

Cams Lane Primary School Strategy



Pupil Premium Strategy

April 2023- March 2024

& Review of Previous Year

Our School Vision Statement

'Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.'

Our School Motto

Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

"INSPIRE, BELIEVE, LEARN"

School Values

- Resilience
- Resourcefulness
- Respect
- Reflection
- Responsibility

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cams Lane
Number of pupils in school	203 (Mar 23)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	April 2023
Date on which it will be reviewed	March 2024
Statement authorised by	MG/ Govs
Pupil premium lead	MG/KR
Governor / Trustee lead	ES

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£87,000 (finalised end of June)

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	To address mental health, personal development, pastoral and pshe needs of PPG pupils and address family needs of PPG pupils
2	To address the combined issues with PPG and SEND with complex cases - some with EHCP's - reasons including specific learning difficulties from dyspraxia, ASD, ADHD, global needs, speech and language
3	To address the equal opportunities of pupils and their families - e.g. financially, socially,

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
1. For all PPG pupils and families to have fully supported personal and mental health	PPG pupils to have good mental health and well being
2. To support accelerated progress through effective SEND identification with PPG pupils	PPG/SEND pupils make further progress from their starting points and start to close any gaps. PGG/SEND pupils to be integrated in targeted groups in and outside interventions or 1:1 work. Also support and help through wider agency referrals
3. For all children to have an inclusive experience meeting our school vision	Children to experience the Cams Lane equally and experience world around them

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
Retention of good staff Quality First Teaching from all staff Monitored by SLT	EEF supports QFT	2	staffing
Contribution towards support staff TA's in both key stages Focussed TA time Support in class with groups Intervention groups	Need to support class teachers and PP pupils - whole school approach, support great teaching from EEF	2	57,000
CPD training on SEND issues Terri Wild training e.g. attachment	Need to support all staff with CPD	2	2500

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
<p>Contribution towards support staff in both key stages</p> <p>Focussed TA time</p> <p>Support in class with groups</p> <p>Intervention groups</p>	<p>Need to support class teachers and PP pupils - whole school approach, support great teaching from EEF</p>	2	As previous
<p>SENCO working with one to ones</p> <p>SEND referrals and use of outside agencies</p> <p>For example, ANT working with pupil in Y5 and pupil in y3</p> <p>Application for EHC plans</p> <p>Use of interventions such as Welcomm resources</p>	<p>Targeted support from agencies meeting exact needs of SEND</p>	2	500 SEND resources
<p>Intervention on a Thursday from p/t teacher Gill Cobb to work on basic skills for PPG individuals Y5 and Y6 on a 1:1 basis</p>	<p>Dfe recognised School led tutoring</p>	2	NTP grant

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
Support of MHST Amelia Mental Health worker Liaise with Inc team (SENCO/PSW) Pupils, parents, workshops, staff	Good mental health approach	1	free
PSW to support PP pupils and families - attendance, punctuality, supporting before school, in class, in green room, at dinner times, running small nurture groups, 1:1 drop ins, 1:1 check ins, TAF groups, sensory breaks Working with class teachers, Support readiness to learn in class	Great need for pastoral support at Cams Lane - team approach Emotionally children have to be ready before they can learn EEF advises 1:1 and small group work	1	12,000
Canine Assisted Learning Dudley School Dog and Lauren the therapist Working with PPG 1:1 and groups	Provides specialist animal assisted interventions, activities and therapies for all aspects of mental health and well being	1	8,000 Sum, Aut, Spr (720 for 4 weeks)
Junior Duke - experiences similar to duke of Edinburgh Award to apply to all younger children	Inclusive wider experiences	1 3	1000

PPG Pupils to become involved in Radcliffe Regeneration plan and experience with Pupil Parliament etc	Inclusive wider experiences	3	No cost
Support for families needing to use before and after school club TC's, and for families needing uniform, food parcels and other resources.	EEF - supporting parent and carers	3	TC's 4000 Uniform 500
Support enrichment opportunities such as residential visits and trips, and further activities in and out school	Enrichment supports children's learning and enjoyment	3	1500
		TOTAL	£87,000

Part B: Review of outcomes in the previous academic year 2022/2023

Review of 22/23 Strategy

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

Extra SSA support from budget before EHCP funding

Use of one SSA for three PPG children

Pastoral team including SENCO and Pastoral Support Worker worked every day except Wednesday. Working with 18 1:1 pupil's 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

The successful trial of Dudley the School dog instead of a School Counsellor

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