Steps Tutors. • Parenting group to be run in school – by invite only. Targeting PPG families. • Culture and Ethos • Availability of Senior leadership 	<p>Engagement of key parents with support available</p>	<p>1:1 approach from key adult Offer in small targeted groups – invitation only</p>	<p>Parents have consistent strategies to support behaviour at home. Attendance is good for all and improved for targeted families.</p>
			Total estimated spend			<u>£4,565</u>
			Total Spend for 2020-2021			<u>£48,899</u>