

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	St James CE Primary School
Pupils in school	419
Proportion of disadvantaged pupils	141 (34%)
Pupil premium allocation this academic year	£206,220
Academic year or years covered by statement	2019-20
Publish date	
Review date	
Statement authorised by	Sarah Cross
Pupil premium lead	Jenny Hanson
Governor lead	

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+1.42
Writing	+0.95
Maths	+2.35

## Disadvantaged pupil performance overview for last academic year (combined)

Measure	Score
Meeting expected standard at KS2	62%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Every child receives teaching which is good and often outstanding in every classroom every day, in order to continue to close the attainment gap between pupil premium and non-pupil premium children.	Ensuring all pupil premium children are involved in teaching assistant led interventions. Deliver programme of Speech & Language support through Soundswell to every child in EYFS and targeted pupils post-EYFS
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ Y2; those who	Secure effective progress getting teaching through: Inset, Course allocation, Monitoring, Tracking of PP children, Coaching, Work sampling both internally and externally (SIP)

have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards in Reading/ Writing and Maths.	Teaching Assistant's led interventions / groups strategically chosen Meet social and emotional needs of children experiencing barriers in order to promote learning through the support of the inclusion team.
Barriers to learning these priorities address; Improve Attendance Emotional needs are met to ensure learning is accessed	Inclusion team; Learning Mentor, Two teaching assistants, Deputy Head Teacher, Senco – work with children and families in order to open access to education Ensure engagement with parent / carer of every child for whom there is a concern regarding attendance. Weekly/ Termly attendance rewards Malachi Trust works with families under going great difficulties.
Projected spending	Teaching Assistants - Intervention <b>£133,432.17</b> Mentors - Pupil Premium <b>£3,952.00</b> Speech & Language - Pupil Premium <b>£2,800.00</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Continue to achieve above national average progress scores in KS2 Reading (0)	July 20
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 20
Progress in Mathematics	Continue to achieve above national average progress scores in KS2 Maths (0)	July 20
Phonics	Achieve national average expected standard in PSC	July 20
Other	Improve attendance of disadvantaged pupils in order to get closer to LA average (98.5%)	July 20

### Targeted academic support for current academic year

Measure	Activity
Accelerate progress of all pupils in order to close gap to national attainment, (with a constant focus on PP)	Fund staffing for setting/ boosting in Y2 and Y6. Teachers know who their pupil premium children are and are supporting/ targeting in lessons. After school Booster Classes in Y2, Y3, Y5 and Y6 for reading and maths with a focus on PP children. Work sampling of PP children carried out by subject leader, SLT and SIP. Close monitoring/ tracking/ analysis of PP data carried out by class teachers/ SLT using OTrack – shared and discussed regularly in CAP meetings.

Meet social and emotional needs of children experiencing barriers in order to promote learning	Individual learning and/ or pastoral support for target pupils led by Inclusion team; Learning Mentor, Two teaching assistants, Deputy Head Teacher, SenCo, Malachi Trust
Barriers to learning these priorities address	Children gain a wider range of experiences outside of the day to day curriculum/ classroom Improved Attendance Emotional needs are met to ensure learning is accessed by all children.
Projected spending	Support Staff - Pupil Premium <b>£67,542.36</b> Boosters - Pupil Premium <b>£2,686.36</b>

### Wider strategies for current academic year

Measure	Activity
<p>Pupils have a breadth of experiences that enable them to contextualise their learning. As a result of enrichment activities disadvantaged pupils' motivation and thus progress is at least in line with national &amp; a proportion above.</p> <p>Further embed a well-resourced, highly engaging curriculum to enrich learning opportunities.</p>	<p>Further embed a menu of Out of Hours Clubs to enrich learning opportunities – multi sports/yoga/gymnastics/boxercise.</p> <p>Our calendar of clubs adds to our children's learning experiences, providing opportunities with less academic focus, but still skill focussed.</p> <p>Calendar of trips and visitors linked to curriculum topics, funded through School Budget.</p>
Barriers to learning these priorities address	<p>Raise attendance of all pupils in order to close gap to national levels, (with a constant focus on PP)</p> <p>All pupils are engaged in their learning and are accessing their learning effectively.</p>
Projected spending	Educational Visits - Pupil Premium <b>£4,629.18</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET sessions/ days and additional cover being provided to release subject leaders to further develop subject knowledge in order to embed new changes in the curriculum.
Targeted support	Maintaining the required degree of staff focus on the drive to accelerate progress for all children ( <i>and within this our PP children</i> ) using the Ed Carter approach of KS1 85/30 and KS2 80/25	a) robust messaging regarding the strategy of tracking of children's test performance against Fischer Family Trust projection data; b) continual monitoring through data analysis and work sampling; c) robust moderation by leaders, peer to peer and cross school and d) coaching and support of CTs by lead staff.  This could not happen at St. James without the facility of the Inclusion Team who proactively and reactively support children whose needs previously accounted for a prohibitive amount of leadership time.
Wider strategies	Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.	Calendar of trips and visitors linked to curriculum topics, funded through School Budget. Continue to fund trips through Pupil Premium.

## Review: last year's aims and outcomes

Aim	Outcome																														
<p>Meet social and emotional needs of children experiencing barriers in order to promote learning</p>	<p>Incidence of low level negative behaviour has reduced to negligible as a result of relationships built by the Inclusion Team. The number of children who have been excluded for fixed periods has reduced</p> <p>Playtimes and lunchtimes continue to be more settled: positive impact of additional play resources.</p> <p>Targeted children present as much happier and more likely to be settled in their schooling.</p>																														
<p>Further embed a well-resourced, highly engaging curriculum to enrich learning opportunities</p>	<p>All children, including PP, are accessing a subsidised menu of trips and experiences</p> <p>Trips and experiences are informing good quality learning outcomes which is evidenced in feedback from external work sampling (SIP)</p> <p>Children speak enthusiastically about their learning experiences.</p> <p>Learning in Topics is judged to be "good" by School Improvement Partner.</p> <p>In their end of year reports a huge number of children continue to highlight the positive experience of their trips and visitors.</p> <p>Programme of clubs established with high turnout: yoga, football, gymnastics, multi-sports</p> <p>Pupil enjoyment is great and the clubs have acted as an incentive to children to commit to school life</p>																														
<p>Accelerate progress of all pupils in order to close gap to nat. attainment, (with a constant focus on PP)</p>	<p>TA led interventions across the school in Reading, Maths, Writing and Phonics.</p> <p>Booster Classes for Y2 and Y6</p> <p>Easter School for Y6</p> <p>Phonics Sets in Y1</p> <p>PP children closely tracked using OTrack</p> <p>Work Sampling of PP children carried out both internally and externally.</p> <table border="1" data-bbox="738 1621 1407 2056"> <thead> <tr> <th data-bbox="738 1621 836 1720">June 2019 % @ Exp</th> <th data-bbox="836 1621 954 1720">Maths</th> <th data-bbox="954 1621 1066 1720">Read</th> <th data-bbox="1066 1621 1177 1720">Write</th> <th data-bbox="1177 1621 1289 1720">SPAG</th> <th data-bbox="1289 1621 1407 1720">Comb</th> </tr> </thead> <tbody> <tr> <td data-bbox="738 1720 836 1839">Y2</td> <td data-bbox="836 1720 954 1839">65% (PP 54%) Pure 71%</td> <td data-bbox="954 1720 1066 1839">66% (PP 62%)</td> <td data-bbox="1066 1720 1177 1839">53% (PP 38%) Pure 53%</td> <td data-bbox="1177 1720 1289 1839"></td> <td data-bbox="1289 1720 1407 1839"></td> </tr> <tr> <td data-bbox="738 1839 836 1906">'19 Nat Av</td> <td data-bbox="836 1839 954 1906">76%</td> <td data-bbox="954 1839 1066 1906">75%</td> <td data-bbox="1066 1839 1177 1906">69%</td> <td data-bbox="1177 1839 1289 1906"></td> <td data-bbox="1289 1839 1407 1906"></td> </tr> <tr> <td data-bbox="738 1906 836 1995">Y6</td> <td data-bbox="836 1906 954 1995">87% (PP 82%)</td> <td data-bbox="954 1906 1066 1995">78% (PP 68%)</td> <td data-bbox="1066 1906 1177 1995">80% (PP 71%)</td> <td data-bbox="1177 1906 1289 1995">87% (PP 75%)</td> <td data-bbox="1289 1906 1407 1995">73% (PP 64%)</td> </tr> <tr> <td data-bbox="738 1995 836 2056">'19 Nat Av</td> <td data-bbox="836 1995 954 2056">79%</td> <td data-bbox="954 1995 1066 2056">73%</td> <td data-bbox="1066 1995 1177 2056">78%</td> <td data-bbox="1177 1995 1289 2056">78%</td> <td data-bbox="1289 1995 1407 2056">65%</td> </tr> </tbody> </table> <p><b>(Figure in brackets is PP pupils)</b></p>	June 2019 % @ Exp	Maths	Read	Write	SPAG	Comb	Y2	65% (PP 54%) Pure 71%	66% (PP 62%)	53% (PP 38%) Pure 53%			'19 Nat Av	76%	75%	69%			Y6	87% (PP 82%)	78% (PP 68%)	80% (PP 71%)	87% (PP 75%)	73% (PP 64%)	'19 Nat Av	79%	73%	78%	78%	65%
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	KS1 – Phonics continues to be broadly in line with national and in 2019 at 79%. 12 children to support in Y2 4SEN/ 6EAI/ 6FSM/ 8 boys
Raise attendance of all pupils in order to close gap to national levels, (with a constant focus on PP)	<p>In 2018-2019 attendance improved further to 95.8% (up from 94.83%), with persistent absence falling from 15.62% to 10.80%.</p> <p>FSM Children 96.21% Non 94.98 PP Dep 95.11% Non 96.20%</p> <p>Persistent Absence: 39 children below 90% (19 PP Dep = 48.72% / 20 Non PP Dep = 51.28%)</p> <ul style="list-style-type: none"> <li>• 5 children less than 80%</li> <li>• 6 children 80 – 85%</li> <li>• 28 children 85 – 90%</li> </ul> <p>Weekly champions in each key stage with prizes for the class. All children aiming to attend end of term attendance reward for 100% attendance.</p>

### Financial Summary

<b>Overall Allocation 2019/ 20</b>	£206,220
<b>PP brought forward from 2018/ 19</b>	£8120
	£214,340
<b>Total Expenditure</b>	£215,042.07
<b>Difference/ Carry Forward</b>	£-702.07
<b>Allocation for 2020/ 21</b>	£212,510