

Pupil Premium Strategy Statement for Cam Woodfield Infant 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	2024-2025	2025-2026
School name	Cam Woodfield Infant School	
Number of pupils in school	150	136
Proportion (%) of pupil premium eligible pupils	22% (33 children)	24% (33 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027	
Date this statement was published	December 2024	December 2025
Date on which it will be reviewed	December 2025	December 2026
Statement authorised by	Jane Law	Jane Law
Pupil premium lead	Jane Law	Jane Law
Governor / Trustee lead	Miranda Clifton	

Funding overview

Detail	2024-2025	2025-2026
Pupil premium funding allocation this academic year	£41,050	£48,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,592	£7328
Total budget for this academic year	£43,642	£56,168

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children at Cam Woodfield Infant School make good progress regardless of their socio- economic background. Our Pupil Premium Strategy seeks to support disadvantaged children and to help remove, or significantly reduce, the barriers to learning to ensure all children receive high quality education, enabling all children to reach their full potential. We aim to develop happy, healthy, independent learners who work towards a better future for themselves and for the world in which they live. We value a whole school approach where all staff are responsible for consistently high expectations of what our disadvantaged children can achieve.

Our school is adopting the tiered approach recommended by the EEF (Education Endowment Foundation). We recognise that high quality teaching is essential for all pupils to meet with success and are aware that the evidence highlights that this will have a considerable impact on narrowing the attainment gap for our disadvantaged children. The high quality teaching will be supported by targeted academic interventions and wider non-teaching strategies.

We aim to use pupil premium funding to facilitate effective engagement from all pupils and their parents or carers. This funding is essential in addressing barriers to learning, which may include support for attendance, physical health needs, as well as educational, social and emotional assistance.

We recognise that children are more likely to achieve academically when their basic needs are met, and when they are emotionally secure and regulated. To this end, we prioritise pastoral and well-being support for our pupils. We acknowledge that a nurturing environment significantly contributes to the holistic development of each child, ensuring they feel safe and valued. We believe that participation in extracurricular activities also plays a crucial role in fostering a sense of belonging and community. Our commitment to these areas ensures that we cultivate an inclusive and supportive educational environment for every pupil.

We will aim to support every child to reach their full potential (our pupil premium children are a focus at pupil progress meetings and staff meetings to ensure all staff are aware of the pupil premium children and their needs, have access to extracurricular activities). We want our children's health and wellbeing to be supported, enabling them to fully access their learning and for our disadvantaged children in school to make or exceed nationally expected progress rates.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that disadvantaged children generally have greater difficulties with reading than their peers. They show greater struggles to learn and apply phonics and a love of reading has not been fostered. This negatively impacts their development as readers and therefore their ability to access the school curriculum.
2	Assessments, observations, and discussions with children highlight underdeveloped oral language skills and vocabulary gaps among many children on entry to school.
3	Attendance is much lower for disadvantaged children compared to whole school attendance data. Our assessments indicate that absenteeism is negatively impacting disadvantaged children's progress.
4	Discussions and observations of families and children highlight chaotic family lives. This can mean that some children do not come into school ready to learn and need support with their Social, Emotional and Mental Health needs. Some parents need support to engage with school.
5	The cost of living increases means that some disadvantaged children have limited access to cultural capital opportunities so consequently they have not had the wider experiences which impacts on their learning and their self-esteem.

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
1. Improved phonics teaching to increase phonic attainment scores when assessed	By 2026/27 the Year 1 phonics screening scores for Pupil Premium children will achieve the national pass mark.
2. Improved oral language and vocabulary skills	By 2026/27 assessments and observations indicate significantly improved oral language among all children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessment.
3. Achieve and sustain improved attendance and punctuality for all pupils, especially those who are disadvantaged.	By 2026/27 persistent absence % decreases Improvement in overall attendance and children attend school on time.
4. Support for disadvantaged families and their children to help improve levels of wellbeing.	By 2026/27, data gathered from pupil voice, parent surveys and observations show that there is a high level of wellbeing. This will also be evidenced by PP children attend extra-curricular clubs Parents accessing the opportunities signposted when necessary, for example: Food bank, Parenting Classes GL11, Mental Health Support
5. To have a greater proportion of disadvantaged children taking part in enrichment activities including extra-curricular clubs.	All KS1 PP children have access to after school clubs of their choice. Funding available to help with school trips. PP children can talk positively about enrichment experiences.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re- purchase licence DfE validated Systematic Synthetic Phonics programme : Little Wandle to secure stronger phonics teaching for all pupils. (£995)	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	1
CPD (Little Wandle) to improve phonics teaching and reading Training/ coaching support from Mangotsfield English Hub so staff are able to deliver the Little Wandle phonics scheme effectively.	Phonics Toolkit Strand Education Endowment Foundation EEF • EEF Improving Literacy in KS1 • EEF – Phonics (+5 months gain) • EEF – Small group tuition (+4 months gain) • EEF – within class attainment grouping (+3 months gain) • EEF – Effective personal development • OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% • EEF Pupil Premium guide • EEF Big Picture • NFER report on supporting the attainment of disadvantaged pupils • DfE's guidance on whole-school Strategies	1
Embedding speaking and listening 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	2

	• EEF – Oral Language Interventions (+6 months gain)	
Continue to improve the quality of social and emotional (SEL) learning. My Happy Mind will be used throughout the school. An allocated room provided: 'The Den' to help with SEMH needs ELSA supervision sessions.	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • EEF – Social and emotional learning (+4 months)	4

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
Interventions are delivered by trained teaching assistants to develop children's skills and understanding in phonics	Phonics approaches have a strong evidence base indicating a positive impact on children, 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	1
Training on Early Talk Boost / Talk Boost which are targeted interventions aimed at children with delayed language, helping to boost their language skills to narrow the gap between them and their peers.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,4
TAs supporting children 1:1 and in small groups in class	EEF Making best use of Teaching Assistants. Research on TAs delivering targeted interventions in one-to-one or small group	1,2

	settings shows a consistent impact on attainment of approximately three to four additional months' progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSA support to help engagement with parents	EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	4
Strategies used to support improved attendance	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3
Contingency fund. £3168	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4/5

Total budgeted cost: £ 56,168

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 for our three year strategy.

2024-25 Review

1. To improve phonics teaching to increase reading attainment

2022-23			2023-24			2024-25		
Year 1	School	National	Year 1	School	National	Year 1	School	National
All	73%	79%	All	71%	80%	All	67%	80%
Disadvantaged	43%	66%	Disadvantaged	50%	68%	Disadvantaged	60%	67%

We have not achieved our aim to increase standards in PSC. However, our disadvantaged percentage has increased year on year for the last three years, We continue to work with Mangotsfield English Hub to support our teaching of phonics for all children.

Feedback is that CPD for staff has meant that when teaching has been observed it is consistently good and that lessons and interventions are being delivered with confidence and fidelity to the scheme.

2. To improve oral language and vocabulary skills

There is a clear progression in vocabulary in all subjects and key vocabulary is being embedded. Staff ensure that planned activities allow children to explore and use the specific vocabulary. The Sticky Starter encourages recap of vocabulary e.g. if clamber is taught on Monday, on Tuesday the children would think of a sentence using the word clamber. Staff then continue to use the key vocabulary whilst supporting the children in their independent work, and encourage the children to use it. At the end of lessons, teachers provide the children with the opportunity to use the vocabulary in context and assess their understanding to inform future planning. Staff report that children are using targeted vocabulary in context within class.

Reception 2024/2025 Assessment Speaking Attainment

- Whole school: Expected or above 81%, Below 19%
- Pupil Premium: Expected or above 62%, Below 38

3. To improve attendance of PP children to help reduce anxiety and improve learning outcomes.

24-25	Overall	Authorised Absence	Unauthorised Absence	Persistent Absence
Whole School				
Aut 2 (150)	92.6%	5.9%	1.6%	25% 37 children
Spr 1 (153)	92.8%	5.7%	1.5%	20% 31 children
Spr 2 (151)	92.7%	5.9%	1.4%	19.9% 30 children
Sum 1 (149)	92.4%	6.0%	1.6%	18.4% 27 children
Sum 2 (147)	92.4%	5.9%	1.6%	18.8% 28 children
Pupil Premium				
Aut 2 (35)	87.9%	9.5%	2.5%	37.2% 13 children
Spr 1 (37)	87.7%	9.4%	2.9%	35.1% 13 children
Spr 2 (37)	86.9%	10.3%	2.8%	37.8% 14 children
Sum 1(37)	85.5%	11.5%	3.0%	35.1% 13 children
Sum 2(37)	85.4%	11.6%	3.1%	37.8% 14 children
23-24	Overall	Authorised Absence	Unauthorised Absence	Persistent Absence
Whole School				
Aut 1 (145)	95.3%	3.5%	1.2%	14.5% (21 children)
Aut 2 (144)	93.5%	5.2%	1.3%	22% (32 children)
Spr 1 (145)	93.7%	5.1%	1.1%	19.9% (29 children)
Spr 2 (149)	93.7%	5.2%	1.1%	18.1% (27 children)
Sum 1 (151)	93.8%	5.1%	1.1%	14.5% (22 children)
Pupil Premium				
Aut 1 (27)	92.2%	6.3%	1.5%	25.9% (7 children)
Aut 2 (27)	91.1%	7.4%	1.5%	22.2% (6 children)
Spr 1 (32)	89.5%	8.5%	1.9%	34.3% (11 children)
Spr 2 (33)	89.1%	9.1%	1.9%	39.3% (13 children)
Sum 1 (33)	88.9%	9.4%	1.7%	33.3% (11 children)
22-23	Overall	Authorised Absence	Unauthorised Absence	Persistent Absence
Whole School				
Dec 2022	93.8%	4.5%	1.7%	21.1% (30 children)
End Term 3	93.2%	5.2%	1.6%	23.9% (34 children)
End Term 4 (143)	93.1%	5.6%	1.3%	23.2% (33 children)
End Term 5 (144)	93.0%	5.8%	1.2%	20.9% (30 children)
	92.5%	6.2%	1.3%	22.2% (32 children)
Pupil Premium				
Dec 2022	87.6%	7.7%	4.7%	46.9% (15 children)
End Term 3	88.2%	7.9%	4.0%	42.8% (15 children)
End Term 4 (37)	88.6%	8.1%	3.3%	48.6% (17 children)
End Term 5 (39)	87.6%	9.4%	3.0%	45.9% (17 children)
	86.8%	10.4%	2.8%	43.5% (17 children)

2024-2025

- Attendance was picked up as an area for improvement in OFSTED. They noted that

The school's work to improve attendance is not yet having sufficient impact. As a result, several pupils, including pupils with SEND, are frequently absent from school. This means that they miss essential learning, which hinders how well they achieve. The school must continue to work closely with parents to highlight the importance of regular attendance, and ensure that attendance swiftly improves.

- Individual attendance data was shared with all parents at parents' evenings and with school reports.
- A message went out about attendance with the OFSTED report
- Several families took unauthorised holiday through the year, several citing the cost in the school holiday. Head teacher and FSA have spoken
- Reception attendance brought the whole school attendance down.
- Our PP still have children have the lowest attendance. These are being supported by FSA/LT
- Adaptations have been made around clothing to encourage attendance of some SEN children
- Attendance is discussed at TAF meetings.
- The school's family support advisor (FSA) was employed February 2025 and began working with parents regarding poor attendance and lateness. Her work saw an improvement in some family's engagement and attendance. Some children's attendance has increased significantly through the year with support from school.
- FSA and SENCo continue to work with inclusion regarding children whose attendance is a concern.

We will continue to further engage with parents and carers highlighting the importance of good attendance.

We will continue to

- share attendance through newsletters, parent meetings and by supporting those families who are often late or persistently absent.
- share reminders (including statistics) in newsletters.
- share attendance data at Parents Meetings and discuss the importance of attendance and the impact non- attendance has on attainment and friendships.

- support parents/ carers to problem solve to get children in to school. (SLT/FSA/SENCO)
- carefully monitor PP children's attendance and absences ensuring they are followed up by phone calls and meetings.

4 To support for disadvantaged families and their children to help the children fully access school life.

Family Support Advisor continues to build strong home school partnerships. Parents have shared positive experience of working with Family Support Advisor, and being grateful for sign posting to external agencies e.g. Early Help, GL11. Parent feedback has been positive about school engaging parents: coffee mornings, Market Place event where many outside agencies were invited into school hall including school nurse, community police officer and Early Help Coordinator. Agencies involved were happy to have the opportunity to network with each other as well as to offer support and advice to parents.

We have provided clothes from Gloucestershire Bundles and school uniform. Although we do not run a breakfast club we provide breakfast for any child that needs it. Parents have been signposted to outside agencies and advice given: GL11, All Sorts, Bundles, Kidstuff, parenting classes, Foodbank, Furniture bank, grants for clothing, charity applications. Many have shared how grateful they have been for the support.

School has funded school visits/trips for parents who were not able to pay, ensuring all children have access to a wide range of experiences. The recent Y2 school trip was declared a huge success by staff and children alike. Pupil premium children are prioritised to ensure they have access to extra-curricular clubs and the pupil voice has been clear that many benefit. Some Pupil Premium children start the club but do not attend every weekly session. (6 sessions).

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

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.