

Pupil Premium Strategy statement: The James Cambell Primary School

1. Summary information					
School	The James Cambell Primary School				
Academic Year	2021/22	Total PP budget	£205785	Date of most recent PP Review	December 2021
Total number of pupils	576	Number of pupils eligible for PP	153	Date for next internal review of this strategy	July 2022

2. Attainment in last KS2 statutory assessment (2019)		
	<i>Pupils eligible for PP – JCPS 2020 134</i>	<i>Pupils not eligible for PP JCPS – 2020 668</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

Current attainment Autumn term 2021 Pupil premium (all pupils in brackets)						
	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
Reading						
Writing						
Maths						

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school)</i> External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	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 and impacts on children developing their literacy and numeracy skills.
C.	Gaps in learning preventing pupils from achieving age related expectations, particularly for children eligible for pupil premium funding.
D.	Many pupils eligible for Pupil premium also have additional needs SEN.

E.	Limited experience of extra-curricular opportunities for personal development, links with outside provisions.
F.	Barking & Dagenham is one of the highest areas of deprivation in London. Social difficulties experienced by families including housing, finance, family literacy and parental anxieties. There is a history of families' poor educational experiences and lower parental engagement with regards to meetings, homework, training and parents evenings for PP pupils than other pupils.
G.	Attendance for Pupil Premium pupils is lower than other pupils
H.	When remote learning has been required, the level of engagement is varied with a high number of parents without access to ICT

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the speech and language skills for Pupil Premium pupils in foundation stage.	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 Pupil Premium. Systematic approach to the teaching of reading, phonics and Maths Higher number of children achieving expected or above expected progress in Reading, Writing and Mathematics	Pupils eligible for Pupil Premium make as much progress as their peers by the end of Key Stage 1 in maths, reading and writing. Gaps between Reading for PP pupils and others is significantly reduced
C.	Higher rates of attainment in KS2 for pupils eligible for Pupil Premium especially in Reading. The quality of teaching will be at least consistently good across the school. Gaps in learning to be filled through whole class teaching. Pupil Premium pupils are tracked regularly, with analysis of outcomes against other groups each half term.	Pupils eligible for Pupil Premium achieve expected outcomes inline with their peers by the end of Key Stage 2 in maths, reading and writing. Gaps between Reading for PP pupils and others significantly reduced
D.	Pupil Premium pupils identified as SEND are monitored closely and are making progress Pupil Progress Meetings specifically focus on Pupil Premium pupils' progress and outcomes. Interventions for specifically targeted Pupil Premium pupils are run systemically, and regularly with evidence of impact.	Pupils are achieving targets as set by school and through Personal Learning journeys. Reviews and Pupil Progress meetings reflect progress.
E.	Extend the facilities available to pupils to develop extracurricular activities.	Pupils will develop skills and talents beyond the curriculum, through the use of before and after school provision and with other opportunities in school such as education visit.

F.	Learning Mentor supporting Pupil Premium children with Social, Emotional and Mental Health Needs and learning difficulties. Increase in parents' engagement with school.	Families feel supported by school. There is an increase in positive parental views of the school. There is a closer relationship between home and school.
G.	Increased attendance rates for pupils eligible for PP and the number of persistent absentees' decreases.	Overall attendance rate improves to be in line with non-attendance. Tracking shows upward trends in attendance for PP children. The number of PP children classed as being persistently absent will improve to be in line with the rest of the school. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.
H.	Increased number of pupils able to engage with remote learning	Numbers of pupils accessing class dojo will increase. Overall engagement with learning will rise. Number of pupils and families with access to laptops and internet increased.

5. Planned expenditure

Academic year

2020/21

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 language development of pupils in Reception and Nursery	<p>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.</p> <p>Designated lead for early language (Sarah Clements)</p> <p>Use of NELI (Nuffield Early Language Intervention) in Early Years</p>	<p>Formal assessments of children on entry shows that are below age expected in their receptive language skills. Observations in class evidence that pupils The Communication Trust clearly states that <i>‘the development of spoken language is a core part of development throughout childhood and adolescence. Spoken language skills underpin literacy development. Many children and young people at risk of underachieving have weaker language skills.’</i> Trail have found that <i>NELI improves both children oral language and early literacy skills. (3 months progress)</i></p>	<p>Children identified for S and L support by Foundation staff leads and SENDCo and monitored through regular observation in areas of provision and by half termly on-going assessment. All reception children assessed in the Autumn term and Summer term using language link. Planning in class to target key areas of language and support for all pupils</p>	Head/ AHT Foundation Stage lead/ SENDCo/ Nursery lead.	Half Termly
B. Improved progress for children in reading	<p>Provision of a rich variety of reading books in classroom and library (banded according to attainment level) Strategy to develop a love of reading. Purchase reading books linked to RWI scheme. Introduce Destination Reader across KS2 to enhance skills and knowledge taught and bring consistency to the approach in reading at KS2. In EYFS and KS1 introduce RWI (with</p>	<p>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. RWI in other school has proven results of success.</p>	<p>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 use of reading schemes (RWI and Destination Reader) to ensure that they are able to make the most impact for the children</p>	Head/ English lead/ SENDCo/ Assessment Lead AHT /phonics lead/ Destination Reader lead	Half termly

	support from English Hub), in order that there is a systematic approach to phonics teaching and reading.				
C. Raise the attainment of Year 6 children and the number of children attaining expected standards+.	Recruit academic mentor. Booster groups for year 6 children. Interventions from TAs attached to year group. Moderation with cluster and MAT to support assessment outcomes.	This teaching is focused on stretching identified children to Age Related Expectations in English and Mathematics. Moderation externally ensures consistency and accuracy of assessments.	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 / Year 6 lead	Half Termly
D. Raise the attainment of Year 1, 2 and 3 children and the number of children attaining expected standards+ in phonics.	The RWI scheme to be implemented. School to work with English hub and Associate Director of Educational Standards.	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/ AHT for LKS2 / English Lead / Phonics 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, including in Rosenshine's principles of instruction, Maths hub mastery group, English hub. Training for Language & Literacy and RWI provided externally. In school training for Destination Reader	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					£65785

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, 3 and 4. 3. Membership of maths monitoring group.	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 / AHT Maths	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. Mentoring from AHT responsible for curriculum. Training from Helen Williams and Jason Hughes for subject leaders.	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. Book looks. Foundation subject assessment data.	Curriculum Lead	Half termly
C. Ensure support is given for pupils with complex needs, including those with ASC.	Rainbow Room for highest need children A HLTA and 2 TAs to support intervention work and workstation training ASD for children in Years R to 6.	At James Cambell we feel that some of our children need a different approach to learning. Through our rainbow room and yellow room provision, we offer children a more personalised approach with support staff trained in supporting their needs.	Planning monitored weekly. Data from assessments monitored half termly. Fortnightly meetings with SENDCo to ensure that the children receive a broad and balanced, responsive curriculum. Quality assurance visits from LBB	SENDCo	Fortnightly meeting between SENDCo and Rainbow Room team
Total budgeted cost					£100000
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?
A. Ensure targeted children have opportunities to develop emotional resilience and social skills	Learning Mentor to work with targeted children to support emotional and social needs to enable them to reach age related expectations. Participation in Nurture UK programme	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. Evidence based assessment using Boxall Profile, planning based on needs and nurturing principles.	(i) KS2 social skills group reviewed half-termly by DSL and SENDCo (ii) Learning mentor to work with vulnerable PP pupils each morning to ensure they are ready for learning. Monitoring the impact based on Boxall profile outcomes. Review with class teachers and Yr. grp leads to measure impact. Reduction in number of behaviour incidents in school.	DSL / SENDCo / Learning Mentor	Half termly
B. Ensure targeted children have opportunities to improve social interactions and build relationships with peers	Provide lunchtime support through provision to encourage social interaction and mediation. Lunchtime club (Maverick) to provide organised ball 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.	Teachers to liaise with AHT for Behaviour. Reviewed half termly or as needed. Reduction in number of behaviour incidents in school.	AHT Behaviour	Half termly
C. Ensure families have access to support to ensure good attendance and emotional well being	DSL and Learning mentor to work with families and support areas of needs, including housing, finance and attendance issues. Early Help assessments to be made PLT Attendance Officer	Support is available to support parents with home issues and accessing other agencies. This provides a valuable link between school and families and other training, guidance and a link available for parents to be able to approach. We, at James Cambell feel that it is important that families feel a part of the school community and use PP to support this.	DSL regular meetings with Learning Mentor (at least weekly). Attendance lead meets with external attendance officer monthly to discuss attendance figures and support needed as appropriate. Weekly vulnerable tracker. Liaison with Educational Inclusion Partner school link for advice. Work with Integrated Practice advisor. Early Help assessment and advice.	DSL / Attendance Lead/ Learning Mentor	Termly
D. Improve provision for those children with SEMH needs	Train Learning mentor as part of nurture group UK programme. Ongoing support from Nurture UK. Train staff in Boxall profile assessment and understanding. Whole class provision to support wellbeing of pupils. 'More than mentors' lead to work with yr. 5 & 6.	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 DSL and SENDCo will monitor the children and target for support. Learning Mentor to work closely with pupils individually and as a group. Boxall profile to be used for entry and exit data.	DSL / SENDCo / AHT Behaviour lead	Half termly

E. Improve the use of assessment to accurately pinpoint next steps for all learners	Use FFT 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
F. To ensure that all pupils can access Remote Learning	Provide workpacks for pupils without access to ICT Teaching mentor to support through contact with parents. Staff to provide 1:1 tutoring Academic Mentor Teach First Students	Ensuring that high quality resources are available will ensure that even if forced to stay at home pupils still have access to learning.	Regular training and support in school to ensure all staff able to access Class dojo and developing ways of providing lessons and activities for home. Guidance for TA's and other staff to complete 1:1 tutoring. Weekly workpacks produced. Access to laptops for selected pupils.	HT AHT Yr. group leaders	Fortnightly.
G. Improve attendance and lower persistent absence of Pupil Premium children	SLA with Partnership Learning for Attendance Officer Designated Attendance Lead for SLT Support from Learning Mentor	Active monitoring and engagement / meetings with parents who have attendance issues will address these.	Weekly meetings between SLT attendance lead, PLT attendance officer and school attendance administrator Involvement of DSL where appropriate	SLT attendance lead / DSL	Weekly
H. Offer range of extra-curricular clubs for Pupil Premium children	Use of Mavericks and other external providers for after school and breakfast clubs After school clubs run by school staff free for children eligible for Pupil Premium	Development of range of opportunities and cultural capital	Termly review of available clubs and publication of offer to parents	School Business Manager	Termly
Total budgeted cost					£40000