

St James the Less RC Primary School – Pupil Premium Strategy Statement

Pupil Premium is funding in addition to the school's budget to raise the attainment of disadvantaged pupils to close the gap between them and their peers. It was first introduced in April 2011. Schools will receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years.

Key Principles for using Pupil Premium

- We are committed to raising achievement of pupils who are eligible for Pupil Premium.
- We never confuse eligible pupil with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of English and Mathematics skills.
- We use assessment systems to track and enable through the analysis of data to identify pupils that are under achieving and why.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

Funding Priorities for St James the Less Pupil Premium Grant

Our funding priorities for 2018 – 2019 fall into these 4 key areas:

- Learning skills and curriculum
- Family Intervention – home engagement
- Social and Emotional Support
- Enrichment within and beyond the curriculum

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | St James the Less RC Primary School | | | | |
| Financial Year | 2018-2019 | Total PP budget | Allocation 2018 – 2019 £30 960 | Last review | Jul 2018 |
| Total number of pupils | 212 | Number of pupils eligible for PP | 21 | This review | Jan 2019 |

| 2. Current attainment | | |
|--------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths at the end of Key Stage 2 | 50% | 70% |
| % achieving higher standard in reading, writing and maths at the end of Key Stage 2 | 0% | 12% |
| Progress in reading | 4.92 | 0.31 |
| Progress in writing | 1.57 | 0.24 |
| Progress in maths | 2.91 | 0.31 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Social and emotional– i.e. concentration and independence in the classroom / low-level behaviour during playtimes |
| B. | Reading ability - Reading skills at all levels need developing further – early and later phonics (links to external barriers) |
| C. | Writing Ability - Writing skills need developing – emergent writers, fine motor skills, |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance levels for PP children typically lower than non-PP children |
| E. | Home engagement – lack of engagement in education process and opportunities for additional extended activities |
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| 4. Desired outcomes | | |
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| | <i>Desired outcomes</i> | <i>Success criteria</i> |
| A. | Social and emotional aspects improve. Children become independent learners as they learn techniques to develop resilience and self-motivated. Children to receive appropriate nurture interventions to develop social aspects in and beyond the classroom. | PP children will continue to make good or accelerated progress and develop as effective independent learners Measurement: End of term assessment data, independent tasks (writing) Qualitative data |
| B. | Children acquire early phonics skills and are secure. PP children perform in line with non-PP, or better, at data points Children have a love of reading and can access text appropriate to their age | Progress and attainment of PP children in reading in line or better than non-PP. Measurement: Y1 Phonics check, KS1 data, KS2 data. In-school data points |
| C. | Early writers have access to a structured approach to ensure fine-motor skills develop. Linked with 'A', children develop good skills to plan and edit their own written work as they progress through KS2 | Attainment gap to close between PP children and both non-PP and national |
| D. | Attendance levels improve for PP children. PP children receive timely and appropriate support for additional and special needs. | PP children receive appropriate assessment and support plans that allow them to make appropriate amounts of progress in their learning. |
| E. | Children apply learning independently beyond classroom Home environment supports academic development | Home learning contributes to overall learning for all children |

5. Planned expenditure

Financial year

Academic Year 2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review periods? |
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| 1. Pupils eligible for PPG as a whole, and groups within, will be monitored closely to ensure high attainment and progress. Monitoring of learning and teaching across school will show continued high quality, all teaching at least good and much (50%) outstanding. | HT and SLT to lead on teaching and learning initiatives. Range of actions including attending and disseminating training, providing coaching support, team teaching, lesson study, facilitating cover for teachers to participate in observations and discussions of best practice. | Increased staff skills, confidence and knowledge leading to more outstanding teaching and learning with greater impact on all pupils. Feedback and marking are of consistent high standard across school. | Regular Pupil Premium reviews (internal) Monitoring systems including learning walks, drop-ins and pupil and staff voice. Data analysis and pupil progress meetings Use INSET time to deliver training on priorities. | HT/SLT | July 2019 |
| All PPG pupils will access full visits and visitors, including the opportunity to take part in residential trips. £200 | Visits and Visitors Enrichment Programme budget to subsidise travel and entry costs for educational visits or to purchase visitors into school (ie Science/ history/ Theatre groups). Part fund residential trips. | A wider programme of visits and visitors will be able to take place. Enriched curriculum leading to higher motivation and increased attainment and achievement. | Ensure visits and visitors enrich children's learning and are purposeful | HT SLT | |
| High quality CPD will enhance the teaching standards across school further. | CPD to be linked closely to SIP and appraisal targets in order to improve teaching and learning across the school. | To learn from existing good practice. Makes use of lesson study | SLT to monitor lesson study and outcomes in school | All staff SLT | |

| Develop independent learning £2000 | Whole school INSET sessions focused on independent learning environments | The Sutton Trust-EEF Teaching and Learning Toolkit provides robust evidence that the second biggest impact we can have on pupil progress and attainment is through the meta-cognition. The issue of pupil motivation was highlighted to SLT through discussion with staff. | Learning environment audits Lesson observations Pupil discussions | SLT HL HT | |
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| Total budgeted cost | | | | | £2200 |
| <u>Evaluation 'Quality Teaching for all'</u> | | | | | |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review periods |
| To ensure that every year group has an effective and well planned intervention and support programme to meet the needs of the PP children and others who fall behind age related expectations. | To provide interventions and support plans in all year groups. This could be class intervention during lessons (alongside the class teacher), implementation of a fully embedded scheme within school (RWI), it could be the delivery of specific schemes that are used to help support children back to ARE or it may be 1-1 or IEP work that is necessary to bridge the gap for certain children in specific areas. | Interventions can lead to a child catching up with their peers or supporting them to keep up with the expectations of the year group. The school's aim would be for children to catch-up and then keep up with their peers at the earliest possible stage of their primary schooling. The specific interventions chosen show an impact. | Pupil progress meetings Discussions with teachers Monitor progress of pupils using tracker SENCO to monitor interventions and support teachers and TAs | SENCO HT HL | |
| Closing the attainment gap | Precision teaching Additional teacher input EYFS - £2,800 / KS1 £4,800 Motorskills Small Group input Social group Nurture Group Time to Talk | 1-1 support will target individual need The school has a good range of evidence over several years to illustrate the progress pupils make using these approaches | Staff training and support from SENCo. Regular drop ins and intervention observations. Pupil progress meetings | Teachers SENCO HT SLT | |

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| | SALT IEP KS2 £21,000 IDL Social Group Nurture Booster Phonics Small group input Motor skills IDL Yes We Can Read Stareway to Spelling Power of 2 ECC IEP | | | | |
| To provide a proven and effective support programme for children to deal with a range of social and emotional issues. | Fund Rainbows. Breakfast club | Children across school are currently involved in 'Rainbows' nurturing sessions which allow these children to share their concerns and return to class, ready to complete their work, having fully explored any barriers to their learning | Monitor children put forward to access this group Discussions with teachers | SENCO HT | |
| Total budgeted cost | | | | | £28,600 |
| <u>Evaluation 'Targeted Support'</u> | | | | | |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review periods |

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| <p>To identify and support disadvantaged children who have additional or special needs. To provide the highest quality support and advice for teachers to remove barriers to learning and promote positive outcomes.</p> | <p>Invite external agencies into school (eg.SALT, counselling) Buy into mathletics and IDL programs Train staff to deliver programs of study eg. black sheep,</p> | <p>Some children require a vast range of additional support to be able to access mainstream education and for this to be successful, in amongst a class of 30 peers, it is essential that these funding contributions are made to ensure effectiveness and efficiency of teaching and learning strategies to maximise outcomes.</p> | <p>Teachers to liaise with coordinator to target pupils who will need access support and identify what support is required eg, Rainbows/SALT/ Counselling/ IDL etc.</p> | <p>SENCO Staff HT</p> | <p>Spring 1</p> |
| <p>To improve access to the high-quality books for all disadvantaged pupils, especially those who have barriers to accessing quality books out of school.</p> | <p>Ensure our library is stocked with relevant and up to date books that will peak pupils interest. First News ensure pupils are up to date on current events and are exposed to non-fiction</p> | <p>For children to read daily as this should improve their fluency accuracy and understanding. The texts should be challenging and ideally, at a younger age, shared and discussed with an adult. Visiting the library should provide the children with the opportunity to select books that look appealing to them. High quality books will allow them to develop a thirst for reading and in turn this will help to develop the skills needed to become a good writer also.</p> | <p>Timetabled library visits Y6 Librarians Renew subscriptions Discussions with pupils</p> | <p>English coordinator HT SLT TA?</p> | <p>Termly SLT</p> |
| <p>To improve attendance levels for all PP pupils and other vulnerable non-PP children</p> | <p>Dedicated member of staff to track attendance issues of identified groups on a weekly basis</p> | <p>Short-term monitoring and intervention gives school an opportunity to intervene in the early stages of instances of developing attendance issues</p> | <p>Tracked by HT and dedicated office staff</p> | <p>HT FS</p> | <p>Half-termly for all pupils</p> |

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| Economic hardship does not prevent disadvantaged children having the correct equipment and resources to take part in a full and active part of school life. (£1000) | To provide additional resources for disadvantage pupils i.e. stationery items / Laptops for home use / uniform | All children should have equality of opportunity. Part of this is being able to be part of the school team and access all aspects of the curriculum. | Monitored by HT and KS leaders DHT oversees PP specific needs | DHT | Termly |
| Total budgeted cost | | | | | £1000 |
| <u>Evaluation 'Other approaches'</u> | | | | | |