Pupil premium strategy statement
Cambrai Primary School

This statement details our school's use of pupil premium (including recovery premium for the December 2023 - December 2024 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	Cambrai Primary School
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils Proportion (%) of service premium eligible pupils	9% (Dec 23) 55% (Dec 23)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	December 2023 to December 2024
Date this statement was first published, reviewed Sept 2022	December 2023
Date on which it will be reviewed	December 2024
Statement initially authorised by	Mark Dent – EHT LGB 20-12-23
Pupil premium lead	Laura Robinson
Governor / Trustee lead	Nick Steele

Funding overview

Detail	Amount
Pupil premium and service funding allocation this academic year	£14,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,550

Part A: Pupil premium strategy plan

Statement of intent

At Cambrai, all children matter. Our school is relentlessly focussed on a dual mission: academic success coupled with realising our school strap line of 'Growing Good People – Doing Great Things'. Our intention is that our Pupil Premium Funding supports us to achieve this for our most vulnerable learners. They may be entitled to pupil premium funding, or face other challenges, such as being in care or having a social worker – our focus on high achievement and developing good people for the future remains the same. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach to our strategy – and more widely at the heart of all that we do at Cambrai. We focus on areas in which disadvantaged pupils specifically require the most support, so that barriers and issues are systematically addressed over time. Whilst these may be academic barriers; we also address those that that may be social or emotional – so that learning can happen. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, including attendance needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations of children, coupled with liaison with pre-school providers indicate under developed number skills among many disadvantaged pupils. These are typically evident in reception. Our children in

		reception 2023 arrived from 14 different settings – none of these were school settings.
2		Observations of and discussions with children indicate that our disadvantaged children often have a limited experience of the wider world outside of the home and school environment. This can hinder their understanding of some concepts and vocabulary in school in school, or their confidence to try new activities.
3		Assessments, observations, and discussions with pupils suggest dis-advantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
4		A higher proportion of disadvantaged pupils were seen as 'persistently absent' compared to their peers during 2022-23. Our assessments and observations indicate that absenteeism can negatively impacting disadvantaged pupils' progress if not tackled.
5		Our assessments and observations indicate that the aspect of children's writing which is weakest is their understanding of grammar. This hinders fluent and expressive writing over time, particularly for disadvantaged pupils.

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
Children's number skills and abilities improve over the reception year.	Assessments and observations indicate significantly improved number outcomes by the end of reception, over time. They are at least in line with the profile of the other early learning goals.
Children have wide access to extracurricular activities	**All** disadvantaged children attend school funded after school extra curricular activities. Cost is not a barrier to any disadvantaged children taking part in any school experience.
Improved reading attainment among disadvantaged pupils.	KS1 phonics reading outcomes in 2024 show that 100% of year 2 and year 1 children who are identified as disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance, demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 2%.

	• The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being in line with their peers.
Improved writing attainment for disadvantaged pupils	Writing outcomes for disadvantaged children are strong – and in line with 'other' children in the cohort, including the proportion of children working at greater depth in each year group

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: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription continuation of a validated synthetic phonics planning and training scheme to further develop the work already completed by the English Hub in 2021-2023	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	3
We will fund teacher release time to share best practice within school and across our Trust - using the same validated SSP	The evidenced based DFE 'The Reading Framework – Teaching the Foundations of Literacy reflects the exact practice that our school aspires towards	3
Purchase additional 'fluency' books to accompany our new SSP and purchase updated resources from Little Wandle scheme		3
Improve the teaching of writing, through the development of the writing sequence and staff pedagogical knowledge We will fund teacher release time to share best practice across our Trust	Evidence suggests that teaching young children to write requires pupils to use strategies for planning and monitoring their writing. Pupils' writing can be improved by teaching them to successfully plan and monitor their writing, including their use of correct grammar. Producing quality writing is a process not a single event. Explicitly teaching a number of different strategies is likely to help, depending on the current skills of the writer. EEF Literacy at KS1 Guidance Report	5
Embed the curriculum planning and implementation for Early Years mathematics, through collaborative working across our Trust – producing shared best practice and producing consistent curriculum guidance and bespoke training for support staff and teachers	EEF Improving Mathematics in the Early Years and Key Stage 1 reflects the exact practice that our school aspires towards, including the implementation by new TAs to the setting	1
Further Strengthen partnership with the English Hub to ensure	The evidenced based DFE 'The Reading Framework – Teaching the Foundations of	2

| that all staff are trained in language Rich Environments work | Literacy reflects the exact practice that our school aspires towards | |

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics, reading and writing sessions targeted at disadvantaged pupils who require further support. This includes more able children who have the potential to reach greater depth.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Writing Approaches in Years 3 to 13: Evidence Review	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationen-dowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3, 5

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

Budgeted cost: £3550

Ensure all children have access to at least one enrichment club each week – funded by the school.	When children have a broad set of rich experiences, they are able to develop their scheme more effectively – hanging new learning on prior learning and experiences. EEF: Life skills and enrichment - Improving the teaching and learning of life skills and enrichment	2

Ensure that all costs are met the school for additional experiences for children, where families cannot afford them.		
Embedding principles of good practice set out in the DfE's [Improving School Attendance](#) advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £14,550

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

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

Programme	Provider

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)