

Pupil Premium Strategy Statement – Campsbourne Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Campsbourne Junior School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Jonathan Smith, Headteacher
Pupil Premium Lead	Tracey Baptiste - Lead Practitioner
Governor / Trustee lead	Anita Jaku – Equalities Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,400
Recovery premium funding allocation this academic year	£5,800
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	£61,200

Part A: Pupil premium strategy plan

Statement of intent

The impact of COVID has had a significant impact on the academic attainment of children as well as their mental health and wellbeing. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of experienced teachers known to the school for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that there are high levels of speech and language need throughout the school.
2	Our assessments show that raising attainment in reading, writing and maths is a key priority. Disadvantaged children have been significantly

	impacted by the pandemic with many having struggled with access to technology or finding a quiet space to engage with home learning.
3	Our observation and discussions suggest that the impact of the pandemic has had a disproportionate impact on our disadvantaged families who have not had access to outdoor spaces and have missed out on the high quality enrichment activities, which school provides, that they would normally have benefitted from.
4	Persistent absence for children in receipt of free school meals and those who speak English as an Additional Language are highlighted in The Primary Inspection Data Summary Report 2019 as areas which need addressing.
5	Our observation and discussions indicate the need to improve parental engagement for our most disadvantaged children if we are to address poor attendance, low attainment and challenging behaviour.

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
Improved speech and language skills among disadvantaged children.	Observations and, pre and post, intervention assessments and indicate significantly improved speech and language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	Attainment data demonstrates that the attainment gap in reading for disadvantaged children has been diminished and is broadly in line with their peers (Summer 2019: 78%) who are not disadvantaged.
Improved writing attainment among disadvantaged children.	Attainment data demonstrates that the attainment gap in writing for disadvantaged children has been diminished and is broadly in line with their peers (Summer 2019: 83%) who are not disadvantaged.
Improved maths attainment among disadvantaged children.	Attainment data demonstrates that the attainment gap in maths for disadvantaged children has been diminished and is broadly in line with their peers (Summer 2021: 84%) who are not disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	All disadvantaged children participate in at least one enrichment activity each week. Qualitative data from student voice, student and parent surveys and teacher observations demonstrates

	high satisfaction with after school enrichment activities.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The attendance rate for all pupils is 97% and no less than 95.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated.</p> <p>The percentage of disadvantaged children who are persistently absent is no longer in the top 20% of schools in the country.</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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ebbed Sounds Write program throughout KS2.	Sounds Write is one of the DfE approved phonics providers.	1
To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils	DfE Pupil Premium guidance highlights the importance of quality first teaching.	1

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce Hertfordshire Reading Intervention	The Institute of Effective Education research found that the HFL KS2 Reading Fluency Project had a positive impact on developing pupils' reading accuracy and comprehension, as measured by the YARC.	1
Deployed HLTA to deliver phonics intervention for children in Year 3	Sounds Write is one of the DfE approved phonics providers.	1
Ensure member of support staff is training to deliver First Class Maths.	An independent EEF trial found that 1 st Class@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils	1

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children offered places on at least one after school club / music place each term.	OfSTED have championed the importance of a broad and rich curriculum. Our extended school provision further enhances our curriculum providing enrichment opportunities which are not available during the normal school day.	2
All children have access to emotional and social support.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2
To build closer links with parents through recruitment of a Black Community Lead / Family Support Worker.	The EEF states that Parental engagement has a positive impact on average of 4 months' additional progress.	3 and 4
To deliver parent workshops targeting key groups e.g. Turkish Community	The EEF states that Parental engagement has a positive impact on average of 4 months' additional progress.	3 and 4

Total budgeted cost: £61,500

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.

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Key Stage 2 Assessments (2022) show that Pupil Premium children achieved above National Averages with 54% meeting the expected standard in Reading, Writing and Maths compared to 43% nationally.

Data for individual subjects shows that the % of Pupil Premium children who achieved the expected outcome in reading, writing and maths are above National Averages and so is the % of Pupil Premium children who achieved the Greater Depth standard in reading.

Expected Standard

	Reading	Writing	Maths
School	77%	62%	69%
National	62%	56%	57%

Greater Depth Standard

	Reading	Writing	Maths
School	23%	0%	8%
National	17%	6%	12%

Overall attendance in 2021/22 was at 94.3%.

	School	National
Whole Cohort	94.3%	Release March 2023
Pupil Premium	94.2%	Release March 2023
English as an Additional Language	94.3%	Release March 2023
Special Educational Needs (K)	91.9%	Release March 2023
Special Educational Needs (EHCP)	94.2%	Release March 2023

87% (33/38) of children with pupil premium funding attended enrichment activities after school for at least one term with 54% attending every term.

The new role of Black Community Lead is embedding and has now held two very successful parent events in the evening and has provided us with greater capacity to support children and their families.

The head teacher has built positive relationships with the Turkish community who he meets regularly to discuss their concerns and ensure they are receiving the support they need. The benefit of this closer partnership is evident through events such as parents evening where 11/12 families attended (Autumn 2022).

Externally provided programmes

Programme	Provider
First Class Maths	Edge Hill University
Hertfordshire Reading Program	Herts for Learning
Word Aware	A Speechmark Book – Routledge
Talk Boost	I Can Programmes

Further Information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- We continue to deliver Talk Boost sessions across the school.
- Throughout autumn 2021 we have been developing a home learning program using the wide range of online resources for children and their families to use at home. To begin with this is focusing on White Rose Maths and Bedrock Vocabulary. This provision is being trialled with a small group of parents with the view to rolling out to our most disadvantaged families in 2022.
- Ensuring that raising attainment for our most disadvantaged children is at the heart of all we do by writing performance management targets directly related to improving the quality of provision for our disadvantaged children.
- Recruiting additional staff through the government Kick Start scheme has allowed us to benefit from increase capacity within our pastoral team with the recruitment of a learning mentor.

Planning, implementation, and evaluation

We aim to commission an independent review of our pupil premium to get an external perspective.