

Pupil premium strategy statement

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 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 | 45 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 24-25, 25-26, 26-27 |
| Date this statement was published | November 24 |
| Date on which it will be reviewed | September 25 |
| 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 | £4440-fsm £5140 - post LAC |
| Recovery premium funding allocation this academic year | 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 | £9,580 |

Part A: Pupil premium strategy plan

Statement of intent

Cambo First School is a small, rural school eleven miles west of Morpeth. We have 46 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 .4.4%. 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. Pegswood 2%, Ellington 4%, Morpeth 7% and Belsay 2% .

We have low levels of Pupil Premium, although there has been a growth in this area from 21-24 Pupil Premium now stands at e.g. 11%. This equates to 5 pupils.

This is made up of: FSM/Ever6 - 7%, Service Children 0% LAC/Post LAC 4%.

Cambo First School is 100% white, 0% of pupils on roll are EAL. 1 pupil has SEND support - 2% This pupil has an EHCP. All above figures are below national average. 29% 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 residential. 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 | Lower levels of oracy and limited vocabulary on entry to school, impact of Covid 19 |
| 3 | Children with SEND are often PP and need careful thought and targeting to maintain progress throughout the school Reading in particular |
| 4 | Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially. |
| 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 26-27. 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 statutory data and in-school assessment data. Those children who do not achieve in line or better make accelerated and good progress from their starting points |
| Improved reading attainment across the school and more specifically among disadvantaged pupils. | By summer 2027, the reading outcomes for each year group in school will show progress and 100% of disadvantaged children will meet the expected level. |
| 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 26-27. We will know this via qualitative data from pupil voice, lesson observations and surveys/discussions with parents. |
| To continue to ensure the outcomes for pupils in receipt of pupil premium/SEND are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. | Increase the progress for a key group of pupils in receipt of pupil premium/SEND in reading, writing and maths in line with their identified baseline. 1 child Reading 2% Phonics 2% to meet threshold in Y2 Maths 2% |

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: £3,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Lexia CPD JB/PC/KF Teachers/Tas</p> <p>To further purchase 3 year contract for Lexia for Y2,3,4. If possible extend this to Y1 dependent on cost</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 licence so equates to 1k per annum We will ascertain cost for adding 9 Y1 children.</p> | <p>Lexia's research-proven program provides explicit, systematic, personalised 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.</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> | 2,4 |

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

Budgeted cost: £ 42k

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Extend contract for SEND TA 18 hours per week 1-1 Interventions/ SEL 1 TA 38 weeks per annum, equated wage. 14k per annum [ehcp band 7 funding supports [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> | 1,2,3,4 |

| | | |
|--|--|--|
| <p>2 TA 38 weeks per year 1-1/small group support NELI/phonics/Maths and Wellbeing. Support for all in curriculum</p> <p>[currently employed in school] 38 weeks per annum, equated wage. 2x14k = 28k</p> <p>[over and above PP funding]</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 Teaching Assistant interventions EEF High Quality Teaching: EEF</p> | |
| | | |

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

Budgeted cost: £4500

| 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> | 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, Cultural Capital Enrichment</p> <p>purchasing of school uniform, paying for Year 4 residential paying for London visit purchase of specific equipment Music Lessons for all - violin and recorder, percussion for R/1</p> | <p>Communication with parents regarding specific barriers to learning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/supporting-parents</p> <p>Disadvantaged pupils are identified and additional support is provided through clubs and extracurricular activities based on barriers to learning;</p> | 1 |

| | | |
|---|--|----------------|
| <p>After school/Breakfast club if necessary Most educational visits/experiences will be delivered free of charge for children whenever/wherever possible.</p> | <p>Additional enrichment opportunities are created for all including those who have limited access to cultural experiences such as museums and galleries;</p> <ul style="list-style-type: none"> • Trip and visits are carefully linked to the school's curriculum topics and support pupils to deepen their understanding of these areas and subjects; • Range of activities (clubs, artist in residence, partnership with Northern Arts NCC Music) used to the enrich the children's experiences in school and beyond. | |
| <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> | <p>1,2,3,4</p> |

Total budgeted cost: £ 49.500 *[extra funding via school budget and SEND ehcp]*

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 2024 to 2025 academic year.

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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 |
| Lexia core 5 | Cambium Learning Group |
| 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.