



Pupil Premium Strategy PPG – Cams Lane Primary School

Three year plan – Sept 24 – July 27

This statement details our school's use of pupil premium 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 over a three year period and the outcomes for disadvantaged pupils last academic year.

School overview 24/25

| Detail | Data |
|---|-------------------------------|
| Number of pupils in school | 205 |
| Proportion (%) of pupil premium eligible pupils | 20.3% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-25 2025-26 2026-27 |
| Date this statement was published | Dec 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Co Chair Govs |
| Pupil premium lead | MS/KR |
| Governor / Trustee lead | Elaine Sexton |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £78,388 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £78,388 |
| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | |

Part A: Pupil premium strategy plan - Statement of intent

Objectives for all disadvantaged pupils:

- *For all disadvantaged pupils succeed within our school vision and values like all other pupils, in particular, to believe in themselves.*
- *For all disadvantaged pupils to have to the same experiences and opportunities*
- *For all disadvantaged pupils to have the support and resources they need, in order to succeed*
- *For disadvantaged pupils, where relevant, to close the gap and accelerate progress*

How does strategy plan work towards achieving objectives:

- *Knowing our individual children and families, and their needs*
- *Open door policy from HT and all staff*
- *Pastoral support from a team of staff in school*
- *Working closely with our families*

Key principles of your strategy plan:

- *Teaching staff - support for PP pupils*
- *Targeted Academic Support*
- *Wider Strategies*

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Ensuring there is no significant gap in the attainment and more importantly progress of PP pupils in R,W, M and phonics and Early Reading |
| 2 | Trying to reduce the impact external factors such as family instability, split parents, anxiety, domestic issues, parental mental health - which effects the pupils social, emotional development, behaviour and mental health - this in turn impacts upon the ability of the pupil to focus in school, their T&L and their capacity attend school punctually. |

| | |
|---|--|
| 3 | Pupils not being able to experience wider opportunities and inclusive experiences due to financial challenges from home |
| 4 | Ensuring that parents understand the PP grant and not see it as a "income related" issue that would be a label or a negative descriptor of their status. Getting more Universal FSM families to also sign up for the PP grant. |

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 |
|---|--|
| For PP pupils to make good progress from their starting point in KS1 and KS2 | Comparison data with PP and non PP pupils to be equal in terms of progress |
| For PP pupils to have a good level of attendance, good punctuality and less PA cases | Gap to be closed between PP and non PP Aim for 95% |
| For PP pupils to be fully supported in the personal development, social and emotional development, well being and mental health, so that there is less impact on their T & L, attendance and peer relationships | Pupil voice demonstrating positive impact on all aspects of school life |
| Access to wider range of enrichment opportunities & wider opportunities | All PP pupils to have a fully inclusive experience at Cams Lane |
| Improved take up of PP grants entitlement especially in KS1 through improved communication and promotion | 20% PPG figure to increase - being more of a truer reflection on the community & intake of Cams Lane |

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year 2024/25 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,588

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contribution to TA's Supporting Quality First Teaching and supporting retention of quality staff | QFT is always the first strategy as supported in EEF | 1, 2 |
| CPD and support from Consultants for PAD, training sessions, courses for all teaching staff | Quality CPD is a key area for | 1, 2 |

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

Budgeted cost: £23,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| SEND resources for interventions | Specific interventions to support PPG and SEND | 1, 2 |
| Contribution to staffing for Phonic Interventions in KS1 - staffing JL | Specific interventions to support PPG and SEND | 1, 2 |
| Phonic resources to support interventions and SEND programme | Specific interventions to support PPG and SEND | 1, 2 |
| Contribution to staffing for structured intervention for language, reading and nurture groups - staffing CT | Specific interventions to support PPG and SEND | 1, 2 |
| Welkom interventions in Rec, KS1 and KS2 | Language development as the basis of all learning | 1, 2 |
| Subscriptions for interventions for spelling and times tables/maths | Specific interventions to support PPG and SEND | 1, 2 |

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

Budgeted cost: £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pastoral Support Worker - leading well-being nurture and mental health groups, working with families and pupils 1to1, supporting behaviour both in and out of classroom Attendance Lead - leading and monitoring attendance and punctuality esp PPG cases | Improved attendance and punctuality impacting positively on learning Pastoral support and mental health supporting children and families | 2, 3, 4 |
| Canine Assisted Learning - supporting mental health 1to1 pupil sessions | Other strategies with animals helping to support | 2, 3, 4 |
| Subsidising Residential trips and other school trips through the year | Enrichment helping the inclusive nature of school | 2, 3, 4 |
| Wider opportunities through Experiences, Enrichment and funding Transport e.g. theatre, panto, sports events | Enrichment helping the inclusive nature of school | 2, 3, 4 |
| Supporting families with milk and uniform | Family barriers being overcome | 2, 3, 4 |
| Increase in attendance and punctuality awards | Improved attendance and punctuality impacting positively on learning | 2, 3, 4 |
| Parental Engagement "Parents that Lunch" | Parental involvement school helps to overcome barriers | 2, 3, 4 |
| Development of Forest Schools for PPG pupils and all pupils | Enrichment helping the inclusive nature of school | 2, 3, 4 |
| Supporting families with TC's Breakfast Club | Parental involvement school helps to overcome barriers | 2, 3, 4 |

Total budgeted cost: £78,388

Part B: Review of the previous academic year 2023/24

Outcomes for disadvantaged pupils

TA staff support in most classes working well in small groups for class support and additional intervention groups.

Lots of PPG children in Little Wandle - additional phonic interventions - PSC 80%

Extra SSA support from budget before EHCP funding

Use of one SSA for three PPG children in one class

Pastoral team inc SENCO and Pastoral Support Worker worked every day except Wednesday. Working with 18 1:1 pupils every week

Continued School Led tutoring successfully supported children in Y5 and Y6.

PSW monitored attendance every two weeks with the school office and analysis with HT every half term. Attendance figure improved 94.14%

Further financial support for families in TC's and enabling school to support families with school trips e.g. 10% Robinwood Y6

Relevant TAF meetings continued with the support of agencies such as Early Break with support of PSW

The successful trial of Dudley & Dottie the School dog instead of a School Counsellor - fabulous response from the children and parents.

Enabling PPG pupils to join after school clubs to support their mental health

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

None

| Programme | Provider |
|-----------|----------|
| | |
| | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.