

St. James' C of E Primary School

Pupil Premium Strategy Statement – January 2017

1. Summary information		
School	St. James' C of E Primary School	
Academic Year 2016-2017	Total PP budget £44,000	Date of most recent PP Review January 2017
Total number of pupils 390	Number of pupils eligible for PP 31	Date for next internal review of this strategy July 2017

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2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>All pupils (national average)</i>
EYFS (2 pupils)			
% achieving a GLD	50%	75%	75% (66.4%)
Phonics (4 pupils*)			
% passing the PSC	83%	87%	86% (77%)
% passing the PSC (Y2 cumulative)	50%	87%	87% (90%)
KS1(4 pupils*)			
% achieving the expected standard in Reading	25%	57%	55%
% achieving the expected standard in Writing	0	55%	52%
% achieving the expected standard in Maths	0	53%	43%
KS2 (8pupils)			
% achieving the expected standard or above in reading, writing & maths (or	33%	57%	60% (53%)
% achieving the expected standard in Reading	67%	84%	82% (66%)
% achieving the expected standard in Writing	67%	68%	71% (74%)
% achieving the expected standard in Spelling, punctuation and grammar	67%	78%	80% (72%)
% achieving the expected standard in Maths	67%	84%	78% (74%)
*some small numbers of PP also have SEN needs			
3. Barriers to future attainment (for pupils eligible for PP)			

In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Behaviours – concentration and focus skills, attitude to learning	
B.	Attendance of a minority of pupil premium pupils (up to 8 pupils)	
C.	Early language and reading skills, phonics, writing for all including More Able Pupil Premium	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Adopted out of care pupils are high within the school, some of these children have high anxiety levels and Special Needs as a result of their backgrounds, starts to life or experiences. Many have differing levels of attachment disorder and emotional intelligence and a variety of teaching styles and approaches are needed to help them feel safe and in control. The school caters for a larger proportion of adopted children than other known schools.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improved concentration and focus for learning for particular pupils. Give opportunities to develop skills to enable success.	Reduced movement on behaviour charts and increase in pupil attainment
B.	Improved attendance so that gaps in learning are not present, individual support for pupils and their parents, opportunities to engage in school more effectively sought.	Attendance for these pupils is improved, rates of attendance increase
C.	Improved language and decoding skills, reading skills for PP at all levels Enable More Able pupils to reach their full potential in EY/KS1 (especially those that are disadvantaged)	Language/Reading outcomes improved in EY, Y1-PSC, KS1 through testing
D.	Greater staff knowledge and understanding to support adopted pupils and promote learning of all	Staff understanding increased, pupils feel safer in school

5. Planned expenditure	
Academic year	2016-2017

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?
Improvement in T&L for all pupils means that attainment and progress for all is improved	Development of questioning approaches Development of open ended opportunities Independent Learning and coaching Opportunity to observe successful teaching of PP children and all children	Focus on improving T& L overall will have an impact on standards and progress Setting the right level of challenge for more able pupils See 'Using the pupil premium effectively: an evidence-based approach to closing the gap' John Dunford, 2014 EEF Mastery Teaching +5 Months	Staff training via Magenta Principles Training development over the year Mastery in Maths development – staff training x6 sessions 'Ceilings' taken off of work to enable all to access.	LH CS RW SLT	On-going anecdotal evaluation Sep 17 Further develop Magenta Principles in class as having an impact Assessment using insight tracker to look at groups and their progress

Develop Y3 attainment in Reading, Writing and Maths through focussed teaching, TA support and targeted intervention for those that are not meeting standards and those that are More Able	Additional staff deployed to support development of those children not at the expected level and those with specific SEN needs Support for More Able PP children	EEF Research: Reading comprehension support by additional TA +5 months Phonic support by TA +4 months Behaviour interventions +8 months	TA support timetabled to enable phonic support, reading comprehension to be developed – this is overseen by the SENCO Reading comprehension support for more able Effective behaviour management to improve concentration	RD LH, SC LH	Review Termly 3 weekly PIC meetings in year group Reading ages GL Assessments Focussed intervention work for y3 this term to support PP and non-PP
Additional support for the higher number of pupils that are currently not at ARE in Y5 More Able support group for pupil premium group 1:1 focus (L3 at KS1)	Focused support, smaller class sizes +3 Develop a mastery approach +5 Small Group Tuition +4 months	Reducing class size EEF + 3 months (the cohort is the last cohort going through the school with a PAN of 45 and it is necessary next year that they will be taught in two classes therefore the school has taken the step to start this early in year 5) it is hoped that this will help all children, in particular those that are currently below ARE. Many of these have special needs. Mastery Learning +5 months	Class sized reduced and budgeted for two years until school has a PAN of 60 in all year groups Development of mastery approach to learning, particularly in maths	LH, SC, TH RW	Review Termly 3 weekly PIC meetings in year group Reading ages GL Assessments

Phonic development and support in EYFS, Y1 and Y2	Develop support for phonics of vulnerable pupils Small group Phonic sessions Reading daily for targeted children +4 months Early Years Intervention +5 Oral Language Interventions +5	Language, Phonic and reading support will enhance early reading skills and prepare the younger children for learning to support basic skill development	Small group, 1:1 and focussed support for those with gaps early on in their development	LH, CP, RD	Review Termly Phonic Screening Check attainment every term Reading ages baseline and after interventions GL Assessments
Total budgeted cost					£25023
ii. Targeted support					
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?

Improve attendance through opportunities for pupils to engage with school	Subsidize clubs Subsidize residential trips Opportunity for those that don't enjoy PE and sport to attend specific sporting training aimed at those children specifically School use of sports premium for Y3,4,5 to motivate pupils	EEF sports participation +2 months outdoor adventurous learning +3 months Evidence in school that this has a positive effect. Case study demonstrates	Pupil Premium Team and SC to manage use of pastoral team to support LH in tracking and working with family	CS, KW, LD	Club uptake Pupil interviews Review termly
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Develop relationships with parents and carers	Pastoral support team to build effective communication links with parents +3 months and support pupils Manage and run Homework Club Support +2 vulnerable pupils 1:1 practice in Y3/4 and Y5/6 +5 months	EEF parental involvement +3 months Experience within school shows that building relationships with parents and carers improve attendance and performance	Pastoral team supported by pupil premium team	LH SC	Review Termly GL Assessments
Total budgeted cost					9636
iii. Other approaches					
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?
Improve attendance of PP children (small number)	Pastoral team working with parents Pupils given morning 'jobs' in school	Worked at school previously with key pupils – see case study	Pastoral Team to manage Report to SLT and pupil premium team	KW, LD, SC	Termly review

1:1 tuition focus for particular children More Able Those with gaps	Focus on KS2 pupils to close the gaps Opportunities for More Able PP children	Improvement in outcomes for reading, writing and maths across KS2 for pupils identified as having needs in these areas and more able pupils so that they make better than expected progress	LH, SC to track pupil progress against the curriculum	LH, SC	Review before and after intervention
Support LAC 1;1	1:1 support to enable pupils to focus and access the curriculum	Staff employed to support children without EHCP plan on a 1:1 basis to enable them to access the curriculum	Pupil Premium team and SENCo to track progress	LH, RD	Termly
Relaxation sessions for younger pupils	Develop pupils oral language and understanding Ability to focus and concentrate	Small group yoga session	CS to monitor and report back to pupil premium team	CS SC LH	Termly
Additional Resources	To enable pupils to access the curriculum	Access to clubs, equipment and resources, cereal for breakfast	Support improvement in engagement and attendance	LD KW	
Total budgeted cost					£9341

6. Review of expenditure	
Previous Academic Year	2015-2016
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
Aim for EYFS pupils to reach a good level of development on exit of EYFS	1:1 support Small group intervention Early Writing Early Phonics Support for PSC QFT	75% achieved a GLD which was above national average. Progress was significant with 44% of children being summer born and having significant catch-up early on Targeted early writing support meant that a group of children who would have otherwise not achieved a GLD were successful. Phonic support meant that 80% of pupils completed phase 3 Letters and sounds by the end of EYFS, more able pupils were supported to access PSC materials early on	Continue to prioritise and target specific groups of children early on Focus on Early Writing, Phonics and interventions for individuals needs to achieve a GLD. 1:1 support for those that need additional support and are PP	
Aim for all KS1 pupils to make at least expected progress in years 1 and 2 and at least reaching age related expectations (ARE)	Focused reading, writing and maths support 1:1 for children without an EHCP who need it to focus and concentrate PSC support small group and 1:1 QFT	86% passed the PSC PSC support and a new approach filtering through to year 1 meant that PSC pass rate was above national average for the first time at St James'. Additional teacher and TA support ensure that support was tracked and monitored and needs addressed. Curriculum and strategies were adapted through the year. Only 1 pp child didn't pass the PSC at the end of Y1	Continue with successful approach from last year for PSC and phonics in Y1 Less focus is needed for Y2 this year as the new cohort are already working at a higher level, this will also allow for additional support to be given to Y3 who have greater need	
Aim for all KS2 pupils to be on target to be at least secondary ready at the end of KS2	1:1 tuition Small group support QFT	1:1 support had significant impact for PP children and those that needed support and despite some of the children not achieving the expected standard they made significant gains. (curriculum standards in SATS KS2 were significantly higher this year as well reported) see progress grids not attached	1:1 tuition to continue	
Aim for writing of PP to match non-PP	Small group tuition	PP Writing at the end of KS2 nearly matched those that were non-PP, this was as a result of QFT, significant gains were made as a result of 1:1 and group work. Attendance improved for 1 individual year 6 pupil which had an impact on their results.	Small group tuition to improve	

Improve opportunities to experience wider outcome and make healthy choices that lead to healthier future	Extra-curricular clubs subsidized Pastoral support/breakfast club	Uptake of clubs improved attendance for key pupils Breakfast club supported pupils in ensuring they were ready for school	Funding to continue with additional funds from sport premium	
Improve social and emotional outcomes improve for pupils and their families	Tatty Bumpkins for younger pupils Pastoral support	Impact on behaviours and language effective, pupils more focused and calm and able to articulate themselves Pupil conferencing stated that the pupils enjoyed being part of the small group and found it calming and fun Pastoral support has a huge impact on pupils within the school	Additional Tatty Bumpkins in place for y2-y3 Pastoral team hours increased slightly to accommodate their growing need	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Attendance Case Study – Y6 pupil

Progress grids DfE Y6 data

EEF information <https://educationendowmentfoundation.org.uk>