

# St James Church of England Primary School Pupil Premium Strategy



Summary information											
<b>School</b>	St James Church of England Primary School										
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£227,040	<b>Date</b>	September 2019						
<b>Total number of pupils</b>	341	<b>Pupils eligible for PP</b>	172 (51%)	<b>Boys PP</b>	97 (56%)	<b>Girls PP</b>	75 (44%)	<b>SEN PP</b>	25 (15%)	<b>SEN EHCP</b>	7 (4%)
Current attainment											
		<i>Pupils eligible for PP (school)</i>				<i>Pupils not eligible for PP (national average)</i>					
<b>% achieving expected standard or above in reading, writing &amp; maths</b>		<b>54% (GDS 7%)</b>				<b>71% (GDS 13%)</b>					
<b>% making expected progress in reading (as measured in the school)</b>		<b>-0.3</b>				<b>+0.3</b>					
<b>% making expected progress in writing (as measured in the school)</b>		<b>-</b>				<b>+0.3</b>					
<b>% making expected progress in mathematics (as measured in the school)</b>		<b>+0.5</b>				<b>+0.4</b>					
Barriers to future attainment											
Academic barriers											
<b>A.</b>	Vocabulary acquisition										
<b>B.</b>	Reading fluency, comprehension and reading for pleasure										
<b>C.</b>	Securing basic skills in writing with a focus on sentence composition and spelling.										
Additional barriers ( <i>issues which also require action outside school</i> )											
<b>D.</b>	Levels of persistent absence for pupil premium children										
<b>E.</b>	Opportunities to explore Cultural Capital and develop resilience										
Intended outcomes											
<b>A.</b>	Progress for disadvantaged pupils to be at least in line with national other pupils for reading and writing at the end of KS2 (as above).										
<b>B.</b>	At end of key stages increased proportions of disadvantaged pupils to meet ARE in reading, to be at least in line with national other pupils KS1 79%, KS2 80%.										
<b>C.</b>	At end of key stages increased proportions of disadvantaged pupils to meet ARE in writing, to be at least in line with national other pupils KS1 74%, KS2 83%.										

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<b>D.</b>	Rates of persistent absence for disadvantaged pupils to be reduced to be inline with national figures for other pupils 6.9%
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Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
Progress for disadvantaged pupils to be at least in line with national other pupils for reading and writing at the end of KS2 (Reading +0.3 Writing +0.3).	EOKS outcomes Moderation evidence IDSR/ASP/SPS Pupil progress meetings	--	--	--
Increased proportions of disadvantaged pupils to meet ARE in reading, to be at least in line with national other pupils at end of key stage KS1 79%, KS2 80%.	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	Y1: 50% Y2: 63% Y3: 68% Y4: 16% Y5: 44% Y6: 43%	Y1: 54% Y2: 59% Y3: 76% Y4: 37% Y5: 58% Y6: 84%	--
Increased proportions of disadvantaged pupils to meet ARE in writing, to be at least in line with national other pupils at end of key stage KS1 74%, KS2 83%.	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	Y1: 60% Y2: 59% Y3: 50% Y4: 36% Y5: 14% Y6: 41%	Y1: 69% Y2: 67% Y3: 52% Y4: 37% Y5: 54% Y6: 75%	--
Rates of persistent absence for disadvantaged pupils to be reduced to be in line with national figures for other pupils 6.9%	Internal data IDSR/ASP/SPS Tracking information	16.3% 26 children	20.5% 30 children	--

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Planned expenditure			Total budgeted cost:		£110,782	
Quality of teaching for all	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Additional Staffing: SENDco to review provision for all SEN pupils and support staff with pedagogical knowledge.  <b>(£47,969)</b>	Quality first teaching for all SEND pupils	21.5% of pupils with SEND in school, above national averages.  21% of disadvantaged pupils at St James are SEND.	Performance management Monitoring Reporting to governors Data analysis/EOKS outcomes	LB	July 2020
	Additional staffing: Vice Principal, curriculum, teaching and learning lead. Ensuring all quality first teaching across school is good and curriculum meets pupils needs. Focusing on leading CPD for staff on vocabulary acquisition and development.  <b>(£54,688)</b>	% of pupils at EOKS to be in line with national for EXS in reading and writing. Curriculum fulfils the needs of all pupils and has depth and breadth with a wealth of opportunity.	Lead for teaching and learning to ensure all teaching is at least good. There is a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support sharing best practice. (Sutton Trust 2011)	Performance management Monitoring Reporting to governors Data analysis/EOKS outcomes	LB/VP	July 2020
	CPD for staff: Grow Your Mindset Nuts and Bolts in English Read, Write, Perform Subject Knowledge in Mathematics Read, Write, Inc Refresher Moderation Year 2 and 6 Standards ECM Subject Leader Briefings (English, Maths and Science)  <b>(£8,125)</b>	% of pupils at EOKS to be in line with national for EXS in reading and writing.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending (The EEF Guide to Pupil Premium Spend 2019).	Performance Management Reporting to governors Monitoring Data Analysis	LB/VP SLT	July 2020

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Planned expenditure		Total budgeted cost: £41,763			
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional staffing: teaching assistants KS1&2, Reciprocal Reading Intervention and delivery of Read Write Inc phonic programme.  <p style="text-align: right;"><b>(£23,797)</b></p>	% of pupils meeting phonic screen check inline with national.  % of pupils at EOKS to be inline with national for EXS	Phonic intervention gives moderate impact for low cost, +4 months progress (EEF Toolkit) Reading comprehension strategies give high impact for low cost, with extensive evidence and +6 months progress (EEF Toolkit)	Monitoring Staff CPD Data analysis	LB/LP	July 2020
Additional staffing: teaching assistant with UKS2 experience to run writing interventions for pupils in Years 5 and 6 (to secure basic skills in writing with a focus on sentence composition and spelling).  <p style="text-align: right;"><b>(£14,564)</b></p>	% of pupils at EOKS2 to be in line with national for EXS in writing.	Current Year 6 cohort is 84% pupil premium and current Year 5 cohort is 58% pupil premium. At the EOKS2 66% of disadvantaged pupils met EXS+ compared to 83% of national other pupils.	Monitoring Staff CPD Data analysis	LB/BM	July 2020
Speech therapy  <p style="text-align: right;"><b>(£3,402)</b></p>	Regular access to specialist support on a needs basis, vulnerable children given priority appointments	EEF toolkit states that oral language interventions give moderate impact for low cost and can increase progress by 5 months	Attainment and progress of identified pupils Internal data and end of key stage	LB/SENDco	July 2020

Targeted Academic Support

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Planned expenditure		Total budgeted cost: £74,495			
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional staffing: Learning mentor for attendance, TA4  <b>(£34,943)</b>	All Pupil Premium and LAC children have access to the Learning Mentor. Support given to vulnerable families when needed e.g. Early Intervention, staff collect children from homes.	Attendance in 2017-18 for disadvantaged pupils was below that of other pupils (disadvantaged 94.6%, non disadvantaged 96.4%)	Monitor attendance figures Reports to governors and trustees	LB/DM	July 2020
Behaviour support (Aspire), Higher level package plus one PPG pupil at Aspire Hub  <b>(£29,180)</b>	Gold Package to ensure as many children as possible can access the service when required—targets LAC children as priority when relevant	EEF toolkit states that behaviour interventions give moderate impact for moderate costs and can increase progress by 3 months.	Monitor CPOMs logs Data analysis of outcomes Feedback from staff	LB/SENDco	July 2020
Child counsellor, half a day per week  <b>(£5,672)</b>	Specialist on site support for children in crisis, preventative and reactive to pupils needs. LAC/PPG priority	Social, emotional learning support gives moderate impact with moderate cost, +4 months progress (EEF toolkit)	Behaviour logs/CPOMs Attainment and progress of pupils who access support	LB/SENDco	July 2020
Growth Mindset  <b>(£4,200)</b>	To make children and staff aware of growth mindset to promote resilience.	Social, emotional learning support gives moderate impact with moderate cost, +4 months progress (EEF toolkit)	Monitor CPOMs logs Pupil Voice	LB	July 2020
Subsidising trips for enrichment e.g. PGL  <b>(£500)</b>	Increased opportunity for PP and LAC children to have curriculum enrichment and new life experiences	Increase inclusion for pupils and provide new experiences. EEF toolkit states that outdoor adventure learning is moderately cost with moderate impact of +4 months.	Plan of extra curricular trips	LB	July 2020

Wider Strategies