

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	Cambrai Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-23
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mark Dent – EHT LGB 02.12.21
Pupil premium lead	Mark Dent
Governor / Trustee lead	Lotti Hutchinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13470
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£15470</b>

# 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 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 to our strategy – and more widely at the heart of all that we do at Cambrai. We focus on areas in which disadvantaged 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-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 National Tutoring Programme 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	Assessment and observations of children, coupled with liaison with pre-school providers indicate under developed Personal, Social and Emotional

	Development (PSED) skills among many disadvantaged pupils. These are typically evident in reception; in 2021, our 30 children arrived
2	Observations of and discussions with children indicate that our disadvantaged 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 in school, or their confidence to try new activities.
3	Assessments, observations, and discussions with pupils suggest dis-advantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Attendance in 2020/21 was impacted for all children by COVID-19 issues, however, we still see an issue to address for our disadvantaged children. Our attendance data over the last year indicates that attendance among disadvantaged pupils was 7.4% lower than for non-disadvantaged pupils. (This is slightly skewed due to small cohort issues)  23% of disadvantaged pupils were seen as 'persistently absent' compared to 8.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments and observations indicate that the aspect of children's writing which is weakest is their understanding of grammar. This hinders fluent and expressive writing over time, particularly for disadvantaged pupils.

## 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's PSED skills and abilities improve over the reception year.	Assessments and observations indicate significantly improved PSED outcomes by the end of reception, over time. They are at least in line with the profile of the other early learning goals.
Children have wide access to extracurricular activities	<b>All</b> disadvantaged children attend school funded after school extra curricular activities. Cost is not a barrier to any disadvantaged children taking part in any school experience.

Improved reading attainment among disadvantaged pupils.	KS1 phonics reading outcomes in 2021/22 show that 100% of year 2 and year 1 children who are identified as disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from between 2021-2024 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2%.</li> <li>• The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being in line with their peers.</li> </ul>
Improved writing attainment for disadvantaged pupils	KS1 Writing outcomes for disadvantaged children are strong – and in line with 'other' children in the cohort

## 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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a validated synthetic phonics planning and training scheme to further develop the work already completed by the English Hub in 2020/21	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
We will fund teacher release time to share best practice within school and across our Trust - using the same validated SSP	The evidenced based DFE <a href="#">‘The Reading Framework – Teaching the Foundations of Literacy</a> reflects the exact practice that our school aspires towards	3
Purchase fully decodable matched books to accompany our new SSP		3
Improve the quality of social and emotional (SEL) learning  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Improving Social and Emotional learning in Primary Schools</a>	4
Improve the direct teaching of grammar, through direct instruction and the purchase of a grammar scheme of work  We will fund teacher release time to share best practice across our Trust	Evidence suggests that teaching young children to write requires pupils to use strategies for planning and monitoring their writing.  Pupils' writing can be improved by teaching them to successfully plan and monitor their writing, including their use of correct grammar. Producing quality writing is a process not a single event. Explicitly teaching a number of different strategies is likely to help, depending on the current skills of the writer. <a href="#">EEF Literacy at KS1 Guidance Report</a>	6
Improve the curriculum planning for Early Years PSED, through collaborative working across our Trust – producing shared best	The EEF <a href="#">‘Improving Behaviour In Schools’</a> research shows that effective behaviours require planning for, modelled and effectively taught by adults in school	1

practice and producing consistent curriculum guidance		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub partnership	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 6

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

Budgeted cost: £4970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a TA to be a qualified L2 Mental Health First Aider for Staff and Children – release time and training costs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Improving Social and Emotional learning in Primary Schools</a>	1, 4

<p>Increase the adult:child ratio in reception – to facilitate effective modelling of behaviours, play and PSED ‘in action’ in the setting. Provide bespoke intervention for PSED for those children who require it.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF <a href="#">Improving Social and Emotional learning in Primary Schools</a></p>	<p>1, 4</p>
<p>Ensure all children have access to at least one enrichment club each week – funded by the school.</p> <p>Ensure that all costs are met the school for additional experiences for children, where families cannot afford them.</p>	<p>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: <a href="#">Life skills and enrichment - Improving the teaching and learning of life skills and enrichment</a></p>	<p>2</p>
<p>Whole staff training relating to de-escalation and self regulation with the aim of embedding our ethos and improving staff/child interactions</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

**Total budgeted cost: £15470**

## 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.

#### Reading

Year 1: 79% of our Y1 cohort passed the PSC in June 2021 – close to the 2019 national average and despite the pandemic. By December 2021, we expect this to be at least 95%. 3 of the 6 PP children attained the standard, those who did not are on the SEND register and 2 are expected to achieve by December 2021. One child is leaving for specialist provision. Our tracking system shows that PP made outstanding progress over the year from their starting points, compared to 'good' progress for the rest of the cohort. Reception: 3 out of 5 PP children attained the GLD, but 4 out of 5 PP children attained the Word Reading ELG as this was a key priority for the setting. PP children as a group are identified as making outstanding progress over the year. The one PP child who did not achieve the measure arrived in school during the summer term.

#### Writing

Year 1: writing has seen the biggest COVID impact across school, but PP children achieved more highly than 'other' children in the cohort. 3/5 children achieved the expected standard (60%), compared to only 50% of the rest of the cohort. Writing is a key priority for 2021/22. Reception: 3 out of 5 PP children (60%) attained the ELG, in line with the GLD. This is below the 77% full class measure. One PP child who did not achieve the measure arrived in school during the summer

#### Maths

Reception: 3 out of 5 PP children (60%) attained the Number & Numerical Patterns ELG, in line with the GLD. This is below the 81% full class measure. One PP child who did not achieve the measure arrived in school during the summer term and the other has a SEND support plan in place.

#### Wider Measures

All children attended all events, activities and trips which required donations, regardless of whether individual families paid or not • The quality of teaching in phonics has improved considerably. The English Hub quality assurance process highlights our practice as strong and worthy of sharing more widely. Our overall phonics results are excellent, when considering the pandemic impact. • TA and teacher training has led to more focused and targeted intervention for early reading • Access to technology was no barrier to remote learning during the school closures; devices were shared freely – and any children who did not access remote learning were given a place in school as a vulnerable learner. Our attendance / engagement matrices show that all bar one child in our school either engaged well, or were in school. • Attendance systems and procedures have improved due to bought in time from the EWO. Full year attendance for all children is: 95.8% Full year attendance for PP children is: 89.9% This is affected significantly by one child, when removed this is 94.6% March 8th – End attendance for all children is: 96.2% March 8th – End attendance for PP children is: 91.7% (This is affected significantly by one child, when removed this is 95.9% The number of full year PA children are: 7



(4 left school, but were kept on roll for safeguarding purposes, 1 was travelling and 1 has significant medical needs) The number of full year PA children who are PP are: 3 (one left, 2 SEND – medical and part time timetable) The number of March - End PA children are: 5 (8.9%) The number of March - End PA children who are PP are: 2 (SEND – medical and part time timetable)

- During times when the government did not provide school meals vouchers, our school chose to do so, using our PP fund
- 91% of PP attended free extra curricula clubs from March 8th – these included: sports, football, ICT, Creative, music

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We increased the hours of a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They used the Thriving Lives Toolkit and 'Little Troopers' subscription to develop strategies and approaches for our service children, to stay connected to their deployed parent.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided. Families reported positive impact of our work. One family service commented on our end of year</p>

	<p>questionnaire: "As a parent of 4 children and frequent moves my children have attended a total of 8 primary schools across the years. Never have I come across a primary school that has such a warm welcoming environment for the children and parents. The teachers and staff go above and beyond to make sure that this is a fun and happy environment for the children. Within 1 week of starting the school had quickly assessed my child's needs and laid out where improvements could be made. Eg pen grip and within that week my child was telling me how he should hold his pen. This is very important as a child that will move frequently. Communication is fantastic."</p>
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## Further information (optional)

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