

St James the Less RC Primary School Pupil premium strategy statement – Amended for COVID 2021 - 2022

School overview

| Metric | Data |
|---|-------------------------------------|
| School name | St James the Less RC Primary School |
| Pupils in school | 209 (12%) |
| Proportion of disadvantaged pupils | 25 |
| Pupil premium allocation this academic year | £ 28,210 |
| Academic year or years covered by statement | 2021-2022 |
| Publish date | Autumn 2021 - Updated December 2021 |
| Review date | Autumn 2023 |
| Statement authorised by | G Hall |
| Pupil premium lead | H Langan |
| Governor lead | S Casey |

Note:- St James the Less typically has lower than average numbers of pupils who qualify for pupil premium grant funding. Consequently, these lower numbers look can be skewed when presented as percentage.

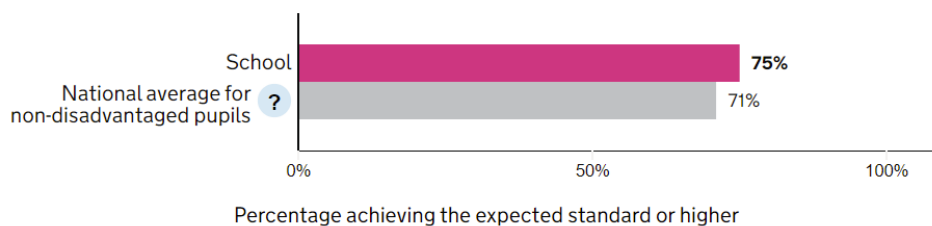
Disadvantaged pupil progress scores for 2018 - 2019 (no national testing available due to pandemic – SATs 2020 and 2021 cancelled). These results refer to 4 children

| Measure | School x | National |
|---------|----------|----------|
| Reading | 0.7 | 0.32 |
| Writing | -3.36 | 0.27 |
| Maths | 2.5 | 0.37 |

Reading, writing and maths combined ?

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 4



Strategy aims for disadvantaged pupils

Rationale – St James the Less uses research led strategies. i.e. EEF Guide to Pupil Premium / Metacognition and Self-Regulated Learning / DFE Guidance and other national initiatives to develop tailored approaches to all our children and doubly so for this vulnerable group. We use the three tiered approach

Tier 1 – High Quality Teaching and Learning

Tier 2 – Targeted Academic Support

Tier 3 – Wider School Strategies

| Tier 1 – High Quality Teaching | Activity |
|---|--|
| Priority 1 – CPD – Research based | <ul style="list-style-type: none"> - CPD – all staff EEF Pupil Premium - CPD – Teacher EEF Toolkits – revisit Making Best Use of Teaching Assistants - Ensure all staff have sufficient skills and knowledge to maximise learning opportunities (new staff to be thoroughly inducted) |
| Priority 2 – School Phonics – redeployment, school data, and pandemic | <ul style="list-style-type: none"> - Close language gap, widened during pandemic, for disadvantaged pupils. Funding will also be used to address Sp & Language for EYFS / Y1 - CPD – All relevant staff KS1 and KS2 (RWI) Including Reading - Activity leading to - Additional Phonics activities carried out by additional teachers and teaching assistant hours |
| Barriers to learning these priorities address | <p>Pandemic – attendance staffing issues</p> <ul style="list-style-type: none"> - Ensuring all staff use CPD and Evidence based information (Lesson Study approach to monitor) |
| Projected spending | £12000 |

Teaching priorities for current academic year 2021 - 2022

| Aim | Target | Target date |
|--|---|-------------|
| Progress in Reading | - Achieve above national average progress scores in KS2 Reading (0) | July22 |
| Progress in Writing | - Achieve above national average progress scores in KS2 Writing (0) | July22 |
| Progress in Mathematics | - Achieve above average KS2 Mathematics | July22 |
| Phonics (track Year3 and Year 4 pupils) – significant cohort for SJTL-Y1 2019 | <ul style="list-style-type: none"> - Achieve national average expected standard in PSC - Monitor progress of groups and feedback to phonic lead - Additional TA3 carrying out phonic intervention in KS2 | July 22 |
| Other | - Improve attendance of disadvantaged pupils to LA average | Sept 22 |
| <p>PANDEMIC Update Our school has increased assessment opportunities to help[gather attainment evidence in a dynamic way. All children, including those who qualify for PPG have been significantly impacted by the pandemic. Summative assessment will be carried out Summer 22 to monitor progress.</p> | | |

Targeted academic support for current academic year

| Measure – Tier 2 | Activity – Targeted Academic Support |
|---------------------------------------|--|
| Priority 1 | <ul style="list-style-type: none"> - Speech and Language intervention – EYFS / Y1 - Phonics Intervention - KS2 Love of Reading -Accelerated reading – English lead to track and monitor impact. Rewards and incentives in place. - Small intervention – class interventions to take place. KS1 priority phonic/ reading groups. - IDL Maths / English KS2 –member of staff employed to oversee provision and report to SENDCO |
| Priority 2 | <ul style="list-style-type: none"> - Maths – embedding mastery for maths for teachers and teaching assistants (all year groups) - Maths - Small group interventions – targeting children (all year groups) - Small intervention – address high school readiness Y6 - Impact analysis of the above - - National tutoring programme – School used funding and continues to use funding - Groups of 9 over |
| Barriers to learning these priorities | Ensuring staff use evidence-based whole-class teaching interventions (Detailed impact analysis is essential for this priority) |

| | |
|--------------------|---|
| address | |
| Projected spending | £18,000 National tutoring funding allocation- - £9000 Summer Term 21 – 10 hours allocated across KS2 Summer Term 22 – Hours allocated across KS2 |

Wider strategies for current academic year

| Measure – Tier 3 | Activity – Wider School Strategies |
|--|---|
| Priority 1 - Attendance | <p>Improve attendance of PP children, especially those who have low engagement during pandemic (link these with non-PP with similar attendance profile)</p> <p>Safeguarding Protocols – all staff retrained on reporting areas of concern – i.e. issues linked to attendance and engagement (ref- SJTL Team Shares)</p> <p>Office hours – increase diligence around attendance issues</p> <p>Early help</p> <p>Engaging PAST</p> <p>Supporting above – SENDCO – release time TAF / CAF processes</p> <p>Funding for wider associated aspects of attendance – residential / out of school activities / uniform</p> |
| Priority 2 – Mental Health | <p>In addition to normal provision</p> <ul style="list-style-type: none"> - Increased sports activity - Forest School funded for PP children in the Autumn term. |
| Priority 3 – Access to online learning (in school and at home) | <ul style="list-style-type: none"> - Purchase of licensing and hardware for home use for PP children (online safety package of software pre-installed for home use) |
| Barriers to learning these priorities address | <p>Improving attendance, access to home learning (including homework) and readiness to learn for the most disadvantaged pupils and those with engagement issues.</p> |
| Projected spending | £12,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Balance between class release and impact on assigned pupils. Ensuring CPD course content is implemented | Use of INSET days where possible Additional pay through holidays is also an option during pandemic (must be voluntarily undertaken without prejudice) High quality cover of assigned pupils if CPD during school day |
| Targeted support | Ensuring all staff assigned to targeted support have sufficient time Evidence of strategies having positive impact on outcomes | SLT – briefing sessions – discuss barriers to provision map Pupil progress meetings Impact analysis (i.e. Lesson study / Assessment) – weekly reporting to SENDCO |
| Wider strategies | Online safety of pupils from potentially less-regulated home environment Cost of devices and replacement of damaged devices will prevent pupils' online access | School based devices locked to online safety measures from SJTL Devices - Care contract discussed Devices - Cost analysis – devices versus other messages linked to learning intention if pupil damages/loses device |

Review: last year's aims and outcomes –

NOTE – Assessment Outcomes

COVID - There is insufficient evidence to provide firm information about outcomes from last year. There is clear evidence that PP children have not made as much progress as non-PP children

No national data available - School internal data will be added to this

| Aim | Outcome |
|---------------------------------|--|
| Progress in Reading and Writing | |
| Progress in Mathematics | |
| Phonics | Year 2 phonics |
| Other | Attendance concerns have increased for PP children Home learning was significantly less in quantity and quality due to attendance during pandemic |