

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2027 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	Campsbourne Junior School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	July 2024
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Governing Body and Head Teacher
Pupil Premium Lead	Jonathan Smith, Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,290
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	£55,290

Part A: Pupil premium strategy plan

Statement of intent

The impact of COVID continues to have a significant impact on the academic attainment of children as well as their mental health and wellbeing, especially for those cohorts who were born either during or shortly after the pandemic and were most impacted by the restrictions.

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 our experienced teachers 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 show that our disadvantaged children attain well compared to their peers nationally all there are still small gaps with their peers who are not disadvantaged. However, EAL learners are behind their EAL peers in maths (14% to 12%) and greater depth writing (9% to 5%) (2022 and 2023).
2	Attendance in 2022/2023 for all children was positive (95.9%) compared to national data (92%) but those in receipt of free school meals (93%) and those who speak English as an Additional Language (94.2%) continue to be behind their peers.

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 maths attainment among disadvantaged and EAL children.	To narrow the attainment gap, circa 10% over the past 2 years, for disadvantaged learners with their peers who are not disadvantaged and for EAL learners to eradicate the gap with their EAL peers nationally, circa 13% over the past two years.
Improved writing attainment among disadvantaged and EAL children.	To maintain the expected standards for disadvantaged children which puts them in line with their peers who are not disadvantaged. To narrow the attainment gap for greater depth for disadvantaged children against their peers who are not disadvantaged, circa 13% for the past 2 years and for EAL learners against their EAL peers nationally, 19% and 5% in the past two years.
To improve attendance for all pupils, particularly our disadvantaged and EAL pupils.	The attendance rate for all pupils to be 95.5% to 96% which means closing a gap of circa 2.5%. and the attendance gap between disadvantaged pupils and their non-disadvantaged peers, circa 1% to be eradicated.

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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance maths provision through high quality professional development in White Rose Maths and in particular adaptive teaching in maths.	DfE Pupil Premium guidance highlights the importance of quality first teaching.	1
To enhance writing provision through high quality professional development in Talk for Writing and in particular support for lower attaining learners e.g. EAL, SEND.	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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver Hertfordshire Reading Intervention in Years 5 and 6	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	Sounds Write is one of the DfE approved phonics providers.	1

intervention for children in Year 3		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have access to emotional and social support.	<p>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.</p> <p>ImpactED Evaluation Understanding Attendance (January 2024) recommends developing children's sense of belonging.</p>	2
To build closer links with parents.	<p>The EEF states that Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF states that there is some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils for improving attendance.</p>	2

Total budgeted cost: £55,290

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 2022 to 2023 academic year.

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Our KS2 SATs results for 2023 show that the performance of disadvantaged pupils has improved in all areas of learning and is ahead of their peers nationally.

Our assessment of the reasons for these outcomes points primarily to the high-quality classroom practice and consistent delivery of core programs with high degrees of fidelity.

Although overall attendance in 2021/22 was positive at 95.8% it has dropped significantly in 2022/2023 and is at 93.3% in Spring 2024 and for our disadvantaged pupils it is slightly lower at 92.4%. This demonstrates that it continues to be an area of concern and requires significant resources from the school.

Due to a possible deficit budget we were not able to fund after school places for children in autumn 2023 but due to a funding grant we received from Hornsey Parochial Society 19 of 36 disadvantaged children attended after school clubs in Spring 2024.

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
KS2 Lego Therapy	Jessica Kingsley Publishers
Hertfordshire Reading Program	Herts for Learning
Word Aware	A Speechmark Book – Routledge
Talk Boost	I Can Programmes
KS2 Fine Motor Skills Programme	NHS OT Services Whittington

KS2 Parental Support – Managing Challenging Behaviour / Anxieties	CAMHS Trailblazers
Talkabout “Social Communication Group”	Alex Kelly Ltd
KS2 Secondary Transition Group	Blacksheep Press