



pil premium strategy statement 2019-20 - including end of year review

School overview

Metric	Data
School name	Cambrai Primary School
Pupils in school	24
Proportion of disadvantaged pupils	2 – 8%
Pupil premium allocation this academic year	£2640
Academic year or years covered by statement	1
Publish date	November 2019
Review date	September 2020
Statement authorised by	M Dent – EHT
Pupil premium lead	M Dent – EHT
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff have received paid-for training to deliver the new phonics scheme effectively

Priority 2	Ensure resources are available to support the vocabulary development for those children who require support in vocabulary acquisition
Barriers to learning these priorities address	Ensure staff follow the agreed research driven materials effectively to ensure progress.
Projected spending	£750

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure 50% children at least meet the ELG in reading	July 2020
Progress in Writing	Ensure 50% children at least meet the ELG in writing	July 2020
Progress in Mathematics	Ensure 50% children at least exceed the ELG in number / SSM	July 2020
Phonics	Ensure 50% children are secure in phase 3 – 'Year 1 ready'	July 2020
EYFS Progress	Ensure that both children make accelerated progress from their starting points	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff have received paid-for training to deliver the new phonics scheme effectively
Priority 2	Ensure resources are available to support the vocabulary development for those children who require support in vocabulary acquisition
Barriers to learning these priorities address	Ensure staff follow the agreed research driven materials effectively to ensure progress.
Projected spending	£1000

Wider strategies for current academic year

Measure	Activity
Priority 1	Additional support staff time to support attendance issues in absence of PSA

Priority 2	Ensure PP are able to partake in all school opportunities which require donations from families
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Ensure children experience the full co-curriculum offer.
Projected spending	£1000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff use and remain faithful to the bought in phonic and vocabulary development approaches	Monitoring centred around phonic and vocabulary acquisition teaching – internal and external validation
Targeted support	Ensuring time is protected to facilitate the small vocabulary development groups	Timetabled in sessions. EHY seeking additional funding to support high needs children with additional capacity.
Wider strategies	Lack of confidence to tackle attendance issues.	EHT initially support to model approach and policies – increased EHT time in school

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	50% of children met ELG – target met
Progress in Writing	50% of children met ELG – target met
Progress in Mathematics	50% of children met ELG – target met
Phonics	50% on track for phonics attainment
EYFS Progress	One child made outstanding progress. The other child made progress from their starting points.

Review: last year's wider impact

- All staff attended paid-for phonics training – this enabled the reading system to be delivered with fidelity and facilitate strong lockdown remote reading activities. Observations by school leaders, Trust leaders and the DFE monitoring visited highlight strong practice in this area.

- The progress of children across EY was globally outstanding; the focus on high quality teaching benefited all pupils.
- Finance was not a barrier for any child in relation to school activities across 2019-20

Review: remaining challenges

- Despite children making strong progress across the early stages of 2019-20, lockdown meant that most of our children did not attend school March – June. All children bar one returned in June. Some issues relating a lack of school readiness is evident. Children have experienced a universal trauma and many have experienced anxiety, loss and bereavement during the Covid 19 pandemic
- Attendance is a priority for our school – in particular ensuring that the most disadvantaged attend as often as possible
- Formal vocabulary intervention was not as successful, due to a lack of structured intervention time afforded to this particular programme; the progress of children across the Communication and language strand of the EYFS Framework, however, was outstanding.