

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	Campsbourne Infant School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Jonathan Smith, Headteacher
Pupil Premium Lead	Morgan Currie Deputy Headteacher and Inclusion Lead
Governor / Trustee lead	Anita Jaku – Equalities Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£2,175
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	£22,350

Part A: Pupil premium strategy plan

Statement of intent

The impact of COVID has had a significant impact on the academic attainment of children as well as their mental health and wellbeing. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of experienced teachers known to the school for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that there are high levels of speech and language need throughout the school.

2	Our assessments show that raising attainment in phonics, reading, writing and maths is a key priority. Disadvantaged children have been significantly impacted by the pandemic with many having struggled with access to technology or finding a quiet space to engage with home learning.
3	Our observation and discussions suggest that the impact of the pandemic has had a disproportionate impact on our disadvantaged families who have not had access to outdoor spaces and have missed out on the high quality enrichment activities, which school provides, that they would normally have benefitted from.
4	Persistent absence for children in receipt of free school meals and those who speak English as an Additional Language are highlighted in The Primary Inspection Data Summary Report 2019 as areas which need addressing.
5	Our observation and discussions indicate the need to improve parental engagement for our most disadvantaged children if we are to address poor attendance, low attainment and challenging behaviour.

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 speech and language skills among disadvantaged children.	Observations and, pre and post, intervention assessments and indicate significantly improved speech and 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 phonics attainment among disadvantaged children in Year 1.	Year 1 phonics attainment is above the national average of 71% (2019)
Improved reading attainment among disadvantaged children.	Attainment data demonstrates that the attainment gap in reading for disadvantaged children has been diminished and is broadly in line with their peers (Summer 2019: 78%) who are not disadvantaged.
Improved writing attainment among disadvantaged children.	Attainment data demonstrates that the attainment gap in writing for disadvantaged children has been diminished and is broadly in line with their peers (Summer 2019: 73%) who are not disadvantaged.
Improved maths attainment among disadvantaged children.	Attainment data demonstrates that the attainment gap in maths for disadvantaged children has been diminished and is broadly in

	line with their peers (Summer 2019: 79%) who are not disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	All disadvantaged children participate in at least one enrichment activity each week. Qualitative data from student voice, student and parent surveys and teacher observations demonstrates high satisfaction with after school enrichment activities.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance rate for all pupils is 97% and no less than 95.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated. The percentage of disadvantaged children who are persistently absent is no longer in the top 20% of schools in the country.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ebbed Sounds Write program through EYFS and KS1.	Sounds Write is one of the DfE approved phonics providers.	1 and 2
To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils	DfE Pupil Premium guidance highlights the importance of quality first teaching.	1 and 2

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

Budgeted cost: £16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy HLTA to focus on phonics in Y1 / Y2.	Sounds Write is one of the DfE approved phonics providers.	1 and 2
Train member of staff to deliver First Class Maths.	An independent EEF trial found that 1 st Class@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils	2

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children offered places on at least one after school club / music place each term.	OfSTED have championed the important of a broad and rich curriculum. Our extended school provision further enhances our curriculum providing enrichment opportunities which are not available during the normal school day.	3
All children have access to emotional and social support.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3
To build closer links with parents through recruitment of a Black Community Lead / Family Support Worker.	The EEF states that Parental engagement has a positive impact on average of 4 months' additional progress.	4 and 5
To deliver parent workshops targeting key groups e.g. Turkish Community	The EEF states that Parental engagement has a positive impact on average of 4 months' additional progress.	4 and 5

Total budgeted cost: £33,300

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in 2019 in key areas of the curriculum. Despite achieving results in 2019 which put our disadvantaged children ahead of national averages in reading and writing and only slightly below in maths, data in autumn 2020 showed a significant fall in attainment with the % of children across years 1 and 2 meeting year group expectations falling to 35% in reading, 25% in writing and 31% in maths.

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, which was aided by use of online resources such as those provided by Oak National Academy.

However, due to the measures put in place during 2020/2021 attainment is rising to narrow the gap. Attainment increased by 9% in reading, 14% in writing, and 13% in maths.

Although overall attendance in 2020/21 was positive at 96.6% with attendance among disadvantaged pupils it was even higher at 98.4%. However, early analysis in autumn 2021 is indicating that this is still an area of concern and requires significant resources from the school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were broadly positive overall. However, the impact was particularly acute for disadvantaged pupils, especially those with special needs. We used pupil premium funding to provide support for all pupils, and targeted interventions where required, which has made a big difference for the start of autumn 2021.

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
First Class Maths	Edge Hill University
Talk Boost	I Can Programmes
Word Aware	A Speechmark Book – Routledge

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- We continue to deliver Talk Boost sessions across the school and staff in the Early Years have received training in NELI (Nuffield Early Language Intervention) which is also now being delivered.
- Throughout autumn 2021 we have been developing a home learning program using the wide range of online resources for children and their families to use at home. To begin with this is focusing on White Rose Maths and Bedrock Vocabulary. This provision is being trialled with a small group of parents with the view to rolling out to our most disadvantaged families in 2022.
- Ensuring that raising attainment for our most disadvantaged children is at the heart of all we do by writing performance management targets directly related to improving the quality of provision for our disadvantaged children.
- Recruiting additional staff through the government Kick Start scheme has allowed us to benefit from increase capacity within our pastoral team with the recruitment of a learning mentor.

Planning, implementation, and evaluation

We aim to commission an independent review of our pupil premium to get an external perspective.