

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	185
Proportion (%) of pupil premium eligible pupils	14% (Nov 2024)
Proportion (%) of service premium eligible pupils	55% (Nov 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2024 – December 2025
Date this statement was first published, reviewed Sept 2022	December 2024
Date on which it will be reviewed	December 2025
Statement initially authorised by	Laura Robinson – HT LGB – 27.11.2024
Pupil premium lead	Laura Robinson
Governor / Trustee lead	Nick Steele

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,040.00

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, coupled with liaison with pre-school providers indicate under developed number skills among many Pupil Premium pupils. These are typically evident in reception. Our children in reception 2024 arrived from 14 different 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 in school, or their confidence to try new activities.
3	Assessments, observations, and discussions with pupils suggest Pupil Premium pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.

4	Pupil Premium children's attendance in academic year 2023 – 2024 was lower than 'all children' and 'non pupil premium'. Our assessments and observations indicate that absenteeism can negatively impacting Pupil Premium pupils' progress if not tackled.
5	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 Pupil Premium 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 number skills and abilities improve over the reception year.	Assessments and observations indicate significantly improved number 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	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.
Improved reading attainment among Pupil Premium pupils.	KS1 phonics reading outcomes in 2024 show that 100% of year 2 and year 1 children who are identified as Pupil Premium pupils met the expected standard.
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.
Improved writing attainment for Pupil Premium pupils	Writing outcomes for Pupil Premium 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: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription continuation of a validated synthetic phonics planning and training scheme to further develop the work already completed by the English Hub in 2021-2023	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for Pupil Premium pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	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 ‘The Reading Framework – Teaching the Foundations of Literacy’ reflects the exact practice that our school aspires towards	3
Purchase additional ‘fluency’ books to accompany our new SSP and purchase updated resources from Little Wandle scheme		3
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		3
Improve the teaching of writing, through the development of the writing sequence and staff pedagogical knowledge 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. EEF Literacy at KS1 Guidance Report	5
Embed the curriculum planning and implementation for Early Years mathematics, through collaborative working across our Trust – producing shared best practice and producing consistent curriculum guidance and bespoke training for support staff and teachers	EEF Improving Mathematics in the Early Years and Key Stage 1 reflects the exact practice that our school aspires towards, including the implementation by new TAs to the setting	1
Further Strengthen partnership with the English Hub to ensure that all	The evidenced based DFE ‘The Reading Framework – Teaching the Foundations of	2

staff are trained in language Rich Environments work	Literacy reflects the exact practice that our school aspires towards	
Further develop the school's approach to teaching Grammar as part of the writing sequence through the purchase of high quality resources and CPD for staff (Grammarsaurus)	Writing Approaches in Years 3 to 13: Evidence Review	5
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 reading, writing and maths. Release time for the ECT & Student Teacher	The Early Career Framework - EEF	1, 3, 5

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

Budgeted cost: £9,750

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	3
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	1

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

Budgeted cost: £9,950

Ensure all children have access to at least one enrichment club each week – funded by the school. Ensure that all costs are met the school for additional experiences for children, where families cannot afford them including subsidised costs for school residentials (Y4 & Y5)	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: Life skills and enrichment - Improving the teaching and learning of life skills and enrichment	2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures. Attendance at Trust Attendance CPD and using this to create a best practice training model for Cambrai	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Bespoke support for children who require Educational Psychologist involvement or private Emotional Counselling/Therapeutic work		

Total budgeted cost: £34,200

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

Children's number skills and abilities improve over the reception year.	88% of the Pupil Premium children in Reception achieved the 'number' Early Learning Goal. These children made 'outstanding' progress from their starting points to achieve this. 75% of Pupil Premium children achieved a Good Level of Development (GLD) compared to 68% of National Other children and 52% of other disadvantaged children nationally.
Children have wide access to extracurricular activities	100% of Pupil Premium children attended a funded after school club 87% of Pupil Premium children attended a funded after school club every week of the year for the full year - Pupil Premium children in Y3, Y4, Y5 had a subsidised opportunity to attend an overnight school residential stay
Improved reading attainment among Pupil Premium pupils.	83% (5 children out of 6) of Y1 Pupil Premium children passed the phonics screening check compared to 80% of national other and 67% of disadvantaged pupils nationally 100% of Y2 pupil premium children passed the phonics screening check
To achieve and sustain improved attendance for all pupils, particularly our Pupil Premium pupils.	- The gap between pupil premium children's school attendance and 'all' pupils is 2% - Pupil premium children's attendance for 2024-2025 is 94% which is higher than the National Other percentage of 92.1% 4 pupil premium children took term time holidays that impacted their school attendance.
Improved writing attainment for Pupil Premium pupils	97% of Pupil Premium children made expected or better progress in writing according to internal tracking data 83% of Pupil Premium children are 'on track' or better for their writing.

