

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2027 academic years 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	199
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	July 2024
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Governing Body and Head Teacher
Pupil Premium Lead	Jonathan Smith, Headteacher
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,645
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	£27,645

# Part A: Pupil premium strategy plan

## Statement of intent

The impact of COVID continues to have a significant impact on the academic attainment of children as well as their mental health and wellbeing, especially for those cohorts who were born either during or shortly after the pandemic and were most impacted by the restrictions.

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 our experienced teachers 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 in 2022 and 2023 show that our disadvantaged children take longer to pass the Year 1 Phonics Screen with attainment significantly behind their peers nationally at the end of Year 1 although all Year 2 children passed the screening in 2023.
2	Our assessments in 2022 and 2023 show that our disadvantaged children attain in line with their peers nationally in reading, writing and maths but it is significantly lower at greater depth.
3	Attendance in 2022/2023 for all children (94.6%) was positive compared to national data (92%) but those in receipt of free school meals continue to be behind their peers at 87.7%.

## 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
To improve attainment for disadvantaged children in the Year 1 Phonics screen.	To narrow the attainment gap for disadvantaged children so it is line with their peers nationally.
Improved attainment in reading writing and maths at greater depth for disadvantaged children.	For at least one disadvantaged child to be achieving greater depth or close to achieving greater depth so that they are on track to achieve it in Key Stage 2.
To improve attendance for all pupils, particularly our disadvantaged and EAL pupils.	The attendance rate for all pupils to be 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be eradicated.

## 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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance maths provision through high quality professional development in White Rose Maths and in particular adaptive teaching in maths.	DfE Pupil Premium guidance highlights the importance of quality first teaching.	2
To enhance writing provision through high quality professional development in Talk for Writing and in particular support for lower attaining learners e.g. EAL, SEND.	DfE Pupil Premium guidance highlights the importance of quality first teaching.	2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployed HLTA to deliver phonics intervention for children in Year 3	Sounds Write is one of the DfE approved phonics providers.	1

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

Budgeted cost: £9,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have access to emotional and social support through Pastoral Team.	<p>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.</p> <p>ImpactED Evaluation Understanding Attendance (January 2024) recommends developing children's sense of belonging.</p>	3
To build closer links with parents through Black Community Lead.	<p>The EEF states that Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF states that there is some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils for improving attendance.</p>	3

**Total budgeted cost: £27,645**

## 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 2022 to 2023 academic year.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our 2023 Phonics data shows that all disadvantaged children who did not meet the standards had SEND as a co-occurring need. In the same year all children in Year 2 passed the resit of the Phonics Screen.

KS1 SATs results for 2023 show that the percentage of disadvantaged pupils attaining the expected standard has improved in all areas of learning and was ahead of their peers nationally.

Although overall attendance in 2022/23 was positive at 94.2% compared to initial estimate of 95% nationally from the DfE. Attendance for disadvantaged children was considerably 87.3%. Attendance in 2023/2024 as of Spring 1 is 94.79 overall and as 92.7% for disadvantaged pupils. Despite the improvement this demonstrates that it continues to be an area of concern and requires significant resources from the school.

Due to a possible deficit budget we were not able to fund after school places for children in autumn 2023 but due to a funding grant we received from Hornsey Parochial Society 11 of 21 disadvantaged children attended after school clubs in Spring 2024.

### Externally provided programmes

Programme	Provider
Talk Boost (EYFS and KS1)	I Can Programmes
Word Aware	A Speechmark Book – Routledge
Nuffield Early Language Program (NELI)	Nuffield Early Language
KS2 Parental Support – Managing Challenging Behaviour / Anxieties	CAMHS Trailblazers
KS1 Colourful Semantics	NHS Speech and Language Therapy Toolkit