

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Cambridge Road C P & N School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022 to September 2024
Date this statement was published	4/11/22
Date on which it will be reviewed	4/11/23
Statement authorised by	MR D PICKERING
Pupil premium lead	MR D PICKERING
Governor / Trustee lead	MRS A SASS

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106, 165
Covid funding allocation this academic year	£10, 854
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117, 019

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil premium will be used to remove as far as possible the barriers faced by our disadvantaged pupils. These barriers include a poverty of expectations and a poverty of experiences. We are determined that the children in our school will not be disadvantaged when compared to their better off peers. Obstacles such as poor punctuality and poor attendance will be addressed. Barriers concerning lack of equipment or resources will be overcome. Speech and language difficulties, issues around reading and writing and mathematical difficulties will all be tackled as vigorously as possible. This is even more of an imperative following the Covid-19 crisis.

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

The school has looked carefully at the needs of each pupil and we have decided to use a range of intervention strategies which include:

- providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- 1:1 tuition for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement.
- additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement.
- acquiring effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading and mathematics.
- all our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. Initially this will be in Literacy and Numeracy.
- Pupil premium resources may also be used to target able pupils entitled to PP funding to achieve GDS at the end of KS1/KS2.

- several nurture groups targeting pupils at risk of underachievement.

## Challenges

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

Challenge number	Detail of challenge
1	Poverty of expectations
2	Poverty of experiences
3	Poor attendance
4	Lack of resources
5	Speech and language delay
6	Reading difficulties
7	Mathematical difficulties

## 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
Our ultimate intended outcome is that every child will fulfil their potential.	Every child will achieve their FFT targets in Reading, Writing, GPAS and Mathematics.

## 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: £57, 848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a KS2 support teacher to reduce class sizes and deliver structured interventions and support.	Education Endowment Foundation's toolkit ( + 4 months)	1, 6, 7
CPD aimed at enhancing the curriculum offer.	Education Endowment Foundation's toolkit ( + 2 months)	1, 2

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

Budgeted cost: £34, 154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition outside the school day for children not on track to fulfil their potential.	Education Endowment Foundation's toolkit ( + 5 months)	1, 4, 6, 7
Structured interventions during the school day e.g. Reading Wise	Education Endowment Foundation's toolkit ( + 6 months)	1, 6
Structured interventions during the school day e.g. Wellcom	Education Endowment Foundation's toolkit ( +5 months)	5

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

Budgeted cost: £26, 448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a fully enriched curriculum offer before, during and after the school day. This includes the provision of breakfast club, extra-curricular clubs, after school care provision, visits, visitors and residential visits.	Education Endowment Foundation's toolkit ( + 4 months)	1, 2, 3
Training of another ELSA within school.	Education Endowment Foundation's toolkit ( + 4 months)	1, 3, 5
Provision of a range of therapies e.g. Art Therapy, Play Therapy, Nurture groups	Education Endowment Foundation's toolkit ( + 4 months)	1, 3

**Total budgeted cost: £118, 450**

# 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 2021 to 2022 academic year. It also details the impact that our pupil premium activity had on pupils pre-pandemic.

### Pupil premium impact:

Historically Cambridge Road Primary School has had considerable success with pupils in receipt of Pupil Premium. In this section we report on the improvements the Pupil Premium has made in terms of attendance, behaviour, health & well-being and academic outcomes.

#### Attendance:

As the table set out below clearly shows using Pupil Premium money to improve the levels of attendance has definitely worked. Pre 2011 attendance was averaging below 93%. From 2011 onwards school has had the best ten years attendance figures ever, averaging over 95%.

2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
93.5%	93.7%	95.0%	95.6%	94.9%	94.9%	95.8%	95.4%	95.5%	95.5%	95.8%	In line	In line	In line

This has benefitted the entire school community as well as the specific PP pupils. As the information below shows school PP pupils' levels of absence compares favourably to National levels of absence.

	School	National
2013	5.7	6.3
2014	6.3	5.1
2015	4.1	5.4
2016	5.6	?
2017	5.1	?
2018	5.7	5.7
2019	5.4	5.6
2021	5.8	Awaiting info

2022	Awaiting info	Awaiting info
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Exclusions:

Despite having a large proportion of pupils with extensive social and emotional issues, as evidenced by the fact that between 40% and 50% are known to Social Care, there have been zero permanent exclusions and very few fixed term exclusions (see table below) since 2015. The use of PP money to fund interventions such as Art Therapy, Lego Therapy, Narrative Therapy, Play Therapy etc has certainly paid dividends. In addition the creation and furnishing of a Sensory Room and the establishment of an ELSA are other ways in which we have addressed the mental health needs of our pupils through the careful use of PP money.

Year	Total number of pupils excluded with PP pupils in parenthesis i.e. 1 of the 3.	Total number of days out of school with PP pupils days in parenthesis i.e. 9 of the 20
2015-16	2 (1)	8.5 (7)
2016-17	0	0
2017-18	0	0
2018-19	0	0
2019-20	2 (0)	5 (0)
2020-21	1 (0)	2 (0)
2021-22	0	0

Health and well-being:

As noted in the previous section between 40% and 50% of our pupils are known to Social Care. There is very high correspondence between the pupils known to Social Care and the pupils in receipt of PP. A high proportion of these pupils face social and emotional challenges and many have mental health issues. School has used a significant proportion of its PP money to fund interventions like those listed in the previous section. By their very nature it is difficult to prove the effectiveness of these 'soft' interventions. Case studies are available to support our belief that these interventions are very effective.

Academic Outcomes:

Set out below are the headlines from the IDSR for the three years it has been in existence. It shows that school has been very successful in ensuring that our PP pupils achieve high academic outcomes.

IDSR 2016-17

Out of the seven areas to investigate only one referred to PP pupils. It was:

- In 2017, writing and mathematics attainment of the expected standard was at or above national for disadvantaged pupils.

The data shows the following:

	School		National		Comment
<b>KS2 Dis attainment</b>	<b>Exp</b>	<b>GD</b>	<b>Exp</b>	<b>GD</b>	
Reading 99.8	47	6	77	29	Below
Writing	94	12	81	21	Above
Maths 105.6	94	12	80	27	Above
GPAS 106.8	82	24	82	36	In line
<b>KS2 Dis progress</b>					
Reading	-	1.3			Average
Writing	+	5.1			Sig Above Nat
Maths	+	4.3			Sig Above Nat

IDSR 2017-18

Out of the eight areas to investigate three referred to PP pupils. They were:

- Mathematics progress was in the top quintile (20%) for at least two years for disadvantaged pupils.
- Mathematics progress was significantly above the national for other pupils for at least two years for the following groups: overall disadvantaged.
- In 2018, mathematics attainment of the expected standard was at or above national for groups: middle prior attainment and disadvantaged.

The data shows the following:

	School		National Other		Comment
<b>KS2 Dis attainment</b>	<b>Exp</b>	<b>GD</b>	<b>Exp</b>	<b>GD</b>	
Reading 103.3	71	18	80	33	In line
Writing	76	0	83	24	In line
Maths 105.6	94	24	81	28	Above



GPAS 107.1	82	41	82	39	In line
<b>KS2 Dis progress</b>					
Reading	+	0.4	0.3		Average
Writing	+	0.1	0.2		Average
Maths	+	3.3	0.3		Well Above Nat

#### IDSr 2018-19

Out of the eight areas of interest zero referred to PP pupils.

The data shows the following:

	School		National Dis		Comment
<b>KS2 Dis attainment</b>	<b>Exp</b>	<b>GD</b>	<b>Exp</b>	<b>GD</b>	
Reading	60	30	62	17	In line at Exp. Above at GD
Writing	100	30	68	11	Above at both.
Maths	100	30	67	16	Above at both.
GPAS	80	30	67	24	Above at both.
<b>KS2 Dis progress</b>			Dis	Non Dis	
Reading	+ 0.9		-0.62	0.32	Above at both.
Writing	+ 4.8		-0.50	0.27	Above at both.
Maths	+ 3.9		-0.71	0.37	Above at both.

IDSR 2021-22 – **AWAITING DATA FROM DFE**

The data shows the following:

	School		National Dis		Comment
<b>KS2 Dis attainment</b>	<b>Exp</b>	<b>GD</b>	<b>Exp</b>	<b>GD</b>	
Reading					
Writing					
Maths					
GPAS					
<b>KS2 Dis progress</b>			Dis	Non Dis	
Reading					
Writing					
Maths					

Clearly Cambridge Road C P & N School has made good use of the Pupil Premium since its introduction in April 2011. School bases this judgement on the following:

- Pre 2011 attendance was averaging below 93%. From 2011 onwards school has had the best ten years attendance figures ever, averaging over 95%.
- Despite having a large proportion of pupils with extensive social and emotional issues, as evidenced by the fact that between 40% and 50% are known to Social Care, there have been zero permanent exclusions and only minimal fixed-term exclusions since 2015.
- The health and well-being of our troubled PP pupils has been significantly enhanced because of our specific and highly tailored interventions.
- The academic outcomes achieved by our PP pupils has been recognised in the IDSR and by the LEA who held the school up as an example of best practice when it came to PP pupils.