

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	Camp Primary & Nursery School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Sharon Barton Head Teacher
Pupil premium lead	Rachel Rowe Deputy Head
Governor / Trustee lead	Assessment & Curriculum Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,555
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,050

Part A: Pupil premium strategy plan

Statement of intent

At Camp Primary and Nursery school we know that a good education can transform lives. We have high aspirations for all of our pupils, irrespective of their background or challenges they may face. We believe that our role as educators is to ensure that all children are enabled to access and enjoy the full curriculum and to reach their potential across all subjects, finding their areas of strength and special interest along the way.

The purpose of our pupil premium strategy is to outline how we intend to support our pupils who come from economically disadvantaged backgrounds and others who we consider to be vulnerable, such as those who have a social worker.

Central to our approach is an emphasis on ensuring high quality teaching and learning right across the school from Nursery to Year 6. The quality of teaching is one of the biggest drivers of pupil attainment particularly for pupils from disadvantaged backgrounds, therefore we focus our resources on well evidenced ways of improving teaching. We also understand that in order for children to make the most out of the learning opportunities at school they need to feel safe and secure and have their social, emotional and physiological needs met. At Camp we will ensure that PSHCE is central to our curriculum and tailored to meet the needs of our pupils.

Given that national data shows that the attainment gap starts in the early years, we place high value on the provision for all children as they start with us in Nursery or Reception. Ensuring that children have a great start and that any barriers to learning and development are identified early is key in preventing gaps in attainment from widening.

We know the importance of working closely with our families and getting to know them well. This means that we are in the best possible position to tailor support to meet the children's pastoral, social and academic needs and to be responsive to any changes in need.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers (71%)</p>
2	<p>Phonics understanding impacting on reading outcomes in KS1. Pupils entitled to PPG are less likely to pass the phonics test or to be at ARE for reading at the end of year 2. The children typically have less access to books at home and are less likely to read with/to an adult at home on a regular basis.</p> <p>Reading progress in KS2 shows PPG children are less likely to achieve at ARE or greater depth by the end of Year 6. Although progress data is positive with 7/11 in 2021 showing good and 5/11 showing better than expected in terms of progress, only 5/11 (46%) achieved securely within ARE compared to 67% of the whole class. In terms of greater depth, 3/11 (27%) achieved this compared to 45% of the whole class achieving at this standard.</p>
3	<p>Limited enrichment opportunities</p> <p>Children who are entitled to PPG are less likely to take part in clubs in and out of school. Currently we have 13 clubs running at school with 71 spaces available. 8% of those spaces are taken up by PP children. Discussion with pupils and their families shows that our PPG children are less likely to be taken on day trips and visits out of school and that without financial assistance they would not be able to join in with school off-site visits. Currently none of our PPG children are learning an instrument in school.</p>
4	<p>Support for writing</p> <p>PPG children are less likely to be working at ARE for writing. At the end of 20/21 Year 6 internal data shows 6/11 (55%) of PPG pupils working broadly within ARE compared to 69% for all pupils in the class. Progress for writing has been further exacerbated by COVID and the lockdowns - writing being harder to teach remotely and our PPG children less likely to engage with on-line learning even with increased support and encouragement to attend.</p>
5	<p>Social and emotional issues - well-being linked to lack of consistent boundaries and level of support from home</p> <p>Many of our PP children have social and emotional difficulties. Discussion with SENCo and Class teachers during pupil progress review meetings show that currently 15/21 (71%) of our pupil premium children have social and emotional difficulties. This is far higher than the percentage of non PPG children with social and emotional difficulties. Some of these have been exacerbated by the pandemic especially where anxiety has been a factor. PP children are more likely to be involved in difficult or dangerous behaviour incidents than the non PP children (30% of all stage 3 and 4 incidents last year</p>

	involved PP children whereas PP children only made up for 13.8% of all pupils)
6	To ensure that attendance for PPG children is improved. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Data for 20/21 shows that attendance for PPG children is on average 91.4%. The attendance for all children is 95.9%. There are some key families for whom attendance and punctuality is still a concern as this is impacting their learning.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Improved standardised score on diagnostic tool.
Improved reading attainment among disadvantaged pupils at the end of KS2.	Across KS2 a greater proportion of disadvantaged pupils meet the expected standard/greater depth in each year group (tracked termly) and the gap between PPG and the rest of the class is reduced. PPG children are making progress through the levels on Lexia so a greater proportion are working on levels appropriate for their year group.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Across KS2 a greater proportion of disadvantaged pupils meet the expected standard/greater depth in each year group (tracked termly). The gap between PPG and the rest of the cohort is narrowed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Evidence in lessons show children are settled in class and able to focus and engage in their

	learning. The number of behaviour incidents for PPG children is in line with those of other pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils, including PPG being no more than 5% and the percentage of all pupils who are persistently absent being below 10%

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: £9,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme and used with fidelity in school to secure stronger phonics teaching for all pupils. Provide training and support for staff in the teaching of phonics using the new system.	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, 4
Development of tier 2 and tier 3 vocabulary to support understanding. Training for all staff.	Vocabulary is introduced in a logical sequence across subjects. Children develop a wider vocabulary and the ability to link words and make connections with known language through entomology and deconstruction. Beck, I., McKeown M. G. and Kucan, L. (2013) <i>Bringing Words to Life: Robust Vocabulary Instruction</i> . 2nd ed. New York: Guildford Press. https://www.speld.org.au/files/blog/robust_vocab_instruction_beck_mckeown_kucan_2.pdf	1, 2, 4

	<p>In the Early years, Communication and language approaches are described as ‘very high impact for low cost based on extensive evidence’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	
<p>Early years - ongoing training and support for practitioners by EYFS Lead with a focus on communication and language, play based approach, and self regulation strategies</p>	<p>Evidence from the EEF suggests that some of the most successful approaches in the EYFS are communication and language, self-regulation and play-based learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	1,4,5
<p>Ensure PSHCE is at the centre of the curriculum in school from Nursery through to Year 6. A bespoke PSHCE curriculum tailored to meet the needs of our pupils will be developed and embedded into practice.</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>There are many benefits to collaborative learning. The PSHCE curriculum will include explicit teaching of collaborative working skills and allow for these to be transferred across to other curriculum areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	5
<p>Staff training about metacognition and self-regulated learning.</p>	<p>According to the EEF, metacognition and self regulation approaches to teaching have ‘very high impact for very low cost based on extensive evidence’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-lear</p>	2, 4

	ning-toolkit/metacognition-and-self-regulation	
Staff training and development on the use of effective feedback and marking. The Formative assessment policy to be reviewed and updated based on research evidence on best practice.	According to the EEF, effective feedback can have 'very high impact for very low cost based on extensive evidence' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 4

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

Budgeted cost: £17,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised vocabulary test for PPG children in KS1 and lower KS2 Training for staff to carry out the test	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4
Use of Lexia for all PPG children in school to support reading outcomes	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	2
Teacher led reading and writing support 1:1 and small groups (incl use of school led tutoring fund)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	1, 2, 4

<p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>CPD on editing process to support progress. Clicker to support writing process for a number of PPG children</p>	<p>or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Monitor attendance for all interventions and, where possible, ensure children are given an opportunity to catch up on missed sessions. Carefully consider the timetabling of interventions.</p>	<p>Feedback from staff who carry out the interventions shows that individual children are often missing one or more of the intervention sessions across a term and this has an impact on the progress they make. In some cases children have missed the majority of sessions.</p>	<p>1,2,4,5</p>

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

Budgeted cost: £13,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all PPG children have access to at least one club after school or in school enrichment opportunities such as music lessons. Offer financial support from school or through external funding e.g music service</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3</p>
<p>Identifying children who need further support and referring as appropriate to services paid for by school e.g. learning mentor, family support worker and counselling, or to external services such as CAMHs and the school nurse service.</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>5</p>
<p>TA led small group SEMH interventions.</p>	<p>There is extensive evidence associating childhood social and emotional skills</p>	<p>5</p>

	<p>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>	
Embedding principles of good practice for improving attendance. Working with AIO and meetings with parents	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	6
Steps behaviour refresher training with a focus on effective use of the behaviour analysis tools, including Boxall profile	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
Ensure library stock is continually refreshed. All classes to have a library session at least once a week and to borrow books from the school library weekly. PPG children prioritised for the position of librarians.	<p>Evidence from our home visits before children start at Camp in the EYFS, shows that many of our economically disadvantaged families do not have books in the house, do not use the local library and that the children are not being read to at home.</p> <p>Research suggests that having access to books to read for pleasure is linked to higher attainment. ‘pupils who had books of their own were more likely to enjoy reading and read more frequently’</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>Other research points to the vocabulary gap that exists for children who are not read to.</p> <p>Jessica A. R. Logan, Laura M. Justice, Melike Yumuş, Leydi Johana Chaparro-Moreno. When Children Are Not Read to at Home. <i>Journal of Developmental & Behavioral</i></p>	1, 2, 4

	<i>Pediatrics</i> , 2019; 1 DOI: 10.1097/DBP.0000000000000657	
Two members of teaching staff trained as mental health leads to provide training for all staff on mental health including trauma and attachment.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk	5
The ethos of the school is to adopt an individualised approach to supporting families, including that senior members of staff are known and available to all pupils/families.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement High performing schools tended to engender particularly positive relationships between staff, parents and pupils. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London Effect Qual Research - Research Report_FINAL_v2.pdf	5, 6
Funded breakfast club places in instances where this improves attendance or concentration at school.	In some individual cases, where lateness and attendance have been a persistent issue, we have found improved attendance and punctuality when attending breakfast club.	6

Total budgeted cost: £40,875

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last academic year, particularly for our Key stage 2 pupils, primarily due to COVID-19-related issues and lockdowns. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including during periods of remote learning. We are building on that approach with the activities detailed in this plan.

At the end of July, the average in year steps of progress for our PPG children was positive and calculated as follows:

Reading	2.4
Writing	2.3
Maths	2.4

The class where progress for these pupils was of more concern was Year 5 (now Year 6) and therefore additional support and intervention will be offered to these pupils in the current academic year and forms part of the new plan.

One of our main priorities in the plan last year was to ensure that our Year 6 cohort (with 11 PPG pupils) was well prepared and ready for transition to secondary school. We supported the class with an additional teacher and teaching assistant support from the start of the academic year. After the 2nd lockdown we established a small class sub group of 4 Year 6 pupils (3 of whom were PPG) who spent time in the Community Room with a teacher for their learning, similar to a 'nurture group'. This approach was supported through the following research:

Supporting children with challenging behaviour through a nurture group approach – Ofsted Report

'Nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school.' They aim to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. There is an emphasis on the systematic teaching of behavioural and social skills, on learning through play, and on sharing 'family-type' experiences, such as eating food together."

The Education Endowment Foundation states:

"Transition is a moment of school life when effective learning behaviours can be at risk."

The Year 6 group aimed to develop effective learning behaviours, boost confidence, independence and self-esteem as well as supporting the children to improve their social skills. We provided a structured routine with clear boundaries so that the children could feel safe and secure. Consistent routines were taught, explained, practiced, modelled and reinforced – with specific praise when we saw them being carried out.

“Developing these positive learning behaviours is crucial for getting transition right – and never more so given the disruption caused by the Covid-19 pandemic” (EEF)

Overall our aim is to help these children manage situations and increase their skills to become more successful learners. The intervention ensured that we supported the children to:

- engage with learning and become excited by the future choices this offers
- acquire the social and emotional skills necessary to achieve success in education and in future life
- overcome barriers to learning
- understand the consequences, positive and negative, of the choices they make.

The children all made significant progress, both in their academic progress and in developmental progress which we measured using the Boxall profile tool. The Boxall Profile is a resource for the assessment of children and young people's social, emotional and behavioural development. On completion, the scores of each individual child are compared to the standardised emotional literacy scores of "competently functioning" children of a similar age group. Individualised, achievable targets for social and emotional aptitudes are then set for the child which are reviewed and re-assessed periodically. At the start of the intervention all 4 children were recorded as showing a high level of difficulty in both sections of the profile, whereas by the end 3 out of 4 had reduced to a low level of difficulty and 1 had progressed to no difficulties in the developmental strand and had all made significant progress in the diagnostic strand.

At the end of the academic year for our Year 6 cohort the progress scores were as follows:

Reading 0.5 (cohort) -0.02 (PPG)
Writing -1.6 (cohort) -1.2 (PPG)
Maths -0.8 (cohort) -0.4 (PPG)

Attendance improved for some targeted families but there is still further work to do with other identified families and to support punctual attendance in others. Therefore this remains as a focus in the new plan.

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
Lexia Reading Intervention	Lexia

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A received for first time in 2021 – 2022 academic year
What was the impact of that spending on service pupil premium eligible pupils?	