

Hardwick and Cambourne Community Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2022 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	Hardwick and Cambourne Community Primary School
Number of pupils in school	495 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	Annual light touch review Full review July 2025
Statement authorised by	C.Thompson
Pupil premium lead	J. Hoban
Governor / Trustee lead	S.Kearsey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,050
Recovery premium funding allocation this academic year	£2827
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£36,090.
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	£155,967

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of attainment for all – rather than stereotyping.
- Individualised approach to address barriers – rather than access to generic support and focusing on students nearing end of KS2.
- High quality teaching – rather than bolt-on strategies.
- Focus on outcomes for individuals – rather than on just providing strategies.
- Well trained staff to work with disadvantaged students.
- Decisions based on data and respond to evidence – frequently.
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Our ultimate objectives are:

- To narrow the attainment gap between pupil and non-disadvantaged students.
- For all disadvantaged students to make or exceed nationally expected progress rates.
- For all disadvantaged students to have attendance of around national average of all students.
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
2	Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to friendships, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased.
3	Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
4	Awareness of staff of PP students and their individual needs to enable targeted in and out of class support.
5	Ensuring PP students engage with wider-curricular opportunities and experience culture capital, lack of money for basic needs (transport, clubs and extras like visits).
6	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standard.

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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
Disadvantaged pupils improve on the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths). For all disadvantaged children with SEND make good progress from their starting points. Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	End of summer 2022 and 2023 data will show that 95 %+ of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that numbers of disadvantaged children reaching greater depth will be approaching those who are non-disadvantaged. KS1/KS2 reading, writing and maths outcomes show an upward trend of disadvantaged pupils meeting the expected standard or achieving at greater depth. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
For children and families with identified social, emotional and health needs are supported by the school staff.	SLT will identify and support families and children and work to alleviate barriers to learning. Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported.
Have good levels of engagement with parents and families of our disadvantaged children e.g at parents meetings, community events and workshops etc.	Attendance of disadvantaged parents at parents meetings. Improvement against actions agreed for home and for school. Parent questionnaires will show that they feel supported.
Address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	Experiences and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.

<p>Achieving and sustaining improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Half termly monitoring of attendance ensures continued levels of attendance for PP pupils.</p>
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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: £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points.</p> <p>Improved pupil premium register, including summary of needs and termly provision will ensure staff have a greater knowledge of their PP children.</p> <p>Increasing the use of Provision Map software allows staff (including SLT) to have detail on what Quality First Teaching strategies our PP children are receiving regularly.</p> <p>Focussing on PP children during Pupil Progress meetings brings focus to these children and their progress + attainment.</p> <p>Improving access to technology that can support or enhance their learning.</p>	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011).</p>	1,6
Y12 teacher to receive early reading/phonics CPD.	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:	1, 6

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Additional support staff in EYFS to help embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 6
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly. Teams to have support (where needed) on the planning and delivery of TA led interventions (i.e. focus and frequency).	Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021.	1, 4, 6

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

Budgeted cost: £25,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Elsa trained members of staff. Continued improved ELSA offer at Hardwick.	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).	2, 6
SLT small group support and booster classes	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	1, 5, 6
Employ a specific teaching assistant to lead language sessions and school based catch up interventions across the school.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's	1, 6

Additional time from S&L therapist.	language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.	
PP funding to include many whole school online learning resources to ensure access for PP children. (e.g. White Rose maths, Reading Planet, TT rockstars and Spelling Frame).	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	2, 3, 5, 6

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

Budgeted cost: £42,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised residential visit (Grafham water and Hilltop), subsidised school day trips and subsidised workshop/visitor fees for children in receipt of the pupil premium grant	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.	2, 3, 5, 6
Leadership of coffee mornings (including additional EYFS specific coffee mornings). Survey of needs and attitudes of PP families to highlight individual pockets of need or ways in which home learning can be better supported. PP lead to work closely with English and Maths leads to develop bank of resources that could be sent home to support home learning.	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021). A revised strategy in response to COVID 19 has been implemented in the school context to ensure rebuild of parent partnership structures.	3
Home and in class reading books as well as topic book resources are regularly replenished to ensure	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE,	2, 3

pupil access to high quality texts is consistent to ensure breadth of reading opportunity	2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).	
Additional time for School Attendance to track and monitor lates, (including home visits) and identified external support for vulnerable children	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance . Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015).	3

Total budgeted cost: £117,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole school data shows varying levels of attainment and progress across PP children, however this culminated in strong outcomes for the end of Y6.

We now track the whole PP cohort alongside PP/Non-SEN, given we have a significantly higher percentage of PP children with SEN needs (30%) compared to of our whole cohort (18% with SEN) therefore this is often a fairer comparison when looking at data.

End of KS2 outcomes and progress

Reading

71% of PP children reached the expected level in reading, with 93% of PP/Non-SEN children. This is compared to 86% for the whole cohort. Percentages of children achieving Greater Depth were 33% (PP), 47% (PP/Non-SEN) and 42% (whole cohort).

Writing

48% of PP children reached the expected level in writing, with 67% of PP/Non-SEN children. This is compared to 65% for the whole cohort. Percentages of children achieving Greater Depth were 14% (PP), 20% (PP/Non-SEN) and 12% (whole cohort).

Maths

43% of PP children reached the expected level in maths, with 60% of PP/Non-SEN children. This is compared to 79% for the whole cohort. Percentages of children achieving Greater Depth were 10% (PP), 13% (PP/Non-SEN) and 25% (whole cohort).

Attainment at the end of key stage 2 has improved year on year in all of R, W, M (bar 2022 Maths attainment, which was higher) for the whole PP cohort. PP/Non-SEN children again fared even better, which attainment higher than the whole cohort in both Reading and Writing.

In Y6, PP children made good progress, averaging 6.3 points progress (pps) in Reading, 5.5 pps in writing and 5.8 pps in maths. This rises to 6.7 pps (R), 6.6 pps (W) and 6.2 pps (M) when looking at the PP/Non-SEN cohort. These figures are higher than the average for the whole

cohort. These also represent an increase on the previous year in all instances (bar PP progress in writing, which is down by 0.2 pps).

In the rest of the school, data varies, with PP /Non-SEN are broadly making progress in-line with that of the wider school in many areas. This is the same with PP/SEN children, although in some year groups they make better than expected progress compared to the SEN cohort.

When looking at PP/Non-SEN children (across the school) who made expected progress or better, 73% managed this in Reading, 67% in Writing and 68% in Maths.

Whilst progress has contributed to the narrowing of the attainment gap, there is still further work to be done with both the PP and PP/Non-SEN cohort in all year groups.

Attendance is steady, improving slightly on the previous year, and very much in-line with national figures. Attendance among our PP children grew by 1% to 91.6% for the 23/24 year, with national PP figures at 91.8%. This is closing in on whole school figures of 94.6%. There has been a renewed focus on attendance, with families being closely monitored; regular letters (including improvement letters) being sent out, and persistent or hard-to-reach families being supported in an individual manner.

Staff awareness of Pupil Premium children and their individual needs is greatly improved due to the increase in allotted staff meeting time. Staff have the chance to regularly review and update the provision register, and consider what Quality First Teaching strategies they use to support these children in class. Additional class time is often cited as a support for PP children as was additional TA support for reading or maths 'mop-up'.

This ethos for attainment is also supported well by our Therapeutic Thinking approach to behaviour and well-being in school. All staff have been trained and are supported by SMT to maintain a therapeutic approach when supporting children in school. Many PP children benefit directly from intensive therapeutic work and have seen the progress made in terms of relationships in school with staff and peers, putting themselves in a position for learning and achieving.

Many areas of specific need have been addressed via staff CPD. This has often been for PP children whose need overlap with SEND need and where possible we have looked to cover wider areas of need by disseminating the knowledge. Courses focussing on dyslexia, ASD in girls or GDS in maths have upskilled our staff in getting the best out of children in their class and year group.

Termly data reviews with SMT have highlighted progress for our PP children against wider groups and cohorts. Distinguishing between year group wide PP cohorts and PP/Non-SEN allows for a greater breakdown and fairer comparisons. PP/SEN pupils also have their needs reviewed frequently on either Pupil Passports, APDRs or EHCPs, and PP and SENDCo's often collaborate on how best to identify and resource support. Music therapy is a prime example, with 4 children identified as having complex SEND and SEMH needs, with music therapy brought in to engage and support them in a highly specialised way. These children have been able to

engage with their teachers and peers better due to this and are more developed in terms of self-awareness and -regulation.

The Cultural Capital of all children benefits from PP support and funding. External companies providing additional, exciting Science sessions are now well established. Sports events are very well attended with PP and PE leads collaborating on the setting up and running of some of these events. Some events such as the Penathlon was focussed on specifically supporting PP and SEND children, giving them opportunities to compete in inter-school activities that they would often not have the chance for. Network CB23 (a local cluster of primary schools) run events well attended by PP children, such as public speak events, spelling bees or career conventions.

PP children have also benefitted from ELSA (Emotional Language Support Assistant) support, with targeted children receiving additional time and resources focused on either friendships, mental health and wellbeing, or developing their own ability to reflect upon and verbalise their feelings and strategies to cope in difficult positions. This has been really beneficial for both individuals and bigger groups as it allows us to pinpoint the areas of need, allowing us to effectively support in the right places, as well as breakdown barriers to then support learning.

Similarly with ELKLAN and Speech and Language support, children have benefitted significantly from excellent in-house provision. Again, this is targeted support, with referrals triaged and prioritised, and on-going support aimed at improving not only speech clarity, but understanding and comprehension, too. The majority of children receiving this support have made significant progress against their individualised targets.

Externally provided programmes

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

Programme	Provider
Little Wandle Phonics and Reading scheme	Little Wandle
White Rose maths website subscription.	White Rose Education Sevices.
Spelling Frame.	Mathsframe Ltd.
Timestable Rockstars.	Maths Circle Ltd
ELSA support	Cambridgeshire L.A.
Clicker 8 software	Crick Software
STEP On training	Cambs LA
Provison Map	TES Global ltd

Widget Online	Widget Software Ltd
Maths Frame	Maths Frame Ltd
Seesaw	Seesaw
Cherry Garden/Tapestry	The Foundation Stage Forum Ltd
Letter Join	Green and Tempest Ltd
Reading Planet	Hatchette Ltd
Further spends...	
Blue Smile therapy sessions	
I See Maths- maths resources.	
Trip support (including residential trips, class trips and inter-school competitions).	
Healthy snacks	
CPD teacher courses (and cover supply costs).	