

## Pupil Premium Strategy September 2020

### Overview:

The Pupil Premium was introduced in April 2011, and is paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities for children eligible by ensuring that funding reaches the pupils who need it most.

### 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 nine years attendance figures ever, averaging over 95%.

|       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 2006  | 2007  | 2008  | 2009  | 2010  | 2011  | 2012  | 2013  | 2014  | 2015  | 2016  | 2017  | 2018  | 2019  |
| 90.7% | 92.2% | 93.7% | 93.5% | 93.7% | 95.0% | 95.6% | 94.9% | 94.9% | 95.8% | 95.4% | 95.5% | 95.5% | 95.8% |

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      |

#### 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)  |

#### 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       |
|---------------------------|--------|-----|----------|----|---------------|
|                           | Exp    | GD  | Exp      | GD |               |
| <b>KS2 Dis attainment</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        |
|---------------------------|--------|-----|----------------|----|----------------|
|                           | Exp    | GD  | Exp            | GD |                |
| <b>KS2 Dis attainment</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                     |
|--------------------|--------|----|--------------|---------|-----------------------------|
| KS2 Dis attainment | Exp    | GD | Exp          | GD      |                             |
| 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.              |
|                    |        |    |              |         |                             |
| KS2 Dis progress   |        |    | 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.              |

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 nine 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.

#### **Pupil premium allocation:**

The allocation for the academic year 2019-20 is outlined on the table below. Once again the impact on our disadvantaged pupils was considerable with improved attendance levels, improved behaviour and reduced time lost to fixed exclusions. We were also expecting, before the Covid-19 pandemic closed school, a higher % of pupils at GLD at the end of EYFS, a higher % of pupils reaching the Expected standard at the end of KS1 and a continuation of the excellent performance of our disadvantaged pupils at the end of KS2.

#### **Pupil Premium Expenditure 2019/20**

| Non Staffing Costs                 | £        | Staffing Costs                    | £         |
|------------------------------------|----------|-----------------------------------|-----------|
| Membership of Ignite               | 3,090.00 | SA Support Teacher 5 hrs per week | 8,235.41  |
| Y6 London Residential 2019         | 912.18   | WH KS2 Support Teacher            | 45,470.00 |
| Y3 Burwardsley Residential 2019    | 1,316.00 | HW KS1 Support Teacher            | 34,504.00 |
| Y2 Delamere Residential April 2019 | 634.00   | DVE Elsa Support                  | 1,134.89  |

|                              |           |                                 |           |
|------------------------------|-----------|---------------------------------|-----------|
| Y5 Anglesey Residential 2018 | 1,705.00  | Lunchtime nurture groups x 3    | 1,702.33  |
| Attendance Awards            | 1,320.00  | Art Therapy CG 4 hours per week | 2,569.10  |
| Play Therapy                 | 9,262.50  |                                 |           |
| Total                        | 18,239.68 |                                 | 93,615.73 |

Total expenditure £111,855.41

Total allocation 2019/20 £111,749.00

Difference/overspend £ 106.41

**Pupil Premium allocation and objectives for use during 2020-21:**

School has been allocated £106,805 for the financial year 2020-21.

1. 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.
2. 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.
3. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
4. 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.
5. 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.

**Accountability:**

The headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact. Ultimately the performance of our children in end of KS assessments will be the deciding factor on whether we judge our approach as successful or not. We believe that in the future, as has been the case in the past, our children can achieve as well as those children who are not disadvantaged.

**Strategy for using the funding:**

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.

**Reviews:**

School reviews the performance of pupils on a half-termly basis. Our Pupil Premium Strategy is inextricably linked with pupil performance and will thus be reviewed at least once per half-term.

D. Pickering September 2020