

Lathom Junior School Pupil Premium strategy: 2021-2022

This statement outlines 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, and 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/Information |
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| Total number of pupils in school: | 567 |
| Number of pupil premium eligible pupils: | 345 |
| Proportion (%) pupil premium eligible pupils: | 61% |
| This current pupil premium strategy plan covers: (3-year plans recommended) | 2021-2022 to 2024-2025 |
| Date this statement will be reviewed: | November 2022 |
| Statement authorised by: | Sarah Rowlands (Executive Headteacher) |
| Pupil Premium lead: | Lisa Wenborne |
| Governor: | David Darko (Inclusion link) |

Funding overview

| Detail | Data/Information |
|--|------------------|
| Pupil premium funding allocation this year: | £464,025 |
| Recovery premium funding allocation this year: | £25,012 |
| Pupil premium carried forward from previous years: | £0 |
| Total budget for this academic year: | £489,037 |

Part A: Pupil premium strategy plan

Statement of intent

Background:

- Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI).
- Research has found that the pandemic has compounded this issue (EEF). Initial findings suggest that disadvantaged pupils have been the worst affected by school closures due to COVID-19 and the attainment gap has grown as a result of national lockdowns.
- Additional government funding, the *Pupil Premium Grant*, is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of disadvantaged/vulnerable pupils.

Newham context:

- Newham experiences significant challenges with poverty and inequality. More than half of children (52%) are judged to be in households in poverty, compared to 38% in other London boroughs.
- Unemployment and out of work benefits claimant rates are not much higher than London averages however, suggesting issues here relate to in-work poverty.
- Rate of households in temporary accommodation in Newham is the highest in London with 48 per 1,000 contrasting against 17 per 1,000 in London overall.
- Evictions are also the highest in Newham of any London borough running at 3.2 per 1,000 households compared to 1.7 for London overall.
- Deprivation consists of more than just poverty; so, whilst poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities.

Lathom:

Our intention is that all children, irrespective of their background or the challenges they face, make good and accelerated progress, achieving well from their individual starting points. The focus of our pupil premium

strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

To support the learning and aspirations for our disadvantaged children, enabling them all to succeed to the best of their ability:

1. We have a whole-school ethos of attainment for all, rather than stereotyping disadvantaged children as all facing similar barriers or having less potential to succeed
2. We address barriers to learning with an individualised/specific approach, including emotional/behaviour support, attendance monitoring and early identification and intervention
3. We ensure whole-class quality first teaching, providing consistently high standards for all
4. We promote strong relationships and knowledge of children, enabling staff to meet the individual learning needs of children by identifying the best strategies to support individuals/groups
5. We deploy staff effectively
6. We make evidence- and data-based decisions, using regular and frequent use of AfL information
7. We lead responsively, senior leaders set high aspirations and lead by example, clearly expressing expectations for on-going raising of attainment

(DfE Supporting the attainment of disadvantaged pupils – Seven Building Blocks)

We will consider the challenges faced by vulnerable children, such as those who have a social worker, regardless of whether they are disadvantaged or not.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's 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 National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

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 children excel.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1. | For many of our disadvantaged children, the COVID-19 pandemic and school closures has impacted on their attainment, and emotional and physical wellbeing. We have noted: <ul style="list-style-type: none"> - children's regression in terms of their memory skills and their ability to retain, apply and transfer their knowledge - increased numbers of children who need more time in their learning day for emotional support - children's regression in terms of their writing skills - due to the lack of practice (and use digital technology whilst at home) - gaps in curriculum coverage due to limited resources accessible at home, e.g., specific maths concepts and skills |
| 2. | Many of our disadvantaged children have limited <i>real-life</i> experiences beyond the immediate vicinity of East Ham; they have very few opportunities for social, cultural or educational experiences and enrichment beyond their immediate environment. |
| 3. | Many of our disadvantaged children have very low on-entry language and communication/oracy skills - impacting on their verbal, written and reading abilities; the vocabulary gap is widening for these children. Many of those joining our school are beginners in English. |
| 4. | Many of our disadvantaged children have limited exposure to quality texts and less exposure to a broad vocabulary outside of school to develop their English language proficiency, as well as experiences that enable them to use technical mathematical in context. |
| 5. | Some of our disadvantaged children have parents/carers with limited knowledge, understanding and skills of how they can support their children's development and learning, they lack confidence to support their children at home. |

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| | Additional support and signposting has also been necessary in terms of the complexity of needs, e.g., financial support, basic necessities: food poverty, new-born baby products, personal hygiene products, etc. |
| 6. | Attendance data among disadvantaged children has: <ul style="list-style-type: none"> - been erratic/inconsistent due to the pandemic and children's return to the UK and school - shown poor engagement and use of our online platform - shown persistent absenteeism |
| 7. | Social deprivation and poverty: Housing Many of our disadvantaged children continue to live in homes: <ul style="list-style-type: none"> - of poor standard - that are shared multiple occupancy dwellings in poor condition - that are short-term temporary tenancies – with the risk of eviction |
| 8. | Social deprivation and poverty: low income – the <i>working poor</i> Many of our disadvantaged children live within families: <ul style="list-style-type: none"> - whose parents are employed on short-term temporary contracts - whose parents share day and night shift work - whose parents are unemployed due to lack of skills and qualifications, and lack of flexible working and childcare accessibility |

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 |
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| <ul style="list-style-type: none"> • For a higher proportion of our disadvantaged children to meet the <i>expected</i> standard and a growing number to achieve at the <i>exceeding/greater depth</i> standard in Reading, Writing and Maths and to be making more than expected progress across the school. | <p>Monitoring, tracking and assessment information indicate significantly improved progress measures.</p> <p>KS2 outcomes in 2023 show an improvement on 2022 generally, but particularly for our disadvantaged children. This trajectory continues for outcomes in 2024.</p> |
| <ul style="list-style-type: none"> • Disadvantaged children access <i>real-life</i> experiences that support their confidence and competence in spoken and written language. | <p>Children demonstrate their knowledge skills and understanding confidently using subject-specific and social language appropriately.</p> <p>They respond well to specific life-skills experiences, becoming independent and self-sufficient. They develop confidence to apply their learning in a range of contexts.</p> |
| <ul style="list-style-type: none"> • Disadvantaged children access a range of opportunities/experiences that enhance and develop their knowledge and skills and promote their excitement of learning. They confidently apply their learning independently in a range of contexts, expressing their thinking, ideas and understanding in correctly spoken English. | <p>Monitoring of work, AfL, engagement in lessons, assessments and observations indicate significantly improved confidence and spoken language among disadvantaged children.</p> <p>They use language across the curriculum, making connections in their learning.</p> |
| <ul style="list-style-type: none"> • Disadvantaged children leave Lathom as confident and determined learners who are ready to access the next stage of their learning journey in KS3. | <p>Children's positive outcomes in core areas of learning enable them to approach new learning with confidence.</p> <p>They show high levels of are emotional resilience and wellbeing and are willing to <i>have a go</i>.</p> <p>They offer positive feedback in surveys regarding their learning and our school, and participate excitedly in enrichment and after-school provision.</p> |

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| <ul style="list-style-type: none"> Families of disadvantaged children know how they can support their children’s learning out of school. They have good attendance at homework and after school academic, sports and creative clubs. | <p>Monitoring and support enables improved attendance for this academic year; higher attendance is maintained in 2023/24.</p> <p>The attendance gap between different groups of children including disadvantaged children is reduced.</p> <p>The percentage of all children who are persistently absent is reducing and shows no significance between different groups, including disadvantaged children.</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: £301,373

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <ul style="list-style-type: none"> Children who join our school settle quickly, and are able to access and engage positively in their academic and social learning. They demonstrate resilience and develop positive relationships with others. | <ul style="list-style-type: none"> Children’s positive relationships with staff including the Pastoral team promote positive listening and discussion – children respond positively to established systems to support their emotional wellbeing and reflection. Children demonstrate positive attitudes towards their learning, engaging positively, leading and supporting learning of others, and by asking and answering lots of questions. They use established systems, indicating and sharing feedback that they feel safe in school. Increased physical activity and social interactions with their peers support relationships with others. Increased opportunities for collaborative learning encourage children to apply their learning in a range of familiar and less familiar contexts. A senior member of staff linked to each year group ensures wellbeing for all children is prioritised. Children know who to go to if they have a worry/concern. The school’s Early Help & Wellbeing Lead monitors children’s attendance, ensuring improving daily attendance. | <p>1, 3, 7</p> |
| <ul style="list-style-type: none"> Teacher/Pupil learning and progress discussions led by members of the leadership team demonstrate that children are confident and becoming articulate learners who are ready to access the next stage in their learning. | <ul style="list-style-type: none"> Evidence from Learning Walks and observations highlights children’s ability to articulate their learning. Research evidence states that regular shared conversations between pupils and their teachers, <i>‘redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.’</i> Teacher’s feedback enables disadvantaged children to access learning alongside their peers. They are supported to remember and | <p>1, 2, 3, 4, 5</p> |

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| | <p>apply their learning in specific areas and across the curriculum.</p> <ul style="list-style-type: none"> • PPM discussions demonstrate disadvantaged children are achieving in-line with their peers. • Book monitoring and moderation shows that disadvantaged children's work is comparable to that of their peers. • Subject leaders' pupil voice surveys demonstrate that all children's voices are heard and that engagement of disadvantaged children is positive across the curriculum. • The vocabulary gap diminishes between different groups, including disadvantaged children. • Disadvantaged children's attendance is improving and more consistent. | |
| <ul style="list-style-type: none"> • A targeted CPD and curriculum resource offer enabling staff to support children's linguistic and language development. • The language gap diminishes for disadvantaged children | <ul style="list-style-type: none"> • Lesson observations indicate that disadvantaged children are working collaboratively, using and applying a range of strategies. • In Maths, children make decisions regarding methods that enable efficiency, they are developing a broad mathematical vocabulary. They are able to <i>Reason</i> to solve different types of problems. • Staff have strong subject knowledge, they engage positively in CPD and in professional dialogue that supports planning and delivery of creative, focused and specific learning. • Disadvantaged children demonstrate their knowledge and understanding by expressing themselves more clearly and confidently using subject-specific vocabulary and terminology. • They have growing confidence to express their ideas and opinions. | <p>3, 4, 5</p> |
| <ul style="list-style-type: none"> • SALT sessions for targeted pupils & CPD for staff supports children's improved communication & language skills, enabling them to more confidently articulate their thinking and solve problems - becoming more fluent and agile learners | <ul style="list-style-type: none"> • Speech and Language Therapy (SLT) buy-in service provides <i>Early Identification</i> and on-going intervention for children with specific Communication and Language needs, ensuring that provision mapping meets the needs of individual/groups of children and is regularly reviewed. • Children's engagement supports onward referral to specialist support services for those with additional needs, • Staff training enables the use of specific strategies that can be applied across the curriculum and in all areas of learning. • Planning includes specific strategies and use of resources that support disadvantaged children's access and response to learning. • Monitoring of planning ensures application, inclusion and review of strategies. • Close partnership work with our parents ensures they are able to support their children effectively at home. | <p>1, 3, 4, 5</p> |

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

Budgeted cost: £155,809

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <ul style="list-style-type: none"> • Early Help, Pastoral and Wellbeing Support | <ul style="list-style-type: none"> • Children confidently share their feedback, have high levels of engagement in the HeadStart programme and activities; staff confidently use Place2Be strategies to support individual/groups of children. • Children indicate that they are equipped to make good/better choices re. their relationships with their peers. • Monitoring indicates that children use strategies that support and develop their resilience in a variety of situations (formally and informally) throughout the day. • Members of SLT, the Pastoral Team and Inclusion Team have a visible presence throughout the school. • Feedback from disadvantaged children and their families indicates positive engagement when signposted to local services. | <p>1, 5, 7, 8</p> |
| <ul style="list-style-type: none"> • Children access targeted support, intervention and challenge, which encourages them to apply their learning across the curriculum and in a range of contexts. • Targeted EAL support for both <i>beginners</i> and <i>more advanced</i> mid-phase arrivals supports access and engagement in learning. • Targeted support is delivered via engagement with the NTP offer including 1:1 tuition and support via school-led tutoring. | <ul style="list-style-type: none"> • Evidence from Learning Walks highlights the importance and impact of children being able to articulate their own learning, progress and targets. The evidence also states that regular shared conversations between children and their teachers “<i>redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.</i>” • Targeted <i>Intervention</i> sessions support core subject learning for identified and disadvantaged children. Sessions are delivered in small groups and progress is closely tracked by the Assessment Lead. Groups are <i>dynamic</i> and respond to need. Disadvantaged children make accelerated progress. • Focusing on S&L, Reading and Maths has highlighted the impact of targeting these areas as our children often have limited experience of speaking ‘for and to’ different audiences. Research evidence also states, ‘<i>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils.</i>’ Disadvantaged children develop confidence to talk about their learning and progress. • Developing confidence to speak, supports our children’s accuracy of word reading (though not necessarily comprehension) - particularly for disadvantaged children. • 1:1 reading support for specific groups/individual children enables | <p>3, 4</p> |

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| | <p>disadvantaged children to collaborate and interact with peers in their classrooms.</p> <ul style="list-style-type: none"> • Data tracking, monitoring and lesson observations indicate that disadvantaged children are closing the gap and <i>keeping up</i>. • Disadvantaged children engage positively in opportunities to write across the curriculum. They make appropriate and adventurous word and language choices pertinent to purpose and audience. | |
| <ul style="list-style-type: none"> • Improved attendance rates and access/engagement in targeted learning support sessions | <ul style="list-style-type: none"> • Children’s attendance and punctuality is consistent; children regularly access additional learning support sessions, enabling improved progress and attainment. • Regular contact with parents/families ensures they understand and are able to support strategies implemented to improve attendance. • Early Help support provided by the EH & Wellbeing Lead, reassures families that we are aware of particular circumstances and want to help and support. • Collaborative working with our AMO, reinforces expectations and the statutory duty that parents have in regard to ensuring consistently good school attendance. | 6, 7, 8 |

Wider whole school strategies (Wellbeing and Life-skills)

Budgeted cost: £31,855

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Children are emotionally strong and continue to develop resilience, taking ownership of their decisions and making positive choices</p> | <ul style="list-style-type: none"> • The <i>elected</i> school council take a very proactive approach to bringing change about within our school; this has included raising money for charities, improving the playground and canvassing ideas and opinions from their peers. • Opportunities to network and meet with peers across the school/Federation enables children to share ideas, to collaborate and co-operate with each other - feedback is always very positive. This, along with providing opportunities for all children to discuss their feelings, has shown to support our children’s self-esteem. • Research shows that Social and Emotional Learning through, “<i>School-level approaches to developing a positive school ethos which also aims to support greater engagement in learning</i>” can add + 4 months impact per year per pupil onto their academic achievements. Supporting children and their families to positively engage with each other and celebrate their positive learning choices. • Staff report that these positive initiatives promote children and parents having pride in | 1, 2, 5, 6, 8 |

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| | <p>the school, and increases engagement with learning.</p> <ul style="list-style-type: none"> • Breakfast and After-School provision supports improved attendance and punctuality; children are ready to start their learning day, benefitting from support to complete reading & homework tasks. • Parents are able to work to support their family. | |
| <p>Children access opportunities that broaden their life-experiences</p> | <ul style="list-style-type: none"> • Children’s feedback indicates that they have very limited experiences outside of school. Added to this, the increased focus of vocabulary, language and knowledge acquisition within the curriculum and our children’s very low English language acquisition/confidence is a barrier to them achieving at the <i>Exceeding/Higher Standard</i> at the end of their Key Stage. • To support them, we will continue to address these issues by offering a variety of different <i>real-life</i> experiences, in a range of venues, in order to support their social and cultural development. • Children’s excitement and engagement creates long-term memories, enabling them to make connections in their learning. • They are encouraged to collaborate and co-operate with others, being encouraged to explain their ideas and reasons for a particular decision. • Disadvantaged children’s participation encourages them to form relationships with new friends. • Participation in inter/intra school sports competitions develops a healthy competitive spirit • Children’s spoken and written language outcomes across the curriculum demonstrate the impact of the visits and visitors which/who enhance their learning experiences. | <p>1, 2, 5</p> |

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 2020- 2021 academic year.

Due to the disruption to all children’s learning during the Covid-19 pandemic and subsequent partial school closures, statutory data submissions for 2020-21 are not available.

The changes that were necessary to our educational provision means that our use of the pupil premium funding was adapted to meet children’s individual, group and cohort needs, whilst maintaining the principles outlined in the plan.

During the partial closures, steps were taken to ensure that barriers to learning continued to be a focus including:

- vulnerable and disadvantaged children’s attendance at school
- ensuring accessibility to appropriate home learning resources
- family support through daily contact for those identified as vulnerable