



# pil premium strategy statement 2020-21

## School overview

Metric	Data
School name	Cambrai Primary School
Pupils in school	53
Proportion of disadvantaged pupils	10 – 43%
Pupil premium allocation this academic year	£7030 ( <i>as funding is lagged – we will not receive the full PP value for all 190 children this academic year</i> ).
Academic year or years covered by statement	1
Publish date	October 2020
Review date	September 2021
Statement authorised by	M Dent – EHT
Pupil premium lead	M Dent – EHT
Governor lead	J Cooke – Chair of Governors

## 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
KS 1	N/A
Y1 Phonics	N/A
EYFS	50% GLD

## 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 – work with the English Hub – to ensure disadvantaged children meet the standards expected by Year 1
Priority 2	Ensure the attendance of disadvantaged children is not a barrier to success.
Barriers to learning these priorities address	Ensure staff follow the agreed research driven materials effectively to ensure progress in phonics.  Poor attendance is a barrier to keeping up with the planned curriculum. A potential second lockdown.
Projected spending	£2500

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading – EYFS	Ensure 67% D/A children at least meet the ELG in reading	July 2021
Progress in Writing – EYFS	Ensure 67% D/A children at least meet the ELG in writing	July 2021
Progress in Mathematics – EYFS	Ensure 67% D/A children at least exceed the ELG in number / NP	July 2021
Phonics	Ensure 75% D/A children meet the expected standard in Y1 PSC	July 2021

## 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 the effective phonics intervention leads to children meeting the standard expected of them by the Y1 PSC.
Priority 3	Ensure that effective Early Years intervention leads to children meeting the GLD standard.

Barriers to learning these priorities address	<p>Ensure staff follow the agreed research driven materials effectively to ensure progress.</p> <p>Ensure time and staffing is planned effectively to prioritise intervention.</p> <p>Potential lockdown situation – access to home technology.</p>
Projected spending	£1500

### Wider strategies for current academic year

Measure	Activity
Priority 1	Additional EWO support to effectively support the attendance of the most vulnerable children.
Priority 2	Ensure PP are able to partake in all school opportunities which require donations from families
Priority 3	Additional support from school psychologist to support the most vulnerable children in relation to anxiety and trauma. Individual and group intervention in place.
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	£3000

### 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	<p>Ensuring time is protected to facilitate the small intervention groups.</p> <p>Access to technology during a second lockdown.</p>	<p>Timetabled in sessions. EHY seeking additional funding to support high needs children with additional capacity.</p> <p>School has enough devices to supply 18 children with ipads – well over PP figure.</p>
Wider strategies	The attendance of some disadvantaged children is	EWO aware of all needs. Disaggregation of SEND

	disproportionately affected by SEND needs.	appointments / issues / increased self isolation.
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**Review: last year's aims and outcomes** (to be completed at end of year)

Aim	Outcome
Progress in Reading / Phonics	<p><b>Year 1:</b> 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 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.</p> <p><b>Reception:</b> 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.</p>
Progress in Writing	<p><b>Year 1:</b> 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.</p> <p><b>Reception:</b> 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 term and the other has a SEND support plan in place.</p>
Progress in Mathematics	<p>Year 1:</p> <p><b>Reception:</b> 3 out of 5 PP children (60%) attained the Number &amp; 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.</p>

## Review: last year's wider impact *(to be completed at end of year)*

- 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 8<sup>th</sup> – End attendance for all children is: 96.2%  
March 8<sup>th</sup> – 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 8<sup>th</sup> – these included: sports, football, ICT, Creative, music

**Review: remaining challenges** *(to be completed at end of year)*

- Ensuring, that despite outstanding progress, the % of PP children attaining statutory outcomes at EYFS, Y1 and Y2 are at least in line with other children nationally (this may have been the case this year – but there is no national covid impact data)
- Post covid, improving the regular interaction and support for PP families – academically and socially
- Building on the strong early reading offer, through the implementation of the 'Letters and Sounds Revised' accredited phonics scheme