



Pupil Premium Strategy PPG – Cams Lane Primary School

Three year plan – Sept 25 – July 28

End of 2024/25 with Review for July 2025

Updated Dec 2025

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

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	27%
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)	2025-26 2026-27 2027-28
Date this statement was published	Sept 2025
Date on which it will be reviewed	Jan 2026 and termly
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 2025-26	£64,719
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£64,719

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	<p>Ensuring there is no significant gap in the attainment between disadvantaged and non-disadvantaged pupils within school in Reading, Writing and Maths at KS2 and also in Phonics/ Early Reading in KS1</p> <p>There needs to be an improved Oracy development and love of reading in Early Years as well as through KS1</p> <p>Also to ensure that the progress of disadvantaged pupils is closely monitored and interventions put into place where needed.</p>
2	<p>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 and also to attend school on time.</p>
3	<p>Pupils not being able to experience wider opportunities and inclusive experiences due to financial challenges from home</p>
4	<p>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.</p>

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.

Challenge number	Intended outcome	Success criteria
1	For there to be no significant gap between disadvantaged pupils and non disadvantaged pupils in their attainment	KS2 attainment data in Read, Writing and Maths - disadvantaged data to be on par with non disadvantaged data In addition to this closing the gap in the MTC data in Y4
1	For there to be improved Oracy and reading of disadvantaged pupils	Reading, Phonic and Oracy to be close or on par with non-disadvantaged pupils
1	For there to be data showing clear progress for disadvantaged pupils from their starting points	KS2 progress data in Read, Writing and Maths to show positive trends upwards from their starting points for disadvantaged pupils
2	For disadvantaged pupils to have a good level of attendance, good punctuality and less PA cases	Gap to be closed and on par with non disadvantaged pupils - all pupils to aim for 95% attendance or more
2	For disadvantaged 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 and interventions
3	Access to wider range of enrichment opportunities & wider opportunities	All disadvantaged pupils to have a fully inclusive experience at Cams Lane
4	Improved take up of PP grants entitlement especially from EY and KS1 through improved communication and promotion such as Parents Evenings	26% PPG figure to increase - being 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: £23,000

Activity (Link to SIP)	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 <i>3.Leadership and Management - SEN/PPG needs are met</i>	Quality CPD is a key area for	1, 2

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

Budgeted cost: £17,400

Activity (Link to SIP)	Evidence that supports this approach	Challenge number(s) addressed
SEND resources for PPG pupils in interventions <i>3.Leadership and Management - SEN/PPG needs are met</i>	Specific interventions to support PPG and SEND	1, 2
Contribution to staffing for Phonic Interventions in KS1	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 in order to help close the gap in attainment <i>3. Leadership and Management - PPG performance monitoring data and closing the gap</i>	Specific interventions to support PPG and SEND	1, 2
Oracy interventions in Early Years and CPD to support the interventions	Oracy Project Trust project	1, 2

<p>2. <i>Quality Teach and Learning in Eng - reading for pleasure and developing EYFS Oracy</i></p> <p>3. <i>Leadership and Management - developing excellence in EY and Oracy</i></p>	Language development as the basis of all learning	
<p>Subscriptions for interventions for spelling and times tables/maths</p> <p>1. <i>Quality of Teach and Learning in Maths - teaching and knowing times tables</i></p>	<p>Specific interventions to support PPG and SEND</p> <p>Trust project</p>	1, 2

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

Budgeted cost: £24,319

Activity (Link SIP)	Evidence that supports this approach	Challenge number(s) addressed
<p>PSW -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</p> <p>PSW -Attendance Lead - leading and monitoring attendance and punctuality esp PPG cases</p> <p>Increased monitoring and follow up actions of PPG pupils attendance on a weekly basis</p> <p>3. <i>Leadership and Management - developing Sen/PPG attendance</i></p>	<p>Improved attendance and punctuality impacting positively on learning</p> <p>Pastoral support and mental health supporting children and families</p>	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
<p>Increase in attendance and punctuality awards</p> <p>3. <i>Leadership and Management - developing Sen/PPG attendance</i></p>	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
<p>Development of Forest Schools for PPG pupils and all pupils, and additional FS interventions</p> <p>4. <i>WellBeing of all Pupils - mental health pf PPG pupils e.g. FS interventions</i></p>	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: £64,719

Part B: Review of the previous academic year 2024/25

Outcomes for disadvantaged pupils

<p>TA staff support in most classes working well in small groups for class support and additional intervention groups.</p> <p>Lots of PPG children in Little Wandle - phonic interventions - PSC 62% (large SEND cohort)</p> <p>Reception GLD data improved from 28% to 59%</p> <p>Extra SSA support from budget before EHCP funding supporting heavy SEND cohort</p> <p>Use of one SSA for three PPG children in one class continued</p> <p>Pastoral team inc SENCO and Pastoral Support Worker worked every day except Wednesday. Working with 15 1:1 pupils every week</p> <p>More pupils working with CAL School Dog - effectively once a week - up to 12x a day</p> <p>PSW monitored attendance every two weeks with the school office and analysis with HT every half term. Maintained figure 94%</p> <p>Further financial support for families in TC's and enabling school to support families with school trips e.g. 10% Robinwood Y6</p> <p>Enabling PPG pupils to join after school clubs to support their mental health</p> <p>Enabling PPG pupil to access MHST nurse</p> <p>More intervention groups than previous years</p> <p>Use of Sports Coach for 1:1 and small group of PPG pupils supporting SEMH needs</p>

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.