



Pupil premium strategy statement: The James Cambell Primary School

1. Summary information					
School	The James Cambell Primary School				
Academic Year	2019/20	Total PP budget	£260,000	Date of most recent PP Review	Sept 2016
Total number of pupils	742	Number of pupils eligible for PP	148	Date for next internal review of this strategy	June 2020

2. Current attainment		
	<i>Pupils eligible for PP – JCPS 2019</i>	<i>Pupils not eligible for PP JCPS - 2019</i>
% of pupils achieving the expected standard in reading, writing and maths	50.0	54.5
reading progress score	-4.3	-2.5
writing progress score	-2.9	-2.0
maths progress score	-2.1	-1.0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Oral language skills across the school are lower for pupils eligible for PP than for other pupils. This hinders further development of comprehension and vocabulary skills in older children.
C.	Baseline levels for all areas of development are below age-related expectations
D.	Many pupils eligible for pupil premium also have other factors such as SEN, gender, ethnicity, term of birth to consider when planning successful interventions

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	School deprivation indicator 0.4 (B & D 0.3) B & D is one of the highest areas of deprivation in London
B	Attendance for PP pupils is lower than other pupils
C	There is lower parental engagement with regards to meetings, homework, training and parents evenings for PP pupils than other pupils
D	

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for PP pupils in foundation stage Language Link scores available	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year
B.	Higher rates of attainment in KS1 for pupils eligible for PP	Pupils eligible for PP make as much progress as 'other' pupils, by the end of Key Stage 1 in maths, reading and writing. As measured by the National end of key stage test and teacher assessments. Gaps between Reading for PP pupils and other significantly reduced
C.	Higher rates of attainment in KS2 for pupils eligible for PP especially in Reading	Pupils eligible for PP achieve expected outcomes inline with 'other' pupils, by the end of Key Stage 2 in maths, reading and writing. As measured by the National end of key stage test and teacher assessments. Gaps between Reading for PP pupils and others significantly reduced
D.	Higher number of children achieving expected or above expected progress in Reading, Writing and Mathematics	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Pupils achieving targets as set by school and FFT Aspire. School's overall combined scores are closer to National figures and progress meet floor standards
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.

5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress for children in reading	Revamp and update the KS2 library, creating areas for research and 'reading nooks' to develop a love of reading. Purchase home reading books for KS1 and FS, to improve fluency and accuracy of word recognition. Continue to purchase Bug Club to give all children access to online texts and support comprehension strategies at home. Introduce Destination Reader across KS2 to enhance skills and knowledge taught and bring consistency to the approach in reading at KS2	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, suggest developing effective reading comprehension strategies is an effective way to improve attainment across all subjects and it is suitable as an approach that we can embed across the school. Destination Reader has shown significant impact in schools across Hackney.	All aspects will be closely monitored by the English leads to ensure consistency of approach. This monitoring will include lesson observations, drop ins, learning walks and analysing the impact on the data. Teachers will be trained in using Destination Reader and Bugclub to ensure that they are able to make the most impact for the children	Head/ English lead/ Inclusion Manager/ Assessment Lead	Fornightly
B. Raise the attainment of Year 6 children and the number of children attaining expected standards+.	Deputy Head to teach higher attaining children in Mathematics five mornings per week. Moderation with cluster and MAT to support assessment outcomes. Making classes smaller to ensure targeted support across Year 6	This experienced teaching is focused on stretching identified children to Age Related Expectations in English and Mathematics. Moderation externally ensures consistency and accuracy of assessments. CH HA maths in Years 6	Interventions will be planned with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	Head/ Deputies/ UKS2 Phase leader/ Inclusion Manager	Half Termly

C. Improved language development of pupils in Reception and Nursery	Targeted speech and language support by trained teachers and TAs to develop oral language and listening skills. 1 TA/NNEB per class in Reception and Year 1 to further support language development.	The EEF Toolkit suggests that oral language interventions have a moderate impact but it is our view that without the bedrock of linguistic skills, that many of our children do not start school with, that their formative years in education would be further disadvantaged.	Children identified for S and L support by Foundation staff and Inclusion Manager and monitored through regular observation in areas of provision and by half termly on-going assessment.	Head/ Inclusion Manager/ Foundation Stage leader	Half Termly
D. Raise the attainment of Year 1 and 2 children and the number of children attaining expected standards+.	School to work with a PL school and lead teacher to ensure phonics teaching is at least good. School lead to ensure consistency in approach and detailed analysis of data to move children on quickly.	Training for newer members of staff in the Year 1 and 2 curriculum, Early reading and Phonics will enable teachers to ensure that their children make the progress expected from foundation stage and achieve age related expectations. Moderation externally ensures consistency and accuracy in our assessments and focus teachers on the next stages of development through highly focused professional conversations.	Half termly Pupil Progress meetings to monitor the attainment and progress of the children and vulnerable groups. Phonics checks to take place fortnightly to ensure quality of delivery of the curriculum and areas for revision.	Head/ KS1 Lead/ Assessment Lead	Half termly
E. Raise the pedagogy of staff in Maths, Writing, Reading and Phonics.	Staff (Teachers and TAs) to attend CPD on these core aspects from outside providers and then to be supported in further enhancing those skills by in school follow up training	To improve the quality of education for children across the school is essential that the teachers and staff across the school are trained to be as effective as possible and to be kept up to date with changes in approaches and pedagogy.	Lesson observations, learning walks and book looks to check the impact of the training in the classrooms.	Subject leads, Head, DHT, AHT and YGL	Half termly
Total budgeted cost					£120,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Introduce Readiness to Mastery in KS1 to improve KS1 results in maths	Continue to embed approach in KS1, support staff in implementation and work with support team from Maths Hub. Roll out approach to Years R and 3. HT from PL school to support with implementation and action plan	DfE have supported the introduction of the mastery maths approach across primary schools. EEF research shows that this approach can make significant gain in learning for children.	The KS1 Maths lead will conduct learning walks with Maths Hub link to identify next steps. Book looks, discussions with staff and lesson observations will check the impact on teaching and for the children.	KS1 Maths Lead	Half Termly
B. Develop curriculum leadership across the school to ensure that all subjects are equally promoted and that the curriculum offered has breadth and a deepening of knowledge	Training will be provided for all subject leads with time allocated to review their subject, conduct learning walks and book looks and interview the children to plan careful next steps to improve their subject across the school.	Ofsted have conducted research to suggest that the curriculum offered in schools has narrowed over time and that there has been less recognition for the subjects other than maths and English. Here at James Cambell we strive to ensure that the children in our care have the knowledge, skills and opportunities that they need to achieve well in life and in society.	Regular meetings will take place between the curriculum lead and the subject leads to ensure that the work is being carried out systematically and strategically. Reports of findings will be created by SL and shared with senior leaders and governors. Reviews of the curriculum will take place with teachers and Year group leaders and the curriculum lead.	Curriculum Lead	Half termly
C. Reading Recovery year 1	A full-time Reading Recovery teacher will teach approximately 14 children per year to accelerate reading progress to be in line with age related expectation at year 1	Reading Recovery is a recognised programme with long standing results. This is monitored by teaching behind the screen sessions, professional tutoring and observations of 1:1 sessions.	The Inclusion Manager and Assessment lead will liaise with the Reading Recovery teacher regarding the progress and sustained development of the children's reading half termly. Reading Recovery data will be analysed for impact.	Inclusion Manager/ Assessment lead	Half termly

D.ASD support	A Teacher, HLTA and three TAs to support intervention work and workstation training ASD children in Years R to 6.	At James Cambell we feel that some of our children need a different approach to learning. Through our Sunshine room provision, we offer children a more personalised approach with teachers and support staff trained in supporting their needs.	Planning monitored weekly. Data from assessments monitored half termly. Fortnightly meetings with SENCo to ensure that the children receive a broad and balanced, responsive curriculum.	Inclusion Manager/SENCo	Fortnightly
Total budgeted cost					£100,000.00
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved attainment in KS1/2 English and Mathematics	Trained TAs to run interventions, such as Talk Boost, 1 st Class @ Number each afternoon for targeted pupils	Research shows that trained TAs running planned interventions will add around 2 months to a child's learning ability. Interventions in Mathematics and English are targeted for PP children	Children identified for interventions by Inclusion Manager and Assessment lead who then monitor the success of their intervention	Head/Deputies/KS1	Half termly
D. Ensure targeted children have opportunities to develop emotional resilience and social skills	Provide Nurture room support for targeted children to support emotional and social needs to enable them to reach age related expectations.	We strive to make sure that all the needs of our children are met at James Cambell and invest PP to ensure that children are emotionally and socially able to access all aspects of the curriculum and do the very best that they can.	Meetings with the Inclusion Manager support planning, assessment and selection of children to the provision. Reviewed half termly.	Inclusion Manager	Half termly
E. Ensure targeted children have opportunities to improve social interactions and build relationships with peers	Provide lunchtime support in the form of nurture room provision to encourage social interaction and mediation. Lunchtime club (Jets) to provide organised games.	We recognise that lunchtimes are hard for some children and so use PP to ensure that children are given opportunities other than being always on the playground.	Teacher liaise with Inclusion manager. Reviewed half termly or as needed.	Inclusion Manager	Half termly
F. Ensure families have access to support to ensure good attendance and emotional well being	Provide 2 Parent Support Advisers to work with families and attendance issues	Our Family team are available to support parents with attendance and accessing other agencies. They provide a valuable link between school and families and other training, guidance and support as well as a cup of coffee and a chat. We, at James Cambell feel that it is important that families	The attendance Lead and Inclusion Manager meet with the team fortnightly and monthly to discuss attendance figures and support needed as appropriate.	Attendance Lead/Inclusion Manager	July 2019

		feel a part of the school community and use PP to support this.			
G. Improve provision for those children with SEMH needs	Train 3 staff members as Mental Health First aiders. Play therapy, art therapy, more than mentors to continue to support those children that needs require it.	The well-being and emotional resilience of staff and pupils has been high on the government agenda. We feel that some children need opportunities to express their feelings and feel supported with clear, practical next steps before academic work can be successfully undertaken.	The Inclusion lead will monitor the children selected and have fortnightly meetings with the MH first aiders to identify further support required.	Inclusion lead	Half termly
H. Improve the use of assessment to accurately pinpoint next steps for all learners	Purchase Pupil Asset as an assessment package to track and analyse data in all aspects of the curriculum both formative and summative.	Detailed analysis of where the children are in terms of their learning and clear next steps will allow the school to personalise learning and ensure coverage and that any gaps are filled.	Training for all teachers, time given to ensure that all staff are up to date and able to input data successfully. Monitoring of systems to ensure that evidence collected is accurate and triangulates with other data – books, learning walks etc	Assessment Lead	Half termly
Total budgeted cost					£100,000.00