

## **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 2019 – 2020 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					
School	St James the Less RC Primary School				
Academic Year	2019-2020	Total PP budget	£30960	Date of most recent PP Review	July 2019
Total number of pupils	208	Number of pupils eligible for PP	19	Date for next internal review of this strategy	July 2020

2. Current attainment		
KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	75	71
% making progress in reading	100	78
% making progress in writing	75	83
% making progress in maths	100	84
<b>KS1 – Data is based on 2 pupils</b>		
% achieving in reading, writing and maths		
% making progress in reading	75	84
% making progress in writing	0	73
% making progress in maths	0	79
<b>Phonics</b>		
Year One % meeting the expected	50%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Writing skills – develop early writing skills
B.	Attainment for PP in KS1 is low
C.	Phonics – 50% (1 out of 2) of pupils in 2018-2019 screening did not pass in Year 1.
D.	The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Low attendance rates – attendance for PP children is typically lower than non PP children
<b>E.</b>	Home engagement – lack of engagement in education process and opportunities for additional extended activities

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children have a secure phonics knowledge and are able to read ages appropriate texts. PP children perform in line with non-PP, or better, at data points	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
<b>B.</b>	Improve writing progress measures by the end of KS1 and KS2	Children are confident, fluent writers. Attainment gap to close between PP children and both non-PP and national
<b>C.</b>	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.
<b>D.</b>	Children apply learning independently beyond classroom Home environment supports academic development	Home learning contributes to overall learning for all children

**5. Planned expenditure**

**Academic year**

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	When will you review implementation?
Monitoring of learning and teaching across school with a focus on early reading and phonics to ensure high quality teaching	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 in reading and phonics with greater impact on all pupils reading skills.	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 Teaching staff	Termly
All PPG pupils will access full visits and visitors, including the opportunity to take part in residential trips.	Visits and visitors Enrichment Programme budget to subsidise travel and entry costs for educational visits to purposeful visits to schools (e.g. Science/history/theatre groups) Part fund residential trips.	A wide programme of visits and visitors will be available to all PPG pupils to ensure that all children have the opportunity to take part in educational visits to schools (e.g. Science/history/theatre groups) Part fund residential trips.	Ensure visits and visitors enrich children's learning and are purposeful	HT/SLT	Review July 2020

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	Termly
Develop independent learning	School focus on increasing independence in children	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	HT/SLT Teaching staff	Half termly
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils eligible for PPG as a whole, and groups within, will be monitored closely to ensure high attainment and progress. Ensure intervention is relevant and timely.	Monitor the provision offered to pupils eligible to PPG. Closely monitor progress to ensure pupils are making progress in line or better than their peers.	Improved confidence for pupils in specified areas. Learning will be tailored to specific needs of pupils – closing gaps in understanding to ensure good progress is made.	Regular Pupil Premium reviews (internal) Monitoring systems. Monitor assessment data and the provision map. Pupil progress meetings.	HT/DHT	Assessment windows/ pupil progress meetings

<p>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.</p>	<p>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 IFP work that is necessary</p>	<p>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.</p>	<p>Pupil progress meetings Discussions with teachers Monitor progress of pupils using tracker SENCO to monitor interventions and support teachers and TAs</p>	<p>HT/DHT KS leaders SENCO</p>	<p>Assessment windows/ pupil progress meetings</p>
<p>Closing the attainment gap</p>	<p>Precision teaching Additional teacher input <u>EYFS/ KS1- £13856.46</u> Motorskills, Small Group input, Social group/ Nurture Group Time to Talk SALT IEP Daily Readers Gingerbear BRP Phonics group <u>KS2 £10,799.59</u> IDL Social Group Nurture Booster Phonics Small group input Motor skills IDL Yes We Can Read Stareway to Spelling Power of 1/2 ECC and tutoring £8480 IEP Daily readers Spelling/ comp booster</p>	<p>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</p>	<p>Staff training and support from SENCo. Regular drop ins and intervention observations. Pupil progress meetings</p>	<p>Teachers SENCO HT SLT</p>	<p>Half termly £13856 £10799.59 £8480</p>

To provide a proven and effective support programme for children to deal with a range of social and emotional issues.	ELSA/ Social and nurture group In class intervention time	Children across school are currently involved in ELSA (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/ Class teachers	Half termly
<b>Total budgeted cost</b>					£33135.59
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve attendance levels for all PP pupils and other vulnerable non-PP children	Dedicated member of staff to track attendance issues of identified groups on a weekly basis	Short-term monitoring and intervention gives school an opportunity to intervene in the early stages of instances of developing attendance issues..	Tracked by HT and dedicated office staff	HT/FS	Half termly £3084

	Increase office hours to meticulously focus on vulnerable pupils and all at risk of below 95%				
To improve access to the high-quality books for all disadvantaged pupils, especially those who have barriers to accessing quality books out of school.	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	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.	Timetabled library visits Y6 Librarians Renew subscriptions Discussions with pupils	English coordinator/ SLT	Termly
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 £1000
<b>Total budgeted cost</b>					£4084
<b>Total</b>					£37219.59



6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £2200
<p>All children were able to access visits and the residential trip including appropriate resources and equipment. PPG groups were tracked regularly and progress was reviewed during assessment windows and at pupil progress meetings. Feedback and marking is consistent and of a good standard.</p> <p>Whole School Data showed:            Reading – 88% made good or better progress            Writing – 81% made good or better progress            Maths – 81% made good or better progress</p> <p>Budget: Specific CPD, supporting residential</p>				
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £27,822

Targeted intervention was provided for children identified through tracking and pupil progress meetings.  
 A tailored provision map was designed by the SENCO and PPG lead to ensure pupil made good progress  
 Social and emotional nurture groups supported the children and removed some key barriers to learning and promoted positive outcomes.  
 In Year 6 – 100% of pupils made good progress  
 In Year 5 – 1 made good progress in reading and maths but better than expected in writing  
 In Year 4 – 1 made good progress in writing and maths and better than expected in reading  
 In Year 3 –  
 1 made expected progress in reading writing and maths.  
 1 made good progress in writing and maths but better than expected in reading.  
 2 made expected progress in writing but better than expected in reading and maths.  
 In Year 2 –  
 1 made expected progress in reading and writing but not maths.  
 1 made no progress (this is reflective of SEN needs)  
 In Year 1 –  
 1 made expected progress in writing and maths and better than expected in reading.  
 1 did not make expected progress in any subject (this is reflective of SEN needs)  
 In EYFS – All children made good progress in line with their starting points in Reading Writing and Maths

Cost – total cost for interventions  
 KS1 - £7458  
 KS2 - £12,321

Additional teacher - £8043

**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £1000
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The library was restocked  
 Specified staff were trained to deliver high quality social and emotional programs  
 Pupil premium attendance was 95.4% - a dedicated member of staff tracked attendance weekly. Attendance was incentivised through rewards and certificates.  
 Renewed First News subscription £500 per year  
 Children were provided with the correct equipment and resources to take part in an active school life.  
 Budget: Books, breakfast, uniform and attendance at sporting events

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)