



**St James the Less RC Primary School**  
**Pupil Premium Strategy Statement 2018-19**

1. Summary Information					
Academic year	2018/19	Total PP budget indicative	£29640	Date of most recent PP review	Oct 2018
Total number of pupils	210	Total number of pupils eligible for PP		Date for next internal review of this strategy.	Oct 2019

2. Current attainment and progress		
<b>NOTE:</b> <b>KS2: This data relates to 6 children who left SJTL in summer 2018</b> <b>KS1: This data relates to 3 children</b> <b>Phonics Check – Y1 relates to 2 children</b>		
	Pupils eligible for PPG (schools own data 2018)	National all non-disadvantaged pupils
<b>Key Stage Two</b>		
% achieving expected or above in reading, writing and maths	33%	67%
Progress score for reading	-2.71	+0.33
Progress score for writing	-5.35	+0.17
Progress score for maths	+1.13	+0.28
<b>Key Stage One</b>		
% achieving expected or above in reading, writing and maths	80%	
% achieving expected or above in reading	84.4%	76%
% achieving expected or above in writing	91.9%	68%
% achieving expected or above in maths	86.7%	75%
<b>Phonics Check</b>		
At end of Year Two	98%	
Year One % meeting the expected	86.7%	92%
Year One PPG not SEND group % meeting the expected standard	100%	81%
<b>Early Years Foundation Stage PP</b>		

% obtaining Good Level of Development	33.3%	71%
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### 3. Barriers to future attainment ( for pupils eligible for PPG including high achievers)

#### In-school barriers

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|----|---|
| A. | Phonics check – remains slightly lower than National percentage although this is an improving picture ( 2 <sup>nd</sup> year) |
| B. | The % of children in EYFS reaching GLD in 2016/17 is too low (2 <sup>nd</sup> year)   |
| C. | ARE for PP children is below those without PP however progress for PP children is in line or better.                          |

#### External barriers

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| D. | The school has 2 children receiving support through an EHCP or statement. Both are PPG eligible<br>The school has 30 children at SEN support, 6 children (21%) of these are PPG eligible.  |
| E. | 29% of PP children also have SEN ( 21% School action, 4% statement and 4% EHCP). An additional 14% (4 children) arrived in school in 2017<br>In addition, of the PP children, 50% have other needs (medical, family, personal etc) which may have an impact on attainment. |

### 4. Outcomes

	Desired outcomes and how they will be measured	Success Criteria
1.	For the difference in GLD between PPG and national pupils to close. (by 33% - 1 child)	More PPG pupils will achieve GLD
2.	To close the gap between phonics school and National percentages (by 33% - 1 child)	The phonics gap will close
3.	To continue to close the ARE gap between PP children and national by ensuring sustained accelerated progress in all year groups. (KS2 progress in Reading and Writing to improve from -2.7 and -5.4 respectively)	Pupils eligible for PPG to make accelerated progress in reading, writing and maths so the learning gap continues to close.
4.	To enable PP children to access paid clubs during the school year in order to develop a wider range of interests and life experiences	A greater % of PP children access the paid clubs in school.

5. Planned Expenditure					
Academic year 2018/19					
I. Quality Teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well	Staff Lead	Review Dates
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	Jan 2019
2. 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 or to purchase visitors into school (ie Busy Lizi, Simon Entwistle Top hat tours etc). Part fund residential trips such as the Y6 PGL Lake District residential	A wider programme of visits and visitors will be able to take place. Enriched curriculum leading to higher motivation and increased attainment and achievement.		HT SLT	Jan 2019
3. 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 coaching principles.	MW to monitor using School coaching system.	MW All staff	Jan 2019
4. Target for more able to be set once baseline assessments complete.	EYFS PPG Deliver Early Language Group and communication and language development approaches and to support More Able Pupils.	Increased access to qualified teacher to improve outcomes.	Tracking and monitoring systems led by EYFS Leader Fed back to HT and SLT regularly.	EYFS Leader	Jan 2019
5. Target SEN PP children through the use of IDSS specialist teacher	IDSS specialist teacher to support PP children with SEN each term to assess and provide strategies to support gap closing.	To increase teacher confidence in addressing SEN PP children's individual needs	Tracking Pupil progress at progress meetings each half term	SLT	Jan 2019
<b>Quality of teaching for all total budgeted cost</b>					£15,500

<b>II. Targeted Support</b>					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well	Staff Lead	Review Dates
Closing the attainment gap	Precision teaching	1-1 support will target individual need	Staff training and support from SENCo and IDSS. Regular drop ins and intervention observations. Pupil progress meetings	SENCo	Jan 2019
Interventions to enable accelerated rates of progress and attainment in RWM for all PP children	Teachers and Ta's identify areas of need and develop specific intervention groups to address this need. These intervention groups will change from term to term dependent upon tracking data, pupil progress meetings etc. Currently school are running intervention groups including but not limited to: 1-1 readers, spellings, handwriting, SPaG, Reasoning, tables, problem solving, social skills, physical skills, booster groups etc	Children at all abilities will require some intervention to either close gaps or extend learning and this need will change from term to term. Some children will need sustained intervention each term while others will need short bursts of support to enable them to access their curriculum at EXS or GD.	Through the SPTO system each intervention will be monitored to ensure it is an effective use of resources and that it is having a positive impact on standards.  Subject leaders will ensure resources are available to support all intervention groups being led each term and will monitor the effectiveness in their subjects	SENCo Lit/Num subject leaders SLT	Termly
To enable PP children to access paid clubs during the school year in order to develop a wider range of interests and life experiences	To fund PP children to attend one or more paid club per year	PP children are accessing the free clubs provided by school staff but are not accessing opportunities such as fencing, guitar, keyboard, multisports etc.	Careful monitoring of club uptake and through pupil voice to ascertain whether this is a welcome incentive to joining more varied clubs.	LD	Jan 2019
<b>Targeted support budgeted total cost</b>					£29,600
<b>TOTAL BUDGETED COST</b>					£43,100
<b>Overspend</b>					£4,740

**Review of 2017-18  
National Assessment Data**

Early Years Good Level of Development	School all	School PPG	National all
	77.8%	33.3%	71%

	School All	School PPG	National All
Y1 Phonics	86.7	66.6%	81%
Y2 cumulative phonics	98	60%	92%

Key Stage One	Reading			Writing			Maths		
	School All	School PPG	National All	School All	School PPG	National All	School All	School PPG	National All
KS1 expected +	91.1%	88.9%	76%	86.7%	88.9%	68%	86.7%	88.9%	75%
KS1 Greater Depth	40%	22.2%	25%	28.9%	22.2%	16%	26.7%	11.1%	20%

KS2 attainment	Reading			Writing			Maths			SPaG			RWM		
	School All	School PPG	National All	School All	School PPG	National All	School All	School PPG	National All	School All	School PPG	National All	School All	School PPG	National All
KS2 Expected +	85.1%	66.7%	70%	85%	33.3%	72%	83%	100%	74%	83%	33.3%	70%	70.2%	33%	58%
KS2 Greater depth	36.2%	0	25%	17%	0	18%	34%	33.3%	23%	40%	33.3%	26%	10.6%	0%	9%
Average Scaled Score	106.7	99.3	104.0				105.3	103.6	104.0	107	101.3	106.0			

KS2 progress	Reading			Writing			Maths		
	School All	School PPG	National All	School All	School PPG	National All	School All	School PPG	National All
	0.5	-2.7	0	-1.0	-5.4	0	-0.7	+1.1	0