

St James the Less RC Primary School Pupil premium strategy statement – Amended for COVID 2020 - 2021

School overview

Metric	Data
School name	St James the Less RC Primary School
Pupils in school	208
Proportion of disadvantaged pupils	9% (19)
Pupil premium allocation this academic year	£30,865
Academic year or years covered by statement	2018-21
Publish date	Autumn 2020 – Updated March 2021
Review date	Autumn 2021
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. Additional information has

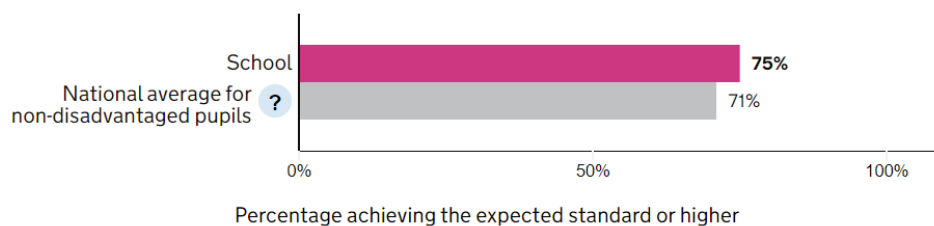
Disadvantaged pupil progress scores for 2018 - 2019 (no national testing available due to pandemic – SATs 2020 and 2021 cancelled). Sample of 4 children

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

Pandemic Update – Although the numbers of PP children represent a small sample in our school (less than 10%) they represent a significant group of children with whom little progress is evident when compared with their non-disadvantaged peers. Some items in this report will also overlap with COVID Catch-Up Funding which is aimed at all children although, for our school, increasingly focused on vulnerable children.

Our school has a robust system of assessment tracking which moves beyond national testing to identify specific areas of development. See school Bridging Targets (Sep20)

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 – Phonics lower Key Stage 2 (RWI) - Activity leading to - Additional Phonics activities carried out by additional teachers and teaching assistant hours
Barriers to learning these priorities address	<p>Pandemic – attendance issues – offset via Zoom?</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 2020 - 2021

Aim	Target	Target date
Progress in Reading	- Achieve above national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	- Achieve above national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	- Achieve above average KS2 Mathematics	Sept 21
Phonics (track Year 2 and Year 3 pupils) – significant cohort for SJTL-Y1 2019	- Achieve national average expected standard in PSC	Sept 21
Other	- Improve attendance of disadvantaged pupils to LA average	Sept 21
<p>PANDEMIC Update</p> <p>SJTL uses rigorous assessment to identify individual key skills that are age related. There is a gulf of assessment information due to prolonged absences – lockdown, periods of self-isolation and other contributing factors</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 – in place but needs embedding and refining - After school 10 for 10 – Catch Up funding and PP – Extra sessions outside school hours for English (KS2) / Phonics – Early writing – KS1/EYFS - Small intervention – address high school readiness Y6 - 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
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions (Detailed impact analysis is essential for this priority)
Projected spending	£18,000

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"> - Yoga sessions - Increased sports activity - Holiday clubs (PP children funded)
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 and readiness to learn for the most disadvantaged pupils and those with engagement issues, especially during pandemic period</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 Some families may be resistant to some of our approaches i.e. After school and holiday catch up Evidence of strategies having positive impact on outcomes	SLT – briefing sessions – discuss barriers to provision map SLT and or Class teachers to ‘sell’ positive aspects of school after-school activities for those who are concerned 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

SJTL Bridging Targets to be completed – No national data available - School internal data will be added to this

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