

This statement details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium 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	Cambrai Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	October 2025 - 37
Proportion (%) of service premium eligible pupils	October 2025 - 112
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was first published	December 2025
Date on which it will be reviewed	Summer 2026
Statement initially authorised by	Laura Robinson – HT LGB – 19.11.2025
Pupil premium lead	Laura Robinson
Governor / Trustee lead	Nick Steele

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38, 360.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38, 360.00

Part A: Pupil premium strategy plan

Statement of intent

At Cambrai, all children matter. Our school is relentlessly focussed on a dual mission: academic success coupled with realising our school strap line of 'Growing Good People – Doing Great Things'. Our intention is that our Pupil Premium Funding supports us to achieve this for our most vulnerable learners. They may be entitled to pupil premium funding, or face other challenges, such as being in care or having a social worker – our focus on high achievement and developing good people for the future remains the same. The focus of our pupil premium strategy is to support Pupil Premium pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach to our strategy – and more widely at the heart of all that we do at Cambrai. We focus on areas in which Pupil Premium pupils specifically require the most support, so that barriers and issues are systematically addressed over time. Whilst these may be academic barriers; we also address those that may be social or emotional – so that learning can happen. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-Pupil Premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-Pupil Premium pupils' attainment will be sustained and improved alongside progress for their Pupil Premium peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-Pupil Premium 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 Pupil Premium pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, including attendance needs
- adopt a whole school approach in which all staff take responsibility for Pupil Premium pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations of children who start the school, coupled with liaison with pre-school providers indicate under-developed language skills among many Pupil Premium pupils. These are typically evident in reception where communication and language is a prime area of learning. Our children in reception 2025 arrived from 12 different pre-school settings.
2	Observations of and discussions with children indicate that our Pupil Premium children often have a limited experience of the wider world outside of the home and school environment. This can hinder their understanding of some concepts and vocabulary in school, or their confidence to try new activities.
3	Pupil Premium children's attendance in academic year 2024-2025 was lower than Cambrai's 'all children' and 'non pupil premium' (although in line with national

	comparators). Our assessments and observations indicate that absenteeism can negatively impacting Pupil Premium pupils' progress if not tackled.
4	A number of children eligible for Pupil Premium join outside of the usual admissions time. Baseline assessment data suggests that any of these children arrive with significant gaps in their learning and are working below the expected standard for their age. This presents a challenge in ensuring a rapid approach to intervention and support so that these children can make accelerated progress and achieve in line with their peers.

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
Children have wide access to extracurricular activities	All Pupil Premium children attend school funded after school extra curricular activities. Cost is not a barrier to any Pupil Premium children taking part in any school experience.
To improve the language and communication skills of children with Pupil Premium, particularly in the Reception cohort.	• Early identification is in place so all children with language difficulties are assessed on entry to Reception through the NELI programme • Identified children receive targeted support and intervention • Children demonstrate progress in expressive and receptive language • The gap between pupil premium children and non pupil premium children's language development narrows
To achieve and sustain improved attendance for all pupils, particularly our Pupil Premium pupils.	Sustained high attendance, demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between Pupil Premium pupils and their non-Pupil Premium peers being reduced to no more than 2%. • The percentage of all pupils who are persistently absent being below 8% and the figure among Pupil Premium pupils being in line with their peers.
Pupils who join outside of the usual admissions time are quickly assessed and provided with targeted support to close the learning gaps. As a result, they make accelerated progress.	• All children who join mid-year are assessed rapidly • Children new to the school make accelerated progress (better than good) through termly tracking data • The attainment gap between this group of pupils and their peers narrows • Parents report through parental feedback that their children feel settled and are pleased with the progress that their children have made

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train specific staff in the NELI approach to Early Language Assessment so that they can carry out the initial assessments on the NELI system.	The EEF Early Years Toolkit reports that : Communication and language approaches can lead to +7 months of progress for disadvantaged children.	1
We will fund teacher release time to carry out the assessments in the Autumn Term	These strategies include high-quality adult-child interactions, storytelling, and structured language activities.	1
Run small group or 1—1 language sessions using the evidence based programme NELI.	Researchers Dr. Ioanna Bakopoulou and Prof. Liz Washbrook from the University of Bristol in their report on 'Speech and Language Crisis' highlight that 1.9 million UK children are currently behind in speech and language development.	1
Ensure that the Reception environment is 'language rich' and is an immersive language environment. With rich vocabulary, role play areas and storytelling.	The issue is most severe in areas of social deprivation, directly linking to the Pupil Premium cohort.	1
Embed the curriculum planning and implementation for Early Years language development, through collaborative working across our Trust – producing shared best practice and producing consistent curriculum guidance and bespoke training for support staff and teachers	Assessing and improving language-supporting practice in early years - Nuffield Foundation reflects the exact practice that our school aspires towards, including the implementation by new TAs to the setting	1
We will fund teacher release time to support and mentor our ECT and SCITT Student in order to strengthen their understanding of approaches to the teaching and learning of early language development. Release time for the ECT & Student Teacher	The Early Career Framework - EEF	1 & 4
Subscription continuation of a validated synthetic phonics planning and training scheme to	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	4

further develop the work already completed by the English Hub in 2021-2023	necessarily comprehension), particularly for Pupil Premium pupils: Phonics Toolkit Strand Education Endowment Foundation EEF The evidenced based DFE ‘The Reading Framework – Teaching the Foundations of Literacy reflects the exact practice that our school aspires towards	
Purchase additional ‘fluency’ books to accompany our new SSP and purchase updated resources from Little Wandle scheme		4
Ensure the ‘reading beyond phonics’ curriculum allows those children that require additional reading support in KS2 to catch up. Through same day intervention and additional reading opportunities and reading resources		4

Targeted Support

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics, reading and writing sessions targeted at Pupil Premium pupils who require further support. This includes more able children who have the potential to reach greater depth.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium 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 Writing Approaches in Years 3 to 13: Evidence Review	4
Additional number and counting support targeted at Pupil Premiums who require further support. This includes more able children who have the potential to reach greater depth.	There is a strong evidence base linked to approaches for teaching Early Maths, and supporting staff to know how children's maths skills develop, how to teach maths (pedagogy), and have knowledge of maths itself. Early Mathematics - EEF	4

Wider Strategies

Budgeted cost: £9,910

Ensure all children have access to at least one enrichment club each week – funded by the school with a particular focus on opportunities for participation in arts and physical activity. Communicate this to families about the benefits of attendance at after school clubs. Ensure that all costs are met the school for additional experiences for children, where families cannot afford them including subsidised costs for school residential in Years 3 to Year 6.	When children have a broad set of rich experiences, they are able to develop their scheme more effectively – hanging new learning on prior learning and experiences. EEF: <u>Life skills and enrichment - Improving the teaching and learning of life skills and enrichment</u> . The EEF suggest that there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (<u>Physical activity EEF</u>)	1 & 3
Offer sustained and targeted support to Pupil Premium children whose 'days missed' attendance is causing early concern	The EEF's Guidance Report '<u>Working with Parents to Support Children's Learning</u>' suggests that communication should be tailored to encourage positive dialogue about learning and that more sustained and intensive support is offered where needed. <u>The social mobility and vulnerable learners report</u> published in March 2025 suggests that 'pupil absence is a key, and growing, driver of the disadvantage gap.'	1 & 3
Bespoke support for children who require Educational Psychologist involvement or private Emotional Counselling/Therapeutic work		1 & 3
To train staff in implementing a PACE model of support for children based on attachment theory and relational practice	The EEF suggest through their research that 'being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'	1 & 3

Total budgeted cost: £38,360.00

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

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