

# Hardwick and Cambourne Community Primary School Pupil premium strategy statement

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 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	533 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	Annual light touch review (Autumn 1 2025) Full review July 2028
Statement authorised by	C.Thompson
Pupil premium lead	J. Hoban/S. Pritchard
Governor / Trustee lead	I.Harrison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,070
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,030
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£153,100

# Part A: Pupil premium strategy plan

## Statement of intent

Here at HCCPS, our Pupil Premium Strategy reflects our commitment to ensuring that every child, regardless of background, has opportunity and support that prioritises educational achievement and personal development. We aim to equip all pupils with the skills, knowledge, and character necessary for success in their next stage of life.

We place the importance of quality first teaching and positive relationships within school as the foundation for raising attainment. Alongside this, we are committed to understanding and addressing the unique needs that disadvantaged pupils can face, particularly those facing barriers such as mental health challenges, the disrupted learning legacy of the pandemic, and socio-economic difficulties. At HCCPS, we treat all children with individual care and attention, but recognise that some children may need more help than others. The challenges are varied and there is no 'one size fits all'.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Building strong relationships with and between our children
- Placing wellbeing and respect at the forefront of everything we do
- Develop consistent high quality teaching, backed up with access to resources that enthuse learning.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils.</p> <p>Many also lack an exposure to books and phonics from an early age, meaning there is an urgency for high quality phonics and reading as soon as they start school.</p> <p>They have also 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.</p>

2	Many of our disadvantaged children have identified social and emotional issues, often around anxiety and friendships. These challenges can affect all aspects of their school life, including their attainment. Teacher referrals for support have continue to be high.
3	Many of our disadvantaged pupils have limited access to educational materials at home, or struggle to find the time to complete homework. 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	Many of our disadvantaged children struggle to engage with wider-curricular opportunities and experiences due to their family's financial position. Less experiences in these areas lead to a significantly reduced level of culture capital.
6	The continued impact of COVID 19. Now manifesting differently across the age groups, younger children are coming through with greater speech and language difficulties, whilst the pandemic has amplified mental health difficulties, which previously may have been more manageable. Behaviour and attitudes have also been affected and more young children struggle with recognising, understanding and managing their emotions or the demands of school, and wider, life.

## 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
<p>For all disadvantaged pupils to make good or better progress across the academic year.</p> <p>To continue to close the gap in attainment from their starting points to the end of KS2.</p>	<p>End of year data will show that 95 %+ of disadvantaged children have made expected progress from the previous summer.</p> <p>Children's progress over the years will be monitored, with KS2 results showing attainments levels being closer between disadvantaged children and the wider cohort.</p> <p>Children not on track will be identified in termly pupil progress meetings, alongside discussions around additional support.</p> <p>Staff will have access to high-quality CPD, based on the needs of their class or their</p>

	<p>wider role in school. This will directly benefit the lives of disadvantaged children.</p> <p>School will improve staff training for Speech and Language support and therefore be able to support a greater number of children.</p>
<p>For all disadvantaged children with SEND to receive tailored support and ultimately make expected progress against any individualised targets.</p>	<p>Disadvantaged children with SEND will have their needs carefully reviewed, with support provided by either ordinarily available provision or targeted interventions, programmes and TA time in class.</p> <p>SMART targets will be set on ADPRs, enabling progress to be measured and monitored in an appropriate manner.</p> <p>For those children with complex SEND who are working below KS1 (in certain areas), Cherry Garden assessments will be used to track progress in smaller steps.</p> <p>Staff will have access to high-quality SEND-based CPD, based on the needs of their class or their wider role in school. This will directly benefit the lives of disadvantaged children.</p>
<p>To improve mental health and wellbeing in our disadvantaged children.</p>	<p>Referrals (both internally for ELSA or externally for wider services) will be monitored by SLT, with disadvantaged children highlighted and tracked.</p> <p>Children with SEMH needs will be seen as soon as possible.</p> <p>Parents will be fully involved in these cases, and will feel informed of the support.</p> <p>School will improve staff training for SEMH support and therefore be able to support a greater number of children.</p> <p>School will signpost parents to mental health and wellbeing options.</p>

<p>To ensure access to quality resources and materials at home and improve parental engagement with homework, to bolster the impact of what is being taught in school.</p>	<p>School will fund a range of resources (physical or online) to provide children with opportunities to practice or revise material learnt in school.</p> <p>These resources will be well used by disadvantaged children, with uptake monitored by class teachers and, ultimately, SLT.</p> <p>Parents will feel supported and empowered to help more efficiently with homework.</p>
<p>To ensure all children have access to extra-curricular clubs, school based events, trips and residential stays, and that their personal financial position is not a barrier.</p>	<p>Disadvantaged children will partake in all school trips and residential stays that they wish to.</p> <p>Where identified as beneficial, children will have additional clubs either subsidised or paid for by school.</p>
<p>Achieving and sustaining improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupils will match school/national attendance averages for non-disadvantaged pupils (95+%).</p> <p>Monthly monitoring of attendance ensures continued levels of attendance for PP pupils.</p>

## Activity in this academic year (2024-25)

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Notes (where amber/red)
<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>Updating the pupil premium register, including summary of needs and termly provision will ensure staff have a greater knowledge of their PP children.</p> <p>Focussing on PP children during Pupil Progress meetings brings focus to these children and their progress + attainment. Develop use of new INSIGHT progress/attainment tracking software to improve this too.</p> <p>Improving access to technology that can support or enhance their learning.</p>	<p><a href="#">Supporting the Attainment of Disadvantaged Pupils</a> 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>	<p>1,6</p>	
<p>New Little Wandle phonics and reading practice resources will be rolled out. Focussing on whole class</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>1, 6</p>	

resources in Reception and KS1 to begin with, but then more widely across the school.	necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>		
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).	<a href="#">Making Best Use of Teaching Assistants</a> 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	TA time has been very tight across the school, with highest needs children (PP/SEND) prioritised. PP funding supported TA time for classes, and also ELSA time, which helped numerous PP children.

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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Notes (where amber/red)
Little Wandle rapid catch-up resources and SEN materials will target those identified as most in need.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>		
Access to Elsa trained members of staff.  Additional ELSA trained staff on both sites.	There is extensive evidence associating childhood <a href="#">social and emotional</a> 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	<a href="#">Small group tuition</a> 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.  Additional time from S&L therapist.  Additional ELKLAN trained staff on both sites.	<a href="#">Communication and language approaches</a> emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's 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.	1, 6	
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).	<a href="#">Digital technology</a> 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: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Notes (where amber/red)
Employment of Pupil Premium lead to oversee the management and organisation of pupil premium support in school, over both sites.	The EEF highlights effective leadership as key to maximising Pupil Premium impact. A dedicated lead ensures strategic planning, monitoring, and implementation of evidence-based approaches, such as targeted support (+4 months) and improved teaching (+6 months).	1,2,3,4,5,6	

	This role ensures consistency, accountability, and tailored interventions to improve outcomes for disadvantaged pupils.		
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 <a href="#">the 'enriching' of education</a> 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	
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 <a href="#">parental engagement</a> 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	Survey questions were discussed and drafted, but not sent to parents.  Similarly, generalised maths and English home learning resources were discussed, but not purchased.
Home and in class reading books as well as topic book resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity	Book accessibility is imperative for developing positive reading habits and engagement in <a href="#">reading for pleasure</a> (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. <a href="#">A word gap study</a> 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).	2, 3	
Additional time for School Attendance to track and monitor lates, (including home visits) and identified	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and <a href="#">attendance</a> . Pupils	3	

external support for vulnerable children	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).		
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**Total budgeted cost: £147,500**