

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	41
Proportion (%) of pupil premium eligible pupils	12%
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	Sept 23
Date on which it will be reviewed	April / Sept 24
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	£14,100 <i>includes children from last year who have now left the school but were not accounted for in the census</i>
Recovery premium funding allocation this academic year	£2000
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	£8.565

Part A: Pupil premium strategy plan

Statement of intent

Cambo First School is a small, rural school eleven miles west of Morpeth. We have 41 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. [R and Y2 have one space available] 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. 5%. 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 6%.

We have low levels of Pupil Premium e.g. 12%. This equates to 5 pupils.

This is made up of: FSM/Ever6 7% (3), Service Children 0% LAC/Post LAC 5% (2).

Cambo First School is 100% white, 5% (2) pupils have SEND support and 2% (1) of SEND pupils have an EHCP, the other child has an EHCP request pending. All above figures are below national average. 34% of our school have summer birthdays,

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 of 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 achieve in-line with/or better than non-disadvantaged children both in

	<p>statutory data and in-school assessment data. [2023-24]</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.	<p>By summer 2023-4, the reading outcomes for each year group in school will show progress and 100% of PP children will meet the expected level or above [5 chn].</p> <p>Not including SEND children who will achieve in line or make better accelerated progress from their starting point. [2chn]</p>
To address and develop sustained improvement in wellbeing 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. 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: £300 - 2023

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>	1,3
<p>Phonics/Spelling CPD for TAs Ruth Miskin Read Write Inc Phonics Read Write Inc Spelling complete</p> <p>Twinkl Phonics cpd JW KF, CS £300- updated to include all staff delivering phonics</p> <p>£600 [paid for in 22-23 re training.</p>	<p>DfE Reading framework Rose Report Read Write Inc/Twinkl accredited phonics program</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4
<p>Lexia CPD JW/PC/KF/HB Teachers/TAs</p>	<p>Lexia's research-proven program provides explicit, systematic, personalised learning in the six areas of reading instruction, targeting</p>	2,4

<p>Purchase Lexia license for Y2,3,4</p> <p>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.</p> <p>3k but this is a 3 year license so equates to 1k per annum</p> <p>purchased in 21-22</p> <p>We will have to renew in summer 24 this will form part of next pupil premium round</p>	<p>skill gaps as they emerge, and providing teachers with data and pupil specific resources they need for individual or small-group instruction.</p> <p>EEF</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40.207 without general support for each individual-21.364. Remainder met via school budget as agreed with governors

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND TA 18 hours per week 1-1 Interventions/ SEL</p> <p>1 TA</p> <p>38 weeks per annum, equated wage. 10.78 per hour x 18 x 38 = £7,373</p> <p>[over and above PP funding as she works with other children in school not just PP]</p> <p>2 TA 38 weeks per year 1-1/small group support NELI/phonics/Maths and Wellbeing class ½ 10.78 x 23x38= 9,421 x2 = 18,843</p> <p>[currently employed in school]</p> <p>38 weeks per annum, equated wage. 10.78 per hour x 25 x 38 = 10,241</p> <p>[over and above PP funding as TA' work across the school covering all curriculum areas]]</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 G.V.Schalkwyk Dsylexia / Dyscalculia support for disadvantaged children 0.5days x 2 per week X 30 weeks =30 days 1 day =£125x30=£3750</p> <p>1 child Y3 2 chn Y2 HB above shares interventions with GVS</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 EEF T& L toolkit Teaching Assistant interventions EEF High Quality Teaching: EEF</p>	<p>2,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1700

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 develop</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>	<p>1</p>
<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/education-evidence/guidance-reports/primary-sel</p> <p>Thrive https://portal.thriveapproach.com/approach/info/credentials/</p>	<p>1</p>
<p>To ensure that all disadvantaged children have the same opportunities in school as non-disadvantaged children,</p> <p>purchasing of school uniform, paying for Year 4 residential paying for London visit purchase of specific equipment After school/Breakfast club if necessary [2chn]</p>	<p>Communication with parents regarding specific barriers to learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/supporting-parents</p>	<p>1</p>

<p>Most educational visits/experiences will be delivered free of charge for children whenever/wherever possible.</p>		
<p>To develop yoga across the curriculum 30 weeks per year 18x60=720</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>	<p>1,2,3,4</p>

Total budgeted cost: £ 23,364 *[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 2021 to 2022 academic year.

PP - ¼ Disadvantaged children, regardless of gender are achieving at or above peers. 4th child EAL, Ukrainian refugee, joined in July 22, therefore impact cannot be measured for this child IN 21-22

SEND - 21/22 4 chn

25%- at expected/depth [also pp]-good progress on gld at EYFS

25% - at expected in Reading Maths, just below in writing. - no gld in EYFS - good progress

50% - dyscalculia/dyslexia. Good progress from starting point. Progress hard fought for

Number of PP children 4

1 child Y2

3 Children Y3

Autumn Census 21 only one child recorded as PP. By the end of year. By 22-23 four children joined school classed as PP and two Reception children also PP. 9 Chn now PP

R - 2chn - 2m

1 - 1 child - 1f

2- 0 chn

3 - 2 chn - 2f

4 - 4 chn - 1f/3m [1m also SEND/PP]

Recorded on autumn census 22

SEND

Trend for SEND down on 21-22 when We had four children.

21-22

R - 0

1- 0

2-1 1 male at K

3 - 1 1M [PP and SEND K]

4- 2 1M/1F both EHCP

PLPs in place for all children.

22-23

Children who we feel have a short term need or we have concerns about are on a School led Intervention - 2 chn

SEND Register

3 Children all male

YR- EHCP Band 7 global delay. New to school. We are currently interviewing for a 1-1 support for this child. We

have also completed speech and language pathway application for Support via NCC. Needs support for all areas. TA to be trained re support alongside.

Y3 – K Dyslexia / dyscalculia. External support for this child via GVS twice per week. Follow up with TA twice per week and teacher

Y4 K ASD/ADHD medication administered no intervention necessary when medication is working well

Current R on entry

2chn PP both on target for GLD 1 child global delay

Year R/9chn	Reading	Writing	Maths	Science
Toward	11%	11%	11%	11%
On target for GLD	88%	88%	88%	88%

2021-22

Year R

No PP 21-22 or SEND

21-22 NELI - Reception children assessed but intervention not needed. Current year group using phonological sessions within school e.g. Twinkle Phonics enough. All children had a GLD at the end of Reception.

Year R /5 chn	Reading	Writing	Maths	Science
Toward	0%	0%	0%	0%
GLD	100%	100%	100%	100%
Depth	N/A	N/A	N/A	N/A

Year 1 2021-22

No PP or SEND

Year 1 /9 chn	Reading	Writing	Maths	Science
Toward	0%	0%	0%	0%
Expected	100%	100%	100%	100%
Depth	N/A	N/A	N/A	N/A

Year 2 21-22

1 child PP High expected in R expected maths, writing and science [f]

August birth. If standardised. Depth reading. High expected. TA has depth for Reading

1 child SEND - made good progress from starting point [m] PLP/Interventions in place dyslexia/dyscalculia spring birth.

Year 2/8chn	Reading	Writing	Maths	Science
Toward	12.5%	12.5%	12.5%	0%
Expected	37.5%	75%	62.5%	100%
Depth	50%	12.5%	25%	N/A

SA- Difficulties in spelling/sometimes acquiring new information in reading – could be impact of lockdowns/difficulties at home.

Working at expected

But this can drop below expected at times. Could this be a dyslexia element?

Year 3 21-22

2 male both at expected or above

Child 1 D/HE/D by end of year. This child also SEND ASD/ADHD

Child 2 no SEND expected across the range

Year 3/9chn	Reading	Writing	Maths	Science
Toward	0%	0%	0%	0%
Expected	55%	78%	66%	100%
Depth	44%	22%	33%	N/A

Year 4

Nil PP

2 chn SEND 1m 1f both EHCP

Child 1 ASD - achieved expected in R/M just not there in writing yet

Child 2 Dyslexic/Dyscalculia Towards in each area [5]

Neither had a GLD at EYFS both made good progress from starting point.

Year 4/9chn	Reading	Writing	Maths	Science
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Toward	11%	22%	11%	0%
Expected	77%	66%	77%	100%
Depth	11%	11%	11%	N/A

All children in Class 2 had a / have a, personal learning plan targeting areas of development. These were monitored half termly/updated half termly Targeted intervention groups were developed for key children e.g. Precision Spelling. Reading groups/choral reading groups with mixed ability/fluency levels were developed to model good practice.

Strategies were developed via weekly guided reading e.g. follow with a marker or finger, listen to others, supporting when necessary.

The children who were specifically targeted read 1-1 on a daily basis and all staff were aware of each child's targets. Not all strategies had the same impact. Specific children responded better to 1-1 reading etc others did not. Hence our Lexia purchase.

In September 2021. We arranged for a trial of Lexia. We chose Lexia, as it was recommended highly from other schools and the EEF progress of four months made it something we really felt would be useful in supporting all readers/spellers. The program was, and is, intuitive providing reinforcement activities and interventions which is used to develop learning of learners via TA. Namely those struggling with fluency, spelling strategies and accuracy

Cost 3k for a three-year licence. 30 users We had originally wanted to purchase on an individual child basis at £150 a child. Viewing the progress made so far, I am so pleased we didn't. It is having a positive impact on the reading of all children, not just those targeted. [It would be good to extend this so that Y1 can use the program too. Something to think of, but there are cost implications.

CPD was delivered via staff by Lexia Learning Systems 2 x 1.5 hour sessions. CPD delivered to all staff in class 2 and the head teacher.

There was some delay in setting up the program on desktops/laptops/ipads as we only have 0.5 days of ICT support. Once in place each child completed 40 mins per week on the program. An assessment was produced at the beginning of the sessions and this led to a baseline for the children. We did experience some problems e.g.

Some children were very nervous about using the program,

The speed of the program was problematic for some children at first,

Ensuring all children had the time to complete the 40 mins per week,

Ensuring reinforcement/interventions took place.

We began late in the autumn term. A lot of time was spent on 'getting used to the program', especially the speed and individual focus. The program was introduced to different year groups across the year. We feel that the children are now able to use the program effectively, thus the data is more accurate. However we really need another year to ascertain success of the program. Early results suggest that children are/have made good progress four months or more.

September 2021 55% expected 22% just below Expected 11% working at a Y3 level 11% [SEND EHCP working at Y1 level. Began Lexia in Spring term working at Y1 level] [SEND EHCP- Severe Dyslexia] 2 children in realms of 'Low Expected' - fluency was just not there.

Skills.

By the end of the year

11% Towards 77% Expected 11% Depth

More importantly the children love using Lexia. Very motivating. Graphics fun, Progressive. And interventions are being used to support

	Y1-5	Y1-6	Y2 - 7	Y2-8	Y2 -9	Y3 - 10	Y3 -11	Y3-12	Y4-13	Y4-14	Y4-15
JD						66%	100%	100%	100%	68%	
JG								100%	100%	100%	31%
LF								100%	100%	100%	32%
BH							100%	100%	100%	100%	xxx
PP							100%	100%	100%	100%	16%
ET	72%	100%	100%	100%							
JH							33%	100%	100%		
DT							50%	100%	100%	100%	
HVL									100%	100%	83%

1 - starting point Level 10 progress from Nov-July

2 – starting point level 12 progress from Nov – July

3 – starting point level 10 progress from Nov-July

4 – starting point 12 progress from Nov to May [left school moved from area May]

*5– starting point level 11 progress from Nov – July

*6 – starting point level 5 progress from Dec – July [ET found accessing this program difficult and was very unwilling to use the program. She persevered and by the end of year 4 was asking to go on Lexia]

7 – starting point level 11 progress from Nov-July

*8 – starting point level 11 progress from Nov – July

9 – starting point 12 progress from Nov -July. Moved from Expected to Depth.

88% of Y4 knew most /all of the common exception words

Fluency aim was for 120 words a minute 77% met or exceeded this target

Parents and children are now asking to complete Lexia at home. We want to do this BUT, At present we have a system which is capable of giving us an accurate reading assessment of children. No one is helped save for interventions that are flagged up by the system. Children do not ask for help as they know it cannot be given unless it is a logging on issue. Our concern is that parents, older siblings support and the data is therefore less accurate.

This ensures inclusive practice. Children are warm, well fed, safe, able to take part in activities without worries and concerns and ready to learn. It also supports parent child school shared support.

Residential

3 children funded fully for the residential. 8 peers partially funded via PE Grant

8x160=1280

3 x 260 = 780

In total 2060

Being able to do this has enabled inclusive education OAA

Breakfast Club

1 child 32x5x2.00 =320

After school

HD/WD - 15 Sessions X5.00x2 = 150

MB 32X5X2=320

OE 10X5X1 = 50

Yoga

Sessions very successful and children enjoy yoga, feel it is useful in reducing stress and anxiety. This will be repeated in 22-23

Subscriptions

Annual subscription to Rockstars/RM/Pearson/Trinity - continues - good value for money

Levels of TA support to continue into 22-23 but will need to be reviewed 23-24 along with cost of living and school budget. Staff working alongside specialists and specialist cpd programs will support withdrawal from external specialists.

22-23

Reception

URN/ Estab. Setting Name	Eligible	GLD ^{1,2}	Avg. No. Exp. ELGs ²	ACHIEVED EXPECTED					Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
				COM	PSE	PHY									
- Local Authority	3,110	68.8%	14.4	81.5%	84.0%	86.1%	76.7%	71.4%	79.6%	82.1%	85.6%	69.0%	67.7%		
2246 Cambo First School	9	88.9%	15.1	88.9%	88.9%	88.9%	88.9%	88.9%	88.9%	88.9%	88.9%	88.9%	88.9%		

There is only one child not on track from this cohort who still needs to complete the EYFS curriculum. A plan is in place to ensure this occurs. This child was not predicted to gain a GLD in EYFS. He entered Reception below the baseline target and was disapplied from the baseline assessment as it was not a suitable tool for measuring progress. [EHCP, SEND Late summer birth] It also means that 100% of children with an EHCP in EYFS did not gain a GLD , but this is nonsensical as it is only one child and he has made very good progress from his starting point.

Two other children in Reception were below entry in quite a few areas. These children are now at the expected level and have completed the EYFS curriculum.

Disadvantaged 22.2% [fsm/pp].One of these children was below the entry benchmark in quite a few areas, there is also a lack of support at home. Both of these children are now at an expected level and have completed the EYFS curriculum. Both are male.

*

This cohort is now 10 as a child joined us in June23 from another school. We are not responsible for his EYFS data. Walton Primary School completed his EYFS data and recorded him as being at the expected level in all areas except writing. This means that he did not gain a GLD . We would agree with this assessment, whilst also stressing that we feel he is just at the expected level for his reading. A plan is in place to ensure that he completes the EYFS curriculum.

The % now changes from 11.1% per child to 10% per child in 2023

Year 1

This cohort was originally 5. 3 children joined us in Autumn 2022. In Spring 2023 one of the children joining us moved home and thus moved schools [12.5%] so the cohort is now 7 for September 23.[71.4% original cohort. 28.5% joined in Y1] Stability of cohort has been mixed at best.

2chn have had external support/interventions re phonics/reading. Small group support in writing/maths/science. Both have made good progress. xx referred re language difficulties [dyslexia] but has good support at home and school which is supporting him. xx has little support at home therefore school have supported with reading etc.

Year 1- 8 chn 1@12.5%	Reading	Writing	Maths	Science
Sept 22	12.5%/87.5%/0%	12.5%/87.5%/0%	0%/100%/0%	12.5%/87.5%
Target	0%/75%/25%	0%/87.5%/12.5%	0%/75%/25%	0%/100%
July 23	0%/62.5%/37.5%	0%/87.5%/12.5%	0%/75%/25%	0%/100%
xxx left school and area Spring 23 hence no child below expected				

Year 1 Phonics Data

100% met the phonics threshold at a high level. Three chn very young July/Aug birth. Twinkl phonics/external support has supported development as we expected one child not to meet this threshold .

39 32 Wt
40 32 Wt
39 32 Wt
38 32 Wt
37 32 Wt
40 32 Wt
39 32 Wt

*Summer births 1 June 1 July 2 August	Aut Term Birth	Sum Term Birth	Spr Term Birth
Reading	0m/1f	2m/2f	1m/1f

Year 2 data SATs *There is no depth grading for science. SEND-0%. PP-0%. All original cohort

Export Date : 09/06/2023	KS1 Reading	KS1 Writing	KS1 Maths	KS1 Science
GDS	GDS	GDS	EXS	
EXS	EXS	EXS	EXS	
GDS	GDS	GDS	EXS	
EXS	EXS	EXS	EXS	
EXS	EXS	EXS	EXS	
GDS	EXS	EXS	EXS	
EXS	EXS	EXS	EXS	
GDS	EXS	EXS	EXS	
EXS	EXS	EXS	EXS	

	Towards	Expected	Depth
Reading	0%	66.6%	44.4%
Writing	0%	77.7%	22.2%
Maths	0%	77.7%	22.2%
Science	0%	100%	N/A
*Summer births both July	Aut Term Birth	Spr Term Birth	Sum Term Birth
Reading	2m/2f	1m/2f	2f
Writing	1m/2m/1f	1m/2f	2f
Maths	1m/2m/1f	1m/2f	2f

Above LA/NA in all areas 100% in R/W/M/S at or above pre covid levels

Year 3 data

Year 3- 8 chn 1@12.5%	Reading	Writing	Maths	Science
Sept 22	12.5%/37.5%/50%	12.5%/75%/12.5%	25%/50%/25%	12.5%/87.5%
Target	12.5%/37.5%/50%	12.5%/75%/12.5%	12.5%/62.5%/25%	0%/100%
July 23	12.5%/37.5%/50%	12.5%/75%/12.5%	12.5%/62.5%/25%	0%/100%

xxx - KS1 SAT completed at previous school. WTS in maths, small group support intervention.
Moved house and school spring 23

7 children in the year group now thus each child is 14%

PP -37.5% 2F/1M [1f child left school end of spring term 23 so we now only have two PP in this year group. [All PP at expected or above in RWM]

SEND- 12.5% Male/K/ application for EHCP completed July 23. Making good progress from his starting point but he has not caught up with his year group even with interventions

Year 4

Year 4 multiplication assessment

Year 4		
I am none too sure what the data tells us regarding this statutory assessment, It tells us what we already know. I am also none to sure what we are measuring at times		
Name	Score	TA
	25	Excellent score
	19	Good score, careless mistakes under pressure, lost marks but good grasp of x [leaving school so this made the assessment difficult for EBD. Not a true reflection of ability
	24	Good score, careless mistake under pressure, lost mark but very good grasp of x applies knowledge well.
	19	Good score, careless mistakes under pressure, lost marks but good grasp of x Very very nervous.
	24	Good score, careless mistake under pressure, lost mark but very good grasp of x Loves his x tables and applies knowledge well.
	20	Good score, careless mistakes under pressure lost marks but good grasp of x
	24	Good score, careless mistakes under pressure, lost marks but good grasp of x Was disappointed with herself as she was just out of time.
	21	Good score, careless mistakes under pressure lost marks but good grasp of x applies well
	20	School refuser joined Cambo 22-23 for Y4. Has worked hard on his tables. None were in place/secure in Sept 22 after 3 years of absence from school. He has made good progress and was very pleased with himself. Applying in lessons. Nervous
	21	Good score, careless mistakes at speed lost marks but good grasp of x Nervous. Applies well

Fsm – 30% SEND – 10% K PP – 30%

No KS1 data for this group because of covid

10 year 4 children, much changed from the original cohort in EYFS which included 7 children. At it's largest the cohort was 11

2022-23 3 children joined the cohort in 21-22. 1 child joined mid Reception

xx also joined the cohort in 20-21 during covid but moved out of the area in 22-23.

xx Ukranian refugee joined us in 22-23. She moved out of the area in January 23 she had made very good progress.

Name	Reading	Writing	Maths	Science
CA	D	D	D	E
EBD	D	E	E	E
JD	D	D	D	E
HD	D	E	D	E
JH	E	E	E	E
JJ	E	E	E	E

EL	D	D	D	E
CR	E	E	E	E
AV	E	E	E	E

Targets met and in some cases exceeded

- xx – moved into depth in R/M. expected at EYFS
- xx - moved into depth in R/M/W expected at EYFS
- xx – moved into depth in R expected at EYFS

SEND - 10% of the cohort at K. Male/ASD-ADHD/Medicated. xxxxxxxx. Transition completed with middle school and EHA set up This child is making good progress added value from EYFS excellent. Medication is effective. Reading - Depth, Writing - Expected, Maths- Depth, Science - expected. EYFS GLD but no areas of depth.

Pupil Premium - 30% [3 children] all at expected or above. All made expected or above progress from EYFS
FSM - 30%. There are no E6/LAC/AFC in this year group. Same children as above.

Reading %			Writing %			Maths %			Science%		
T	E	D	T	E	D	T	E	D	T	E	D
0	60	40	0	70	30	0	60	40	0	100	0

Residential

3 children funded fully for the residential. 7 peers partially funded via PE Grant

$7 \times 167 = 1169$

$3 \times 267 = 801$

In total 1970

Being able to do this has enabled inclusive education OAA

Breakfast Club

2 children $32 \times 5 \times 3.50 = 1120$

After school

xx/xx/xx - 15 Sessions $4.50 \times 2 = 405$

xx $32 \times 4.50 \times 5 = 720$

xx $10 \times 4.50 \times 1 = 45$

Yoga

Sessions very successful and children enjoy yoga, feel it is useful in reducing stress and anxiety. This will be repeated for the foreseeable future.

Subscriptions

Annual subscription to Rockstars/RM/Pearson/Trinity - continues - good value for money

Levels of TA support to continue into 23-24 but will need to be reviewed 24-25 along with cost of living and school budget. Staff working alongside specialists and specialist cpd programs will support withdrawal from external specialists.

London didn't happen as we could not gain any accommodation linked to the dates available for the visit to take place. This will be carried out in Spring 24 instead.

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.