

# Pupil premium strategy statement – Camelot Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data  |
|---|---|
| Number of pupils in school  | 376   |
| Proportion (%) of pupil premium eligible pupils   | 53% (201/376)                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/2023 to 2024/2025                            |
| Date this statement was published   | December 2022                                     |
| Date on which it will be reviewed   | June 2023   |
| Statement authorised by   | James Robinson<br>Executive Headteacher           |
| Pupil premium lead  | Madeline Eastwood<br>Head of School for Inclusion |
| Governor / Trustee lead   | Juliette Young                                    |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £221,600 |
| Recovery premium funding allocation this academic year  | £23,345  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0       |
| <b>Total budget for this academic year</b><br><br><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>  | £244,945 |

## Part A: Pupil premium strategy plan

### Statement of intent

*At Camelot, we want every child to make good progress no matter their background or the challenges they face. At the heart of our pupil premium strategy is the aim to support disadvantaged children to do this, irrespective of whether they are currently high or low attainers.*

*Our pupil premium strategy plan primarily focuses on ensuring that all children receive high-quality teaching as this has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged children in our school.*

*The key principles behind our pupil premium strategy plan are:*

- To focus on implementing a small number of priorities well (aligned with whole school strategy)*
- To ensure that high-quality teaching (Tier 1) is the priority with a 2:1:1 ratio between the 3 tiers [Tier 1: High quality teaching, Tier 2: Targeted academic support, Tier 3: Wider strategies]*
- To regularly review the plan to ensure excellent execution and to adapt to changing circumstances if needed*

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Our observations and discussions with pupils and families indicate that many disadvantaged children need <b>support with being ready to learn</b> , for example provision of uniform or healthy food.  |
| 2                | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified <b>social, emotional and behavioral issues</b> for many pupils. A large proportion of our disadvantaged children need support with their social, emotional and behavioural needs in order to be ready to engage in lessons.<br>57% of recorded behaviour incidents this academic year are linked to disadvantaged pupils compared with 43% linked with non-disadvantaged pupils – our school has a 53% disadvantaged cohort so there are a |

|   |   |
|---|---|
|   | greater proportion of incidents per disadvantaged child than per non-disadvantaged child.   |
| 3 | <p>Large proportions of our disadvantaged children have <b>SEND</b> and need support to meet their specific needs.</p> <p>Of our 75 children with identified SEND 59% are disadvantaged pupils compared with 41% non-disadvantaged pupils – our school has a 53% disadvantaged cohort so there are a greater proportion of disadvantaged pupils with SEND than non-disadvantaged pupils</p>   |
| 4 | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have <b>greater difficulties with phonics</b> than their peers (e.g. Phonics screening 2021-2022 41% disadvantaged pupils working towards standard compared with only 29% of non-disadvantaged pupils working towards standard). This negatively impacts their development as readers.</p>   |
| 5 | <p>Our assessments, observations and discussions with pupils and families indicate that the <b>education of many of our disadvantaged pupils continues to be affected</b> by the <b>impact of the partial school closures</b> during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant <b>knowledge gaps</b> leading to pupils falling further behind age-related expectations. This is particularly noted <b>in reading</b> (e.g. KS2 Reading SATs results 2021-22 48% disadvantaged pupils working at standard compared with 79% of non-disadvantaged pupils working at standard) and <b>in maths</b> (e.g. KS2 Maths SATs results 2021-22 48% disadvantaged pupils working at standard compared with 79% of non-disadvantaged pupils working at standard).</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.

| Intended outcome   | Success criteria   |
|--|--|
| To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils. | By 2024/2025, the % of behaviour incidents linked to disadvantaged children is proportionate to the % of disadvantaged children in the school<br><i>e.g. if disadvantaged cohort is 53%, proportion of behaviour incidents linked to disadvantaged children vs. non-disadvantaged children is 53% or lower</i> |
| To achieve and sustain improved progress for disadvantaged pupils with SEND                      | By 2024/2025, all disadvantaged pupils with SEND will make good progress from their baseline (on Cherry Garden Branch Map or on National Curriculum).  |

|   |   |
|---|---|
| Improved reading attainment among disadvantaged pupils                | KS2 reading outcomes in 2024/25 show that we meet or exceed the national average for reading for disadvantaged pupils |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that we meet or exceed the national average for maths for disadvantaged pupils     |

## 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: £124,945

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Enhancement of our maths teaching and curriculum planning</b> in line with DfE and EEF guidance.</p> <p>We will fund teacher and leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). We will fund additional concrete maths resources.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 5                             |
| <p><b>Enhancement of our phonics teaching</b> to secure stronger phonics outcomes for all pupils.</p> <p>We will fund whole-school and targeted CPD from FFT Success for All and</p>  | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 4                             |

|  |  |            |
|--|--|------------|
| teacher and leader release time to embed key elements of guidance in school.   |  |            |
| <b>Developing a high-quality curriculum</b><br>which responds to the needs of pupils: capacity to develop own in-house curriculum and capacity to buy new schemes and train teachers in new curriculum | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on curriculum development. In some cases, this may include the selection of high-quality curriculum materials.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. <a href="#">The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'</a> summarises the evidence for teachers. We will use this to guide our curriculum development.</p> | 5          |
| <b>Mentoring of 5 ECTs</b><br>in-school to ensure effective professional development for these early career teachers   | <p>A common form of support for teacher professional development is mentoring, particularly for early career teachers.</p> <p>Supporting resources: The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider <a href="#">the 'Effective Mechanisms of PD'</a> - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p>  | 2, 3, 4, 5 |

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

Budgeted cost: £55,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <b>Additional phonics sessions</b> targeted at disadvantaged pupils who require further phonics support.   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 4                             |
| <b>Ensuring teaching assistants are strategically deployed and fully prepared</b> for their roles in order to support children with SEND.<br><br>We will provide sufficient time for TA training and coaching.   | Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher. Supporting resources:<br><ul style="list-style-type: none"><li>The EEF guidance report on <a href="#">Making the Best Use of Teaching Assistants</a></li></ul> | 3                             |
| <b>Engaging with the National Tutoring Programme</b> to provide school-led tutoring and academic mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>                                      | 5                             |

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

Budgeted cost: £65,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Breakfast club and healthy school lunch meal provision   | There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: The EEF has independently evaluated the <a href="#">Magic Breakfast programme</a> . | 1                             |
| Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.  | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>   | 2                             |
| Targeted support for pupils with social, emotional and behavioural needs: retention of family support worker, targeted staff CPD (Paul Dix course, Youth Mental Health course) | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>   | 2                             |
| Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   | All                           |

**Total budgeted cost: £244,945**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level (although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest that the progress and attainment of some of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. We will ensure continued careful monitoring of the impact of our current strategy.