

James Cambell Primary Pupil premium strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	James Cambell Primary school
Number of pupils in school	566
Proportion (%) of pupil premium eligible pupils	161 (28.45%)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr Wilson
Pupil premium lead	Mr Jacob
Governor / Trustee lead	Gillian Bratley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,520.00
Recovery premium funding allocation this academic year	£ 24,031.00
School Led Tuition funding	£ 25,182.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£259,733.00

Part A: Pupil premium strategy plan

Statement of intent

At James Cambell Primary we are an inclusive school our intention is to ensure equal opportunities to thrive and ensure that background is not a barrier to progress. At the heart of everything we do is to make a difference to the lives of our children. Our intention is to provide an inspiring, engaging and inclusive teaching and learning experience.

We believe that best outcomes can only be achieved by having the highest expectations of all our learners. Our ultimate objective is that no child is left behind socially, or academically because of disadvantage. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

The percentage of pupils eligible for pupil premium at James Cambell Primary is higher than the national average. Our Pupil Premium Strategy aims to address the main barriers our children face with, careful planning and targeted support as well as intervention. This will provide all children the access and opportunities to enjoy academic success and to flourish in the next step of their lives.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning prevent pupils from achieving age related expectations, particularly those eligible for pupil premium funding. Particularly due to school closures in March 2020, January 2021 and due to Corona 19.
2	Social difficulties experienced by families including housing, finance, family literacy and parental anxieties.
3	Attendance and punctuality with 17% of all Persistent absentees being pupil premium children which adds to the barrier in the gap of attainment when compared to non-pupil premium pupils.
4	Percentage of pupils eligible for pupil premium funding also falling into other target groups (SEND, vulnerable & EAL)
5	High deprivation impacting life chances and development
6	Limited real life aspirational experience beyond the vicinity of Barking/Dagenham

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>Attainment gaps in learning between PP and Non-PP children close.</p>	<p>Data shows the attainment gap between PP and non PP pupils reduced and closely on par with non-PP all subjects. To maintain and ensure further reduction.</p> <p>Pupil Progress meetings demonstrate PP pupils are making the same progress as Non-PP pupils.</p> <p>PP pupils' books demonstrate progress, in some cases accelerated progress, in comparison to non-PP pupils.</p> <p>Lesson observations demonstrate PP pupils are active and engaged in their learning.</p>
<p>Social difficulty barriers such as housing, finance, family literacy and parental anxieties are reduced or removed to impact Pupil's learning positively.</p>	<p>PP families confidently engage with school to seek and offer support. PP register will show which families are requesting support.</p> <p>PP families are more knowledgeable and utilise the support that the wider school community can offer them.</p> <p>Vulnerable PP pupils access school counselling service. Register for school counselling will show 100% attendance to sessions.</p> <p>Clear safeguarding protocols allows for triangulation of key information between safeguarding team and teachers.</p>
<p>The attendance of PP not to be an additional barrier to parity with non-PP attainment</p>	<p>Attendance data to demonstrate that there is below 10% of PAs as PP pupils.</p> <p>Breakfast club register demonstrates a higher proportion of PP attending free breakfast club to ensure they are in school on time for lessons.</p> <p>Families follow the clear attendance policy which results in PP pupils having acceptable attendance (90% and above).</p>
<p>Pupils who are the most vulnerable (EAL,PP,CIN CP, SEND) to be supported using the PP funding.</p>	<p>Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to receive emotional well-being support to ensure engagement with school life.</p>

	<p>Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to be making the expected progress at each assessment point in the academic year for their targets.</p> <p>Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to receive a curriculum modified to their needs through quality first teaching and additional support. This will then reflect in progress data.</p> <p>Pupils to have attended all trips and residential in order not to miss out on the wider, broader experiences.</p>
<p>To provide our families with more educational experiences.</p>	<p>Parent engagement action plan in place to ensure we build and develop parental engagement. Action plan to show actions have been met.</p> <p>Registers of parent workshops will demonstrate 90% uptake of any courses offered to parents.</p> <p>Parent voice indicates majority of parents have taken opportunities to be involved in an educational experience at school.</p>
<p>PP pupils are given opportunities to experience life beyond the vicinity of Barking & Dagenham</p>	<p>All PP pupils are able to attend trips as result of accessing PP funding.</p> <p>After school club registers show a high uptake of pupils are PP pupils.</p> <p>All PP pupils will take part in any external paid workshops as a result of accessing PP funding.</p> <p>All PP pupils to be seen in full uniform as a result of PP families accessing support with purchasing school uniform.</p>

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff given further developmental opportunities for practice.</p> <p>Training opportunities are identified and implemented.</p>	<p>Pupil premium children are more likely to be those needing tailored work and assessment based on attainment. Teachers in every year group are given additional developmental opportunities based on quality first teaching</p> <p>This allows our teachers to develop and embed effective formative assessment strategies to ensure all pupils make progress including PP pupils. Effective assessment leads to good teaching.</p> <p><i>EEF Guidance Report</i> <i>Effective feedback policies encourage teachers to consider the foundations for the feedback they provide– highlighting the importance of delivering high-quality instruction, which includes making purposeful use of formative assessment strategies, beforehand.</i></p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils “</p>	<p>1</p>

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

Budgeted cost: £129,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA and Learning mentors employed to deliver interventions and small group support</p> <p>Subject booster classes</p>	<p>PP pupils' progress and attainment has been greatly affected by school closures over the last two years, resulting in a huge range of attainers across the school. PP children make up 31% of the total number and are catered further through support in academia and individual targets.</p> <p>By delivering interventions and small group tuition the HLTA is able to give more attention to the children who need it, improving outcomes for children.</p> <p><i>EEF</i></p> <p><i>"Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil's premium strategy."</i></p>	1,2, 4
<p><i>Tutoring offered to encourage progress</i></p>	<p>Reducing the gap of attainment across PP and non-PP pupils and increasing opportunities for challenge.</p>	1

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

Budgeted cost: £95,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer tracks attendance of PP pupils.</p> <p>Purchase of Partnership Learning</p>	<p>Pupils are around 10% behind in their academia than non-PP, which equates to a higher impact when off school on their learning (attainment of knowledge) than a non-PP child. The attendance officer has proven to be successful in the past when working with specific families who have dis-</p>	2,3

<p>attendance officer and coordinative approach</p> <p>Free Breakfast for PP pupils, based on average attendance across AUT 1</p>	<p>engaged with school for various reasons. The co-ordination of all departments in the acquisition of attendance of PP will be crucial in the effectiveness of reducing the PA of PP children.</p> <p>We have found that many PP children come to school without having breakfast due to running late or lack of funds. Offering all children free attendance at the Breakfast Club will help to alleviate this.</p> <p><i>EEF guidance</i> <i>“Our own research shows that 93% of schools see an increase in concentration and energy amongst children attending our breakfast clubs.”</i></p>	
<p>All pupils eligible for Pupil Premium are offered the chance to learn an instrument in school within year 4 onwards.</p>	<p>EEF guidance <i>“Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</i></p>	5, 6
<p>Nurture group interventions.</p> <p>Counselling Support Service through 1:1</p> <p>Further support through departmental PP such as SEND and EAL</p>	<p>Vulnerable children have a safe place to discuss their emotions and feelings. Strategies are given to these children to help them concentrate in class and they are better able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum.</p> <p>EEF Guidance <i>“Both targeted interventions and universal approaches have positive overall effects (+4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.”</i></p>	2, 5
<p>Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all children have access to enrichment activities.</p> <p>Pupils eligible for Pupil Premium receive discount towards the Year 5 residential.</p> <p>Pupils eligible for Pupil Premium are offered free after school clubs.</p>	<p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children.</p> <p>We want to ensure that all children are getting access to all areas of the curriculum, including after school clubs.</p> <p>In order for all the above aspects to flourish, they need to be enacted, monitored and</p>	2,4, 5

	reviewed. For this to occur, a PP coordinator adviser has been appointed.	
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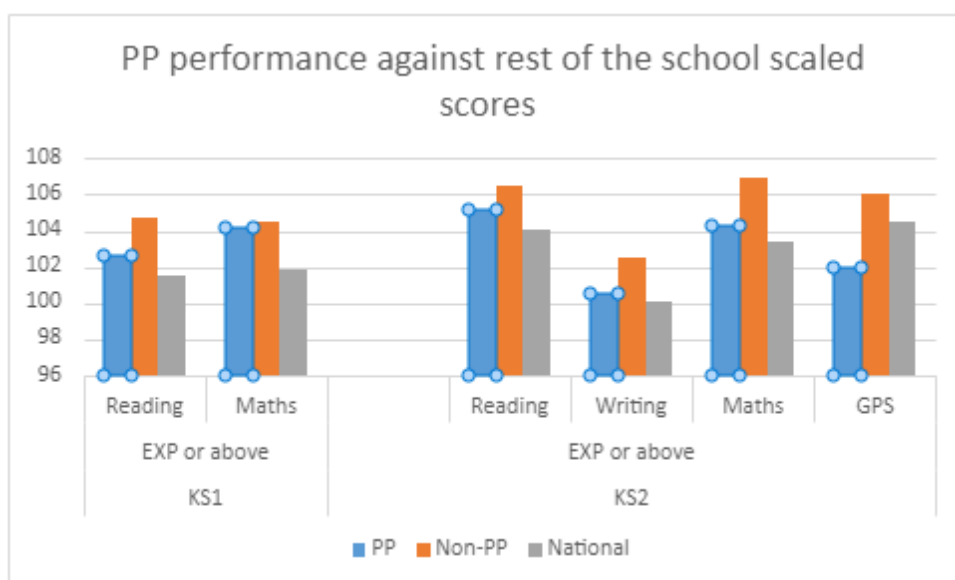
Total budgeted cost: £259,733

Part B: Review of outcomes in the previous academic year

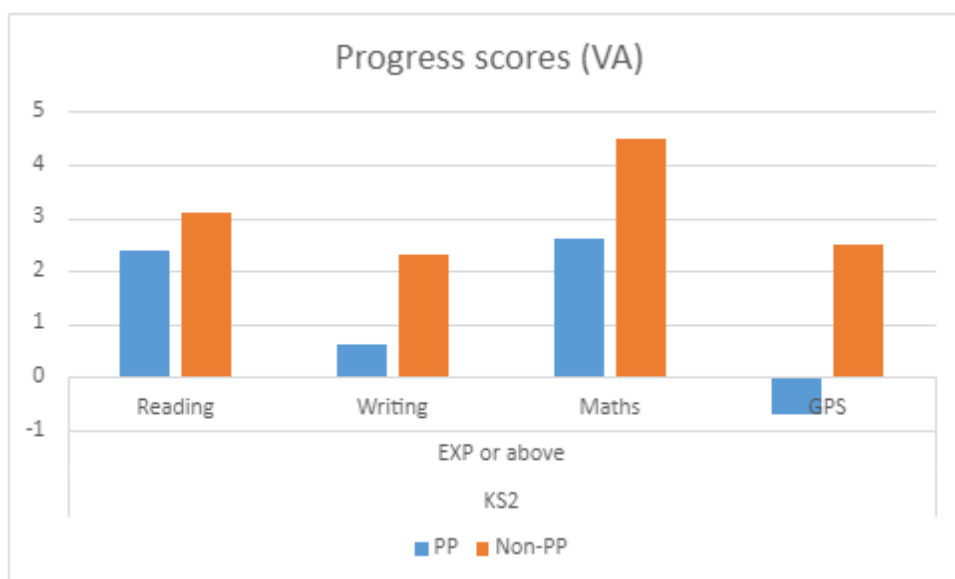
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Throughout last year, the strategies implemented had a result on the SEAL aspects for Pupil Premium and impacted the overall reduction of the gap between Pupil Premium (PP) and non-Pupil Premium pupils. The early data set below measures against the national averages and the schools total using the scaled scores at the end of KS1 and KS2. All Pupil Premium results were above the national average, with the exception of Grammar, Punctuation and spelling (GPS) within key stage 2.



2021-2022 results, Source: FFT aspire Figure 1



2021-2022 results, Source: FFT aspire Figure 2

The attainment gaps between pupil premium (PP) and non-pupil premium in figure 1 has shrunk with a range of between 0.3 to 2.1% lower than those with non-pupil premium status within key stage 1. Within key stage 2 the range is between 1.3 and 4% lower for pupil premium pupils than non-pupil premium.

Progress scores, in figure 2, for PP children show they are catching up with those with non-PP status. However this is a long term aspiration that starts from early ingress within the school. The Grammar, punctuation and spelling across the scaled and progress scores are lowest when compared to the rest of the school.

Pupil Premium pupils are benefiting from a heightened attainment when compared to the national averages across all subject areas except GPS.

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