

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. Updated for 2025.

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	628
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025 Updated
Date this statement was published	February 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Mr Wilson
Pupil premium lead	Mr Jacob
Governor / Trustee lead	Stephen Noon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,760.00
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	£276,760.00

Part A: Pupil premium strategy plan

Statement of intent

At James Cambell Primary we are an inclusive school. Our vision is to provide the opportunities that the children of James Cambell deserve and we therefore aim to ensure equal opportunities to thrive and 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	Data from the most recent data drop shows there are gaps in learning that prevent pupils from achieving age related expectations, particularly those eligible for pupil premium funding. Discussions with the wider school community and observations have particularly pinpointed the school closures in March 2020, January 2021 and due to COVID. Pupil Premium pupils have a lower attainment particularly connected to their literacy.
2	Analysis of safeguarding patterns and referrals from teachers within our most vulnerable pupils have highlighted social difficulties experienced by families including housing, finance, family literacy and parental anxieties and developmental issues within the classroom. 55% of those reported have been identified as pupil premium and further from those within the vulnerable category.
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	From school census data, there is a percentage of pupils eligible for pupil premium funding that also fall into other targeted vulnerable groups (SEND, CP & EAL)

5	Local authority data shows a high deprivation within the area that can impact 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
Attainment gaps in learning between PP and Non-PP children close. Especially in literacy focussed areas.	<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>
Close the gap in Early Reading in KS1 and beyond	<p>Phonics screening results for Year 2 and Year 1 (June 2025) will show results above national</p> <p>Increase phonics screening attainment for PP children by Year 3 to 100% pass rate equivalence</p> <p>Monitoring of phonic lessons will show that children have access to high quality teaching of RWI phonics programme</p> <p>Catch up groups will target key individuals to ensure maximum progress.</p>
Social difficulties reduced and improved wellbeing for pupils.	<p>Sustained high levels of wellbeing during 2024/25</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 services. Register for school wellbeing initiatives will show 100% attendance to sessions.</p> <p>Clear safeguarding protocols allows for triangulation of key information between safeguarding team and teachers.</p> <p>Pupil voice and parent surveys highlight wellbeing as being strong.</p> <p>Increased enrichment</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>Overall attendance being higher than the national average</p> <p>A reduction within persistent absentees (PA) and Severe absentees (SA) by 50% in 2025 when compared to previous years.</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>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>
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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: £130,800

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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</p>	1
<p>Additional breakdown for specialist teaching and training within year 6</p>	<p>The Education Endowment Foundation guide to Pupil premium, states that EEF Guide to the Pupil Premium Additionally, school data from the previous academic year (see Part B), clearly displays the positive impact an additional teacher has on raising attainment.</p>	1
<p>Additional coverage for appropriate phonics</p>	<p>Education Endowment Foundation (EEF) recommends that schools prioritise language development through high quality child interactions and through activities that provide language acquisition leading to improved thinking and communication.</p>	1,4,5

intervention and nurture groups	Supporting oral language development - EEF	
Early reading CPD for all staff at key points throughout the year	<p>supporting high quality teaching is imperative for improving the outcomes of pupils. CPD should be well-designed, selected implemented depending on the individual and take into context the needs of the school.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1648715505</p>	1,4,5
Dialogic activities across the school to help oracy and articulation amongst pupils and extend our GDS. Training and resources.	<p>Evidence from the EEF suggests that oracy within the classroom discussions via high quality CPD has a high impact on outcomes.</p> <p>Oral language interventions, teaching and learning toolkit, EEF</p>	1,2,4 ,5
Specific tailored CPD for all staff	<p>Investing in CPD for all our teaching staff ensures that staff are able to deliver high quality teaching consistently. This will ensure teaching is tailored to the needs of all our pupils whilst being underpinned by academic theory. CPD needs are linked closely to the school's SDP and specific strengths and areas for development in teaching</p> <p>EEF and DFE recommend that high quality teaching is the top priority</p>	1,4
TA and Learning mentors employed to deliver interventions, small group support and in class support to compliment quality first teaching	<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>EEF and DFE recommend that high quality teaching is the top priority</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.</i></p> <p><i>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.</i></p> <p><i>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

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

Budgeted cost: £85,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional structure within year 6 to aid literacy and Mathematics	<p><i>Investing in smaller group and a structured expanded systematic approach across the year will encourage greater progress.</i></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.</i></p> <p><i>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, 4,5
<i>Tutoring offered to encourage progress</i>	<p>Reducing the gap of attainment across PP and non-PP pupils and increasing opportunities for challenge.</p> <p>DFE menu approach</p>	1
<i>Targeted reading/phonic Support in addition to KS1 and 2 regular slots</i>	<p>Targeted support across the school to encourage a greater progression for all subject areas through oracy and reading.</p> <p><i>EEF: Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.</i></p>	1,2,4,5
<i>Oral language intervention</i>	EEF have researched the different types of interventions against their	1,4,5

	impact, cost and evidence. One aspect they looked at was oral language interventions. Their findings concluded that: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often 2, 5 9 report improved classroom climate and fewer behavioural issues following work on oral language.'	
<i>Targeted support within lessons to coincide with quality first teaching</i>	EEF and DFE recommend that high quality teaching is the top priority	1,2,4

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

Budgeted cost: £60,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer tracks attendance of PP pupils.</p> <p>Purchase of Partnership Learning attendance officer and coordinative approach</p> <p>Free Breakfast for PP pupils, based on average attendance across AUT 1</p> <p>LA support system for rapid LA involvement</p> <p>Safeguarding resourcing for attendance aspects where children become SPA</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 disengaged 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>	2,3

<p>All pupils eligible 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>	<p>5, 6</p>
<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>	<p>2, 5</p>
<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 reviewed. For this to occur, a PP coordinator adviser has been appointed.</p>	<p>2,4, 5</p>

Total budgeted cost: £276,760.00

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 2023 to 2024 academic year.

From our most recent pupil survey and reports from our pastoral staff, the SEAL interventions have had an impact by increasing the personal individual targets.

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. These included safeguarding, behaviour and pastoral support as well as academic success for the most vulnerable.

Gaps across the subject area have closed between PP and non-PP by 9.5% in total across the board. The biggest gap, that was within literacy, closed by almost 8% and 11% within mathematics.

Reports of behaviour incidents have reduced in their severity amongst those with PP status along with emotional dysregulation. The percentage of PP pupils that make up extra curriculum activities has increased each year and now make up a majority of attendees in many of them.

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
Foresight	BDSIP
Kinsella	Kinsella trust
Nurture	Nurture UK
Hotheads	Via BDSIP
Tigers	Via Barnados
Read Write Inc	RWI
Powermaths	Powermaths
Wobbles	Via BDSIP
White Rose Science	White Rose

