

St James Church of England Primary School Pupil Premium Strategy



Summary information									
School	St James Church of England Primary School								
Academic Year	2020/21	Total PP budget	£237,344.00	Date	September 2020				
Total number of pupils	348	Pupils eligible for PP	175 (50%)	Boys PP	86 (49%)	Girls PP	89 (51%)	SEN PP	18 (10%)
								SEN EHCP	7 (4%)
Current attainment									
		<i>Pupils eligible for PP (school)</i>			<i>Pupils not eligible for PP (national average)</i>				
% achieving expected standard or above in reading, writing & maths		54% (GDS 7%)			71% (GDS 13%)				
% making expected progress in reading (as measured in the school)		-0.3			+0.3				
% making expected progress in writing (as measured in the school)		-			+0.3				
% making expected progress in mathematics (as measured in the school)		+0.5			+0.4				
Barriers to future attainment									
Academic barriers									
A.	Vocabulary acquisition								
B.	Reading fluency, comprehension and reading for pleasure								
C.	Securing basic skills in writing with a focus on sentence composition and spelling.								
Additional barriers (<i>issues which also require action outside school</i>)									
D.	Levels of persistent absence for pupil premium children								
E.	Opportunities to explore Cultural Capital and develop resilience								
Intended outcomes									
A.	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.	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%.								
C.	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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D.	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: 26% Y2: 51% Y3: 40% Y4: 60% Y5: 24% Y6: 38%	Y1: 30% Y2: 40% Y3: 36% Y4: 39% Y5: 36% Y6: 41%	
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: 22% Y2: 42% Y3: 28% Y4: 34% Y5: 24% Y6: 31%	Y1: 11% Y2: 32% Y3: 24% Y4: 29% Y5: 36% Y6: 26%	
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	13.7% (24 children)	18.6% (27 children)	

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Planned expenditure			Total budgeted cost:		£141,454	
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. (£49,052)	Quality first teaching for all SEND pupil	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/VP/LM	July 2021
	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. (£73,152)	% 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 2021
	Additional Staffing: New post of Curriculum Lead (from Jan 2021). To ensure the curriculum has a strong intent, with implementation strategies that help the most vulnerable pupils to acquire knowledge. To develop the work of long term memory to promote deep knowledge acquisition and skill application. (£24,425)	% of pupils in foundation subjects to be comparable with national figures for RWM combined. 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	LB/VP	July 2021
	CPD for staff: ECM Classic Online Package which includes subject leader briefings for English, Maths and EYFS (includes 10 online courses for staff) (£1,400)	% 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 2021

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Planned expenditure		Total budgeted cost: £30,900			
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 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). (£22,305)	% of pupils at EOKS2 to be in line with national for EXS in writing.	At the EOKS2 2019 66% of disadvantaged pupils met EXS+ compared to 83% of national other pupils.	Monitoring Staff CPD Data analysis	VP/BM	July 2021
Speech therapy (£3,470)	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	LM	July 2021
PiXL Subscription: to refine the process of intervention so that gaps in learning are explicitly identified and therapy sessions put in place for the most vulnerable pupils. (£2,675)	% of pupils at EOKS to be inline with national for EXS or GDS	EEF toolkit identifies that small group tuition can have a moderate impact for moderate cost and can increase progress by 4 months.	Monitoring Staff CPD Data analysis	LB/BM	July 2021
Bolton Music Service – additional WOP session for KS1 children. (£2,450)	To provide wider curriculum opportunities from a specialist teacher for our younger pupils. To identify non-academic talents early on.	EEF toolkit states that arts participation can have a positive impact on academic improvement especially with younger pupils, and in some cases, disadvantaged pupils. It can increase progress by 2 months.	Monitoring Data analysis	KW	July 2021

Targeted Academic Support

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Planned expenditure		Total budgeted cost:			£58,415	
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 (£31,405)	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 2021	
Behaviour support (Aspire), Higher level package (£20,125)	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/LM	July 2021	
Child counsellor, half a day per week (£5,785)	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/LM	July 2021	
Growth Mindset: Mindset Motivation in Y3/4 where the PP numbers are highest. (£600)	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/GT	July 2021	
Subsidising trips for enrichment e.g. PGL (£500)	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 2021	

Wider Strategies