

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Cambo First School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22, 22-23, 23-24
Date this statement was published	December 21
Date on which it will be reviewed	September 22
Statement authorised by	Paula Cummings
Pupil premium lead	Paula Cummings
Governor lead	PAV Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,380
Recovery premium funding allocation this academic year	£3,360 see separate plan
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,740

Part A: Pupil premium strategy plan

Statement of intent

Cambo First School is a small, rural school eleven miles west of Morpeth. We have 42 pupils in school between the ages of 4-9 years [R-Y4]. Most of our year groups are over subscribed re our PAN which is 8 per year group. At Cambo we have a PVI setting on site. This setting is a public limited company and offers Pre School and Wraparound Services. Cambo Wraparound staff work closely with us to offer our families wraparound care and extended hours for our children. The local area of Morpeth features low level social and economic deprivation, however this masks the hardship of some families living in rural areas with tenanted occupations. Very few children in our school actually live in Cambo e.g. .4%. Many children travel a greater distance to attend our school.

In recent years we have seen an increase in numbers of children coming from surrounding areas of Cambo/Morpeth e.g. Ashington 2%, Ellington 2%, Morpeth 2% and Belsay 2% .

We have low levels of Pupil Premium e.g. 8%. This equates to 4 pupils.

This is made up of: FSM/Ever6 4% (2), Service Children 0% LAC/Post LAC 4% (2).

Cambo First School is 100% white, 0% of pupils on roll are EAL. 8% (4) of pupils have SEND support and 4% (2) of SEND pupils have an EHCP. All above figures are below national average save for number of EHCPs in a small school. A third of our school have summer birthdays, 20% of these are late summer births July/August

Cambo Principles

- We are an inclusive school and ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We feel that our pupils deserve a rich and broad curriculum with a wide range of opportunities available to them both within and outside of the classroom.
- To have highly skilled, enthusiastic, passionate and compassionate teachers, as 'good teaching for all is particularly significant for disadvantaged pupils' (EEF).
- Children with difficulties/vulnerabilities are identified early and appropriate plans/provisions are put in place. We ensure that the needs of socially disadvantaged pupils are assessed, addressed and monitored.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority, groups or individuals. Limitations on funding and resources can mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Ultimate Objectives

- For all disadvantaged pupils in school to make 'good and accelerated progress' from their starting points in the academic year.
- To address social and emotional barriers to enable all disadvantaged children to flourish.
- To enable our disadvantaged children to have the same opportunities and chances as non-disadvantaged children.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing staff to child ratio across school thus improving opportunities for effective teaching and accelerating progress
- Quality CPD for staff
- Opportunities for 1-1 support both with teaching and upskilled non-teaching staff where pertinent

- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Targeted parental support.
- Paying for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom and in life itself.
- Pay for uniform items where appropriate.
- Support the funding of specialist learning software (Lexia, RM maths, Rockstars, Bug Club, Handwriting/spelling)
- To extend PE provision by continuing professional coach provision.
- To allow the children to learn a musical instrument across Y2,3,4 and musical tuition with untuned instruments in R/Y1
- Behaviour and nurture support each week through quality programmes such as Thrive where pertinent

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	<i>Social and Emotional development at lower than age expected development level</i>
2	There are gaps in PP children's knowledge and skills from 19-21 across the curriculum as a result of Covid 19/ National lockdowns
3	Lower levels of oracy and limited vocabulary on entry to school, this is very apparent this year and more visible for 22-23's children in PVI setting
4	Children with SEND are often PP and need careful thought and targeting to maintain progress throughout the school Reading in particular
5	

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
Improved oral language skills and vocabulary amongst disadvantaged children	Assessments and observations will indicate significantly improved oral language among disadvantaged children by 24-25. This will be even more evident when triangulated with other sources evidence, including phonological development, engagement in lessons, book scrutiny and ongoing formative assessment.
Any gaps in skills and knowledge as a result of Covid 19 and the resulting lockdowns will be eliminated	Disadvantaged children to achieve in-line with/or better than non-disadvantaged children both in

	<p>statutory data and in-school assessment data. [2022]</p> <p>Those children who do not achieve in line or better make accelerated and good progress from their starting points</p>
Improved reading attainment across the school and more specifically among disadvantaged pupils.	By summer 2022, the reading outcomes for each year group in school will show progress and 75% of disadvantaged children will meet the expected level.
To address and develop sustained improvement in well-being for all pupils across the school as well as our disadvantaged pupils.	We will have sustained high levels of wellbeing across the school by 24-25. We will know this via qualitative data from pupil voice, lesson observations and surveys/discussions with parents.

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: £1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on the development of oracy. NELI Training 2 teachers and 1 TA DfE funded- no cost associated</p>	<p>Implement the Nuffield Early Language Intervention (NELI) Programme. This is a programme to improve the language skills of Reception age children who need it most. It includes additional targeted support for oral language.</p>	<p>1,3</p>
<p>Phonics/Spelling CPD for Tas Ruth Miskin Read Write Inc Phonics Read Write Inc Spelling £600</p>	<p>DfE Reading framework Rose Report Read Write Inc accredited phonics program 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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>Lexia CPD JB/PC/KF/HB Teachers/Tas Purchase Lexia license for Y2,3,4 All children including those in receipt of the Pupil Premium will have access to an individualised, personal online reading programme to accelerate their reading/spelling skills. 3k but this is a 3 year license so equates to 1k per annum</p>	<p>Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with data and pupil specific resources they need for individual or small-group instruction. EEF Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p>	<p>2,4</p>

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

Budgeted cost: £ 10,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint SEND TA 18 hours per week 1-1 Interventions/ SEL</p> <p>1 TA</p> <p>39 weeks per annum, equated wage. 9.78 per hour x 18 = £6.865</p> <p>[over and above PP funding]</p> <p>2 TA 39 weeks per year 1-1/small group support NELI/phonics/Maths and Wellbeing</p> <p>[currently employed in school]</p> <p>39 weeks per annum, equated wage. 9.78 per hour x 18 £6.865 x 2= 13.730</p> <p>[over and above PP funding]</p>	<p>EEF recognises that using teaching assistants is effective where they do not replace teachers but are deployed to provide structured intervention. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>EEF 1-1 tuition may result in gains of up to 5 months</p> <p>EEF states SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainments</p> <p>TA used across school to support disadvantaged children in closing the gap in skills and knowledge caused by COVID</p> <p>EEF T& L toolkit</p> <p>Teaching Assistant interventions EEF High Quality Teaching: EEF</p>	<p>1,2,3,4</p>
<p>School Led Tutoring</p> <p>G.V.Schalkwyk</p> <p>Dyslexia / Dyscalculia support for disadvantaged children</p> <p>0.5days x 2 per week</p> <p>X 30 weeks</p> <p>=30 days</p> <p>1 day =£125x30=£3750</p>	<p>EEF 1-1 tuition may result in gains of up to 5 months</p> <p>EEF states SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainments</p> <p>TA used across school to support disadvantaged children in closing the gap in skills and knowledge caused by COVID</p> <p>EEF T& L toolkit</p> <p>Teaching Assistant interventions EEF High Quality Teaching: EEF</p>	<p>2,4</p>

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development</p> <p>Embed Jigsaw PSHE across the school</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	1
<p>Thrive Practitioner supports other staff in developing assessment / planning and delivery re targeted children across school including disadvantaged children to support their mental health and wellbeing</p>	<p>The importance of whole school approach e.g. Thrive, to social and emotional learning https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/primary-sel</p> <p>Thrive https://portal.thriveapproach.com /approach/info/credentials/</p>	1
<p>To ensure that all disadvantaged children have the same opportunities in school as non-disadvantaged children,</p> <p><i>purchasing of school uniform, paying for Year 4 residential paying for London visit purchase of specific equipment After school/Breakfast club if necessary Most educational visits/experiences will be delivered free of charge for children whenever/wherever possible.</i></p>	<p>Communication with parents regarding specific barriers to learning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/supporting-parents</p>	1
<p>To develop yoga across the curriculum 30 weeks per year 18x60=900</p>	<p>Practising yoga can improve self-esteem, focus, memory, balance and strength. In addition practising yoga, or relaxation and meditation techniques, have been shown to reduce anxiety and stress and improve classroom behaviour and academic performance.</p>	1,2,3,4

Total budgeted cost: £ 13,715 [extra funding via school budget]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggest that the performance of disadvantaged pupils was slightly lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. This did not change the learning level of the children e.g. expected remained expected but the measure within this expectation was lower.

4% of school cohort on top of PP/SEND returned to school with a lag in Reading/writing/ spelling. Offered places in school but would not take up the offer because of covid concerns. Online interventions given

Covid-19 had a great impact on all children, including pupil premium children. The curriculum was disrupted in all subject areas by varying degrees. Cambo was no different to other schools across the country. During closure 100% of our pupil premium/SEND pupils were taught in school along with key worker children. We believe this enabled the children to maintain/progress more quickly after periods of closure. We tried to maintain a 'normal' school environment for all children post any lock down, during lockdown.

During lockdowns/periods of covid we tried to maintain a high-quality curriculum. Teachers conducted online lessons via Google Classroom in Literacy, Spelling, Maths and Science four days per week and other curricular areas on one day per week. Other staff including the Headteacher supported learning in school.

Our Tapestry platform was also used to add further teaching and learning materials/activities for children.

Although overall attendance in 2020/21 was lower than in the preceding years it was higher than the national average.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were definitely impacted last year, primarily due to COVID-19-related issues. The impact was more obvious for some of our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, providing IT equipment to families. We are building on that approach with the activities detailed in this plan.

Based on teacher assessments including PUMA/PIRA
4 children 1child @25% pp

Reading

75% pupil premium children achieved expected or depth standards in reading. [25% depth]

25% SEND/PP made excellent progress from starting point

Children accessed reading during lockdown more than any other subject. This was an area deemed more accessible for families and required less teacher input. However this was not the case for all children. Specific children are less fluent in their reading having not read out loud or shared books with parents/siblings etc. Parents were not always furloughed and were thus working from home which meant limited time for reading. Some families did not always have a rich variety of genres and our early readers did not have access to texts that were directly linked to their phonological ability.

Writing

75% pupil premium children achieved expected or depth standards in writing. [0% depth,]

25% SEND/PP made excellent progress from starting point

Children did not miss units of work as such, however they have lost essential practising of writing skill. Spelling, and punctuation specific. This has led to a lack of fluency and stamina in writing. Presentation skills have also been adversely impacted upon particularly in ks1 where letter formation has not been taught according to school policy. Writing styles have evolved naturally through lockdown. Those who

completed written work during lockdown are less affected, however those who didn't write much have had to work additionally hard on writing stamina and improving, their spelling.

Maths

75% pupil premium children achieved expected or depth standards in maths. [25% depth]

25% SEND/PP made excellent progress from starting point

100% of parents worked with their child on maths during lockdown. We used direct teaching and White-rose specific video material/lessons, thus for the children it was like being in school. Even so... Specific content has been missed, leading to gaps in learning and stalled sequencing within the curriculum for some children. The children are still loving their maths and lockdown has not affected attitudes but as previously stated specific children are still lagging behind and mental recall, speed of recall has suffered. Over teaching/overlearning is central to math lessons. This lag is reflected in assessments. Year 4 specific.

NB

Of those who did not achieve expected or better, factors such as SEND meant that pupils had not made accelerated progress but school evidence showed significant small steps progress against their individualised targets as a result of interventions.

Mental health and wellbeing

We anticipated an impact on Mental health and the wellbeing of our school community, we had already adopted a whole-staff approach to supporting the needs of our children, and were increasing our mental health and wellbeing provision via PSHE, PE, yoga and CPD for staff

Yoga and PE were delivered in school/online during lockdown using our own staff/coaches

Children have missed the daily social contact and interactions they would normally have with their friends and peers. We have noticed that specific children are more emotionally fragile, a little more anxious than previously and our youngest learners need more support with turn taking, sharing, cooperation etc. We have seen an increase in parents requesting emotional support for their children and we have noticed an increase in need for External Agency involvement to meet the needs of families

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Able to use at home and at school

Programme	Provider
Times Tables Rock Stars	TT Rockstars
RM Easy Maths	RM
Bug Club	Pearson
White Rose Maths	Trinity

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

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