

Pupil premium strategy statement – Castle Camps Church of England Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------------------------------|
| Number of pupils in school | 119 (plus 5 Nursery) |
| Proportion (%) of pupil premium eligible pupils | 27% (23 children) |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Alix O'Connor, Headteacher |
| Pupil premium lead | Louise French, Deputy Headteacher |
| Governor / Trustee lead | Ali Mansfield Chair of Governors |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £35,080 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £35,080 |

Part A: Pupil premium strategy plan

Statement of intent

At Castle Camps Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background. ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

Castle Camps is a small, rural school set in the south-eastern corner of Cambridgeshire. We are the most southerly school in the Ely diocese and enjoy the special ethos that Church schools share. We also sit on the border of Cambridgeshire, Essex and Suffolk. The catchment area has been extended over the years and more recently, the number of pupils coming from across the border, mainly from the town of Haverhill, has increased.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching.

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support.
- Target funding to ensure that all pupils have access to trips, residential trips and first hand learning experiences.
- Provide appropriate support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Individual learning behaviours need a depth of focus in order for learning to be effective in the group setting of the classroom |
| 2 | A greater proportion of children eligible for PP funding have SEND – 43% of our pupil premium children are on the SEND register |
| 3 | Some pupils eligible for PP funding come from families who find it challenging to support their child's learning at home |
| 4 | Children in receipt of pupil premium funding have fewer enriching experiences meaning that they are less likely to gain essential knowledge to prepare them for future success. (Cultural Capital) |

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 |
|--|--|
| <i>Quality of teaching across the school will be consistently good, benefiting disadvantaged pupils.</i> | <p>The age appropriate curriculum will be taught consistently, providing full coverage in each year group.</p> <p>Pupils will make at least expected progress in reading, writing and maths.</p> <p>Monitoring procedures will show teaching is effective.</p> <p>Appropriate CPD will be planned/delivered to support teachers and teaching assistants.</p> |

| | |
|--|---|
| | Provision for pupil premium pupils will be prioritised. |
| To respond rapidly with targeted teaching / evidence based interventions for pupils who are not making expected progress. | <p>Assessment for learning is effective ensuring misconceptions are addressed before learning is moved on.</p> <p>Pupils are appropriately challenged.</p> <p>Assessments inform interventions which are targeted and effective, children are focused and progress is measured.</p> <p>Teachers and Teaching Assistants work across classes to ensure interventions are aimed at the children who need support in a specific year group.</p> |
| To ensure physical, behavioural, emotional and social needs are met enabling pupils to learn. | <p>Pupils will be able to engage with learning more frequently due to the removal of emotional barriers and the increase of their own personal resilience.</p> <p>Staff will work closely and effectively with families, signposting them to support and resources, as required. For example, drop in sessions with Naomi Shepherd, EIFA (Early Intervention Family Advisor).</p> |
| <p>To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To broaden access to cultural and sporting opportunities through school.</p> <p>To establish and develop further links with the community.</p> | <p>Experiences at school (including use of the school grounds) will be planned into the curriculum.</p> <p>The school will continue to engage with local sporting competitions and ensure disadvantaged pupils access these.</p> <p>Visitors will attend the school to enrich the curriculum.</p> <p>Local walking visits will take place to engage pupils with the local community.</p> <p>Cultural visits further afield will complement the curriculum.</p> <p>Clubs at school will be organised to include more sporting / cultural opportunities and disadvantaged learners will be well represented at these.</p> <p>Disadvantaged pupils will be supported to access school residential trips and clubs.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| The SENCO will continue to support teachers in creating a positive and supportive environment for all pupils thus building a holistic understanding pupils and their needs. | Special Education Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) | 1, 2 |
| We will ensure that all children receive high quality teaching through regular professional development and monitoring. | High-quality teaching EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk) | 1, 2, 3 |

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| A range of interventions take place depending on the needs of individual children. Interventions are targeted and often included pre-teaching, precision teaching and ongoing assessment. | Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 1, 2 |

| | | |
|---|--|------|
| Phonics interventions link closely to assessments and are adaptive to the needs of the children. The interventions are an integral part of our synthetic and systematic phonics programme. | Phonics EEF (educationendowmentfoundation.org.uk) We use a DfE validated programme: Monster Phonics | 1, 2 |
| The SENCO works with specific children on a one to one basis identifying needs and discussing these needs further with class teachers and parents. External agencies are involved, as deemed appropriate. | Special Education Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) | 1, 2 |

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

Budgeted cost: £5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provide funding towards extra-curricular activities such as sports clubs, taking part in sports competitions, forest school, swimming and residential trips. | Physical activity EEF (educationendowmentfoundation.org.uk) A Complete Guide to Cultural Capital in Education - Education Corner | 4 |
| Offering a wide range of arts participation e.g. the annual pantomime, opportunities to watch professional musicians (English Touring Opera), participating in and watching school concerts etc. | Arts participation EEF (educationendowmentfoundation.org.uk) A Complete Guide to Cultural Capital in Education - Education Corner | 4 |
| Provide funding, as required, towards trips which build cultural capital for example, Audley End House, South End Beach etc. | A Complete Guide to Cultural Capital in Education - Education Corner | 4 |
| Children's Mental Health Week 2025 will take place from 3-9 February 2025 and every child will be actively involved. | https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing | 1, 2, 3 & 4 |

| | | |
|---|---|---|
| Open Classrooms will be planned throughout the year welcoming parents into the school environment and sharing our expectations. | Parental Engagement EEF (educationendowmentfoundation.org.uk) | 3 |
| Subject specific open mornings will be held at school and all the information will be shared with parents. Invitations shared with targeted parents and opportunities given for time with class teachers. | Parental Engagement EEF (educationendowmentfoundation.org.uk) | 3 |

Total budgeted cost: £35,000

Part B: Review of the previous academic year (2023 2024)

Outcomes for disadvantaged pupils

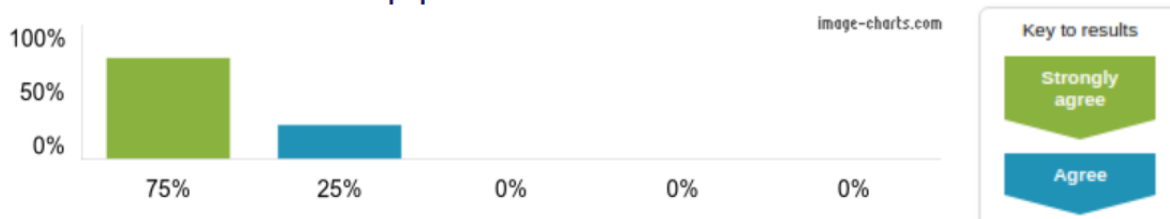
Outcome 1 - *There is an improvement in learning behaviours and the children are leaders in their own learning.*

As a small school we pride ourselves on our staff (teaching and non-teaching) knowing every student well. We take time to build relationships and get to know our children as individuals. As stated in the EEF Guidance 'Improving behaviour in schools' we believe that knowing our pupils and understanding their influences can have a positive impact on classroom behaviour.

After gathering feedback from the whole school community, we have revised our Behaviour Policy. A key feature was including stages of intervention which have made our expectations of behaviour explicit to all. The stages are clearly understood by the children and they have been shared with parents. Reviewing the policy has highlighted the significance of making the right choices and the impact that it has on learning. Our values are at the core of school life and are referred to by all.

Our recent Ofsted Parent View results can be seen below

► **3. The school makes sure its pupils are well behaved.**



We believe our data shows the impact of the above:-

Reception End of Year

70% of children have achieved the Expected Level of Development.

Y1 Phonics

89% of pupils achieved the pass mark.

Y2 SATs (Optional)

94% of pupils reached the expected standard+ in reading, 75% in Writing and 88% in Mathematics.

Y4 National Multiplication Check

The Y4 Multiplication check, is a quick check of pupils' multiplication tables. Pupils have to answer 25 calculations under timed conditions. There are no word problems or division questions. There is no pass mark for the test.

Y6 SATs – Age-Related Result

85% Reading (National average: 74%)

80% in Maths (National average: 73%)

80% in Writing (National average: 72%)

70% in Spelling, Punctuation and Grammar (National average: 72%)

Outcome 2 – Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.

As a small school, we pride ourselves on our school staff knowing our children and families. We work together in supporting our pupils and families seeking support and guidance, as appropriate.

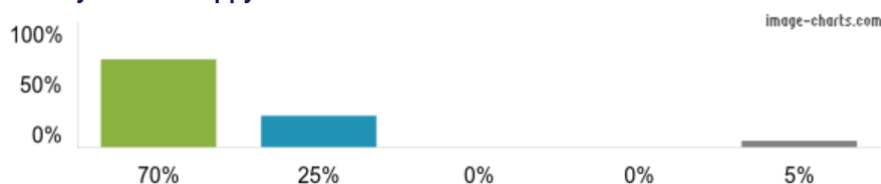
Our SENCO has regular meetings with our Local Authority Specialist Teaching Team. Along with the SENCO, class teachers identify which children may be discussed, in order to support them appropriately.

We have supported temporary timetable adaptations, applied emotional regulation activities into daily classroom practice and completed hands of friendship to ensure our children have a choice over which members of staff they would like to talk to about their feelings.

As a school we hold TAF meetings, when appropriate and our SENCO/class teachers regularly meet/talk with parents and families.

The impact of the work was shown in recent Ofsted parent questionnaires (see below)

➤ 1. My child is happy at this school.



Outcome 3 - All pupils who want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.

All of our Year 6 children participated in the residential trip during the spring term, including those who were Pupil Premium. This enabled them to experience new opportunities and gain independence away from their families.

Our Pupil Premium children were invited to attend all sports clubs and sporting fixtures that were appropriate to their age. All transport and kits were provided by the school. This gave our Pupil Premium children opportunities to mix with children from other

schools in a competitive environment, taught them new skills and extended their personal experiences outside of our school environment.

In addition to after school sports clubs, we have dedicated sports coaches who run lunchtime clubs. These are timetabled specific to age and all children who wish to join are included. This gives opportunities for our Pupil Premium children to take part in sporting activity for no cost and with no additional equipment required.

As part of our iRock music tuition, a bursary was granted to a pupil premium child who took part in the sessions weekly. This child has now left the school and the place has been offered to another child who is pupil premium.

Our pupil premium children are also included in extracurricular clubs and enrichment days/weeks. Last year we offered after school clubs for music, nature detectives and sewing clubs at no cost. All children who wished to attend were able and pupil premium children were encouraged to participate. .

Outcome 4 - There is improvement in fundamental writing skills which is visible in all written work. Reading behaviours are re-established and achievements are celebrated.

Positive reading behaviours were encouraged with regular one to one reading for pupil premium children who fell into the lowest 20% of readers. Our reading books link to the phonics teaching and the children work through the books progressively (they are given a stage that matches the phonics level). Daily guided reading sessions were linked to our Monster Phonics Scheme for continuity and transfer of skills between phonics and reading. Weekly library sessions were timetabled to promote a love of reading and all children were invited to take library books home to share with their families. Children in KS1 received reward certificates for regular reading at home which were celebrated in Golden Book assemblies. Our children also received rewards when they moved from being a phonics readers to a rainbow readers and then onto becoming a free reader.

The data shows the impact of the above in KS1 reading where our two pupil premium children both met the age related expectation.

| Year 2 (16 pupils) | | Number of Pupils (%) assessed in each Step as at Year 2 Summer 2 | | | | | |
|---------------------------------|------------|--|-----------|-----------|-----------|----|-----|
| Reading | No. (%) | 2w | 2w+ | 2s | 2s+ | 3b | 3b+ |
| All Pupils | 16 (100%) | 1 (6.3%) | 1 (6.3%) | 9 (56.3%) | 5 (31.3%) | | |
| Males | 6 (37.5%) | | 1 (16.7%) | 3 (50.0%) | 2 (33.3%) | | |
| Females | 10 (62.5%) | 1 (10.0%) | | 6 (60.0%) | 3 (30.0%) | | |
| FSM | 1 (6.3%) | | | 1 (100%) | | | |
| Not FSM | 15 (93.8%) | 1 (6.7%) | 1 (6.7%) | 8 (53.3%) | 5 (33.3%) | | |
| Pupil Premium | 2 (12.5%) | | | 2 (100%) | | | |
| Not Pupil Premium | 14 (87.5%) | 1 (7.1%) | 1 (7.1%) | 7 (50.0%) | 5 (35.7%) | | |
| SEN Support | 1 (6.3%) | | | | 1 (100%) | | |
| Education, health and care plan | 0 (0%) | | | | | | |
| Not SEN | 15 (93.8%) | 1 (6.7%) | 1 (6.7%) | 9 (60.0%) | 4 (26.7%) | | |

In KS1 fundamental writing skills were taught discretely using the Monster Phonics DfE approved scheme. This included additional phonics interventions which took place for children who were assessed as requiring additional support.

Last year we began using The Write Stuff as a writing scheme across the school. It has improved children's vocabulary and they are becoming more aware of literary devices and how these can be applied to independent written work. The scheme exposes children to high quality texts in order for them to see a 'good model' on which to base their writing. The children have teacher/TA support while writing and learning is scaffolded to support and extend as required.

The impact of the above in year 2 writing is that our two pupil premium children both met the ARE for writing.

| Year 2 (16 pupils) | | Number of Pupils (%) assessed in each Step as at Year 2 Summer 2 | | | | | |
|---------------------------------|------------|--|-----------|-----------|-----------|-----------|----|
| Writing | No. (%) | 2b+ | 2w | 2w+ | 2s | 2s+ | 3b |
| All Pupils | 16 (100%) | 1 (6.3%) | 3 (18.8%) | 6 (37.5%) | 5 (31.3%) | 1 (6.3%) | |
| Males | 6 (37.5%) | | 1 (16.7%) | 3 (50.0%) | 2 (33.3%) | | |
| Females | 10 (62.5%) | 1 (10.0%) | 2 (20.0%) | 3 (30.0%) | 3 (30.0%) | 1 (10.0%) | |
| FSM | 1 (6.3%) | | | 1 (100%) | | | |
| Not FSM | 15 (93.8%) | 1 (6.7%) | 3 (20.0%) | 5 (33.3%) | 5 (33.3%) | 1 (6.7%) | |
| Pupil Premium | 2 (12.5%) | | | 2 (100%) | | | |
| Not Pupil Premium | 14 (87.5%) | 1 (7.1%) | 3 (21.4%) | 4 (28.6%) | 5 (35.7%) | 1 (7.1%) | |
| SEN Support | 1 (6.3%) | | | | 1 (100%) | | |
| Education, health and care plan | 0 (0%) | | | | | | |
| Not SEN | 15 (93.8%) | 1 (6.7%) | 3 (20.0%) | 6 (40.0%) | 4 (26.7%) | 1 (6.7%) | |

Year 6

In year 6 reading we have continued with awarding a Reader of the Week certificate and a Reader of the Term. Both awards were given to recognise and celebrate children who making progress in reading, showing a love for the subject and/or reading regularly outside of school. The class teacher and TA closely monitored the children's Home School Communication Books and were able to pick up children who were not reading at home, encouraging them to do so. The class accessed high quality texts in both their guided reading sessions and their English lessons.

The impact of the above in year 6 reading is that our one of our pupil premium children exceeded the ARE while the other did not meet it.

| Year 6 (20 pupils) | | Number of Pupils (%) assessed in each Step as at Year 6 Summer 2 | | | | | | |
|---------------------------------|------------|--|-----------|----------|-----------|-----------|----------|-----------|
| Reading | No. (%) | 5s+ | 6b | 6b+ | 6w | 6w+ | 6s | 6s+ |
| All Pupils | 20 (100%) | 1 (5.0%) | 1 (5.0%) | 1 (5.0%) | 1 (5.0%) | 8 (40.0%) | 1 (5.0%) | 7 (35.0%) |
| Males | 11 (55.0%) | | | 1 (9.1%) | 1 (9.1%) | 4 (36.4%) | 1 (9.1%) | 4 (36.4%) |
| Females | 9 (45.0%) | 1 (11.1%) | 1 (11.1%) | | | 4 (44.4%) | | 3 (33.3%) |
| FSM | 2 (10.0%) | 1 (50.0%) | | | | | | 1 (50.0%) |
| Not FSM | 18 (90.0%) | | 1 (5.6%) | 1 (5.6%) | 1 (5.6%) | 8 (44.4%) | 1 (5.6%) | 6 (33.3%) |
| Pupil Premium | 2 (10.0%) | 1 (50.0%) | | | | | | 1 (50.0%) |
| Not Pupil Premium | 18 (90.0%) | | 1 (5.6%) | 1 (5.6%) | 1 (5.6%) | 8 (44.4%) | 1 (5.6%) | 6 (33.3%) |
| SEN Support | 4 (20.0%) | 1 (25.0%) | 1 (25.0%) | | 1 (25.0%) | 1 (25.0%) | | |
| Education, health and care plan | 0 (0%) | | | | | | | |
| Not SEN | 16 (80.0%) | | | 1 (6.3%) | | 7 (43.8%) | 1 (6.3%) | 7 (43.8%) |

As with year two, year 6 are also using The Write Stuff as a writing scheme. The class teacher is the English Lead and has experience using the scheme in a previous school.

The impact of the above is that one of our pupil premium children met the ARE while the other did not.

| Year 6 (20 pupils) | | Number of Pupils (%) assessed in each Step as at Year 6 Summer 2 | | | | |
|---------------------------------|------------|--|--------------|-------------|--------------|--------------|
| Writing | No. (%) | 5w+ | 5s | 5s+ | 6w+ | 6s |
| All Pupils | 20 (100%) | 2 (10.0%) | 1 (5.0%) | 1 (5.0%) | 8 (40.0%) | 8 (40.0%) |
| Males | 11 (55.0%) | 1 (9.1%) | | 1 (9.1%) | 3 (27.3%) | 6 (54.5%) |
| Females | 9 (45.0%) | 1 (11.1%) | 1 (11.1%) | | 5 (55.6%) | 2 (22.2%) |
| FSM | 2 (10.0%) | 1 (50.0%) | | | 1 (50.0%) | |
| Not FSM | 18 (90.0%) | 1 (5.6%) | 1 (5.6%) | 1 (5.6%) | 7 (38.9%) | 8 (44.4%) |
| Pupil Premium | 2 (10.0%) | 1 (50.0%) | | | 1 (50.0%) | |
| Not Pupil Premium | 18 (90.0%) | 1 (5.6%) | 1 (5.6%) | 1 (5.6%) | 7 (38.9%) | 8 (44.4%) |
| SEN Support | 4 (20.0%) | 2 (50.0%) | 1 (25.0%) | | 1 (25.0%) | |
| Education, health and care plan | 0 (0%) | | | | | |
| Not SEN | 16 (80.0%) | | | 1 (6.3%) | 7 (43.8%) | 8 (50.0%) |

Outcome 5 - Children are fully engaged in intervention programs and there is a positive impact on their learning and well-being.

Interventions have been running since September 2023 and are planned carefully alongside the school SENCO. Where possible, our interventions begin with an assessment and end with an assessment in order to track progress and measure impact. Termly APDR cycles are completed by class teachers and sent to the SENCO. This means we can track which interventions are running in each class and which children are involved. Children taking part in interventions are chosen on a need basis although consideration is always also given to whether any of our disadvantaged children would benefit from joining.

The majority of intervention programmes taking place are linked to learning taking place in class e.g. Monster Phonics, First Class @ Number and come with plans and resources in order for them to run efficiently.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|------------------------------|--------------------|
| Times Tables Rock Stars | Maths Circle Ltd |
| White Rose Premium Resources | White Rose |
| Nessy | Nessy Learning Ltd |
| Twinkl | Twinkl |