

## Pupil Premium Strategy Statement – Campsbourne Infant School

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	198
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 <b>2022/2023</b> 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Jonathan Smith, Headteacher
Pupil Premium Lead	Tracey Baptiste - Lead Practitioner
Governor / Trustee lead	Anita Jaku – Equalities Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,620

# 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, those who speak English as an Additional Language and those with Special Educational Needs (SEND) are highlighted in The Primary Inspection Data Summary Report (June 2020) 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 65% (2022)
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 2022: 75%) 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 2022: 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: 75%) 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 <a href="#">EEF trial</a> found that 1 <sup>st</sup> 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 importance 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 2021 to 2022 academic year.

Key Stage 1 Assessments (2022) show that 50% (3/6) of disadvantaged children achieved expected standards in reading and maths which is broadly in line with national averages. 33% (2/6) achieving expected standards in writing which is below national averages.

Further analysis shows all children without an additional special need met the expected standards in reading and maths whilst 75% (2/3) of children without an additional special need met the expected standards in writing. All children with special educational needs were working below the expected standards in reading, writing and maths.

Our assessment of the reasons for these outcomes points primarily to strong provision which is ensuring that all children are making good progress, although due to low starting points some children have not met the expected standard.

Overall attendance in 2021/22 was at 94.5%.

	School	National
Whole Cohort	94.5%	Release March 2023
Pupil Premium	94.5%	Release March 2023
English as an Additional Language	92.9%	Release March 2023
Special Educational Needs (K)	92.8%	Release March 2023
Special Educational Needs (EHCP)	91.6%	Release March 2023

76% (13/17) of children with pupil premium funding attended enrichment activities after school for at least one term with 29% attending every term.

The new role of Black Community Lead is embedding and has now held two very successful parent events in the evening and has provided us with greater capacity to support children and their families.

The head teacher has built positive relationships with the Turkish community who he meets regularly to discuss their concerns and ensure they are receiving the support /they need. The benefit of this closer partnership is evident through events such as parents evening where 7/8 families attended (Autumn 2022).

## 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

### **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.