Pupil premium strategy statement (2018-19)

St James' Church of England Primary School — 1865

Inspiring and Growing for Fullness of Life

1. Summary information

School	St James' C of E Primary School				
Academic Year	2018/19	Total PP budget	£54522	Date of most recent PP Review	Nov 2018
Total number of pupils	412	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Mar 2019

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP	PP (NA) All pupils (NA)
EYFS			
% achieving a GLD	Supressed	80%	80% (70%)
Phonics			
% passing the PSC	94%	94%	90%(81%)
% passing the PSC (Y2 cumulative)	100%	92%	97% (86%)
KS1			
% achieving the expected standard in Reading	85%	82%	61% (76%)
% achieving the expected standard in Writing	71%	78%	52% (68%)
% achieving the expected standard in Maths	85%	75%	60% (75%)

KS2			
% achieving the expected standard or above in reading, writing & maths	38%	73%	64%
% achieving the expected standard in Reading	38%	76%	75%
% achieving the expected standard in Writing	63%	87%	76%
% achieving the expected standard in Spelling, punctuation and grammar	62%	87%	78%
% achieving the expected standard in Maths	50%	76%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Some PP may not be working at an age related level and have conceptual gaps or misconceptions (reading, writing, maths)
B.	In some cases, learning skills may need developing – concentration and focus skills, attitude to learning, attachment disorder and associated needs, organisation, commitment, resilience
C.	Early language and reading skills, speech and language skills, phonics, writing for all including previously high attaining pupil premium pupils

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 approached are needed to help them feel safe and in control. Social and emotional needs for some children and their families.
E	Multiple needs for some PP children (26% of PP children are on the SEND register, with 33% of those having an EHCP)

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills To respond rapidly with targeted teaching for pupils at risk of underachievement. Aim for all KS2 pupils to be on target to be at least secondary ready at the end of KS2 Aim for writing of PP to match non-PP	Support staff will support learning effectively. Additional intervention sessions will take place, based on gaps/need. Additional support to help narrow the gap in Y3-Y6 (2 hours per day) Booster/intervention groups for Y6 children for T4/5

A.	Aim for EYFS pupils to reach a good level of development on exit of EYFS Aim to improve phonic outcomes for PP children in KS1 Aim for all KS1 pupils to make at least expected progress in years 1 and 2 and at least reaching age related expectations (ARE)	Pupils will meet (or exceed) age related national expectations in English and maths. All staff will receive appropriate CPD to facilitate development and high quality teaching. Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. Teachers will give pupils weekly opportunities to consolidate key skills in phonics, spelling, reading and maths (e.g. No Nonsense Spelling, Power of Reading, 1:1 reading, Maths Meetings) Daily phonic teaching in EYFS, Y1, Y2 for pupil premium/vulnerable children (3x15 mins) Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day) Additional support to help narrow the gap in Y1/Y2 (2 hours per day) Early Writing focus for PP children who are not expected to be at ARE by end of year (x2 afternoons per week 1:1 support)
B.	Pupils will be proactive, organised and enthusiastic learners.	Drivers will be purposeful and enhance the curriculum Mastery approach - Maths No Problem - structure of Maths lessons gives all children the opportunity to progress through Do It, Twist It, Stretch It Children's work will show progression Magenta and Kagan principles give the children tools for learning, developing their resilience to 'have a go' and develop independent thinking and approaches, creating opportunities for all to achieve.
C.	To develop opportunities for oracy across the school. To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' Pupils read regularly and have access to high quality texts within guided reading Pupils will write extended pieces each week and receive effective feedback to improve these pieces. Pupils will have opportunities within Maths sessions to develop mathematical language and reasoning skills (Twist It and Stretch It activities).	Pupils read regularly (4 x a week) outside of normal class reading. Pupils (who need to) will have opportunities for additional reading in school. Guided reading sessions will include elements of retrieval, meaning and inference and some resources from Power of Reading will be used. Quantity/quality of reading will be tracked each week and celebrated in assembly. Opportunities for reasoning and explanations in Twist It and Stretch It activities.

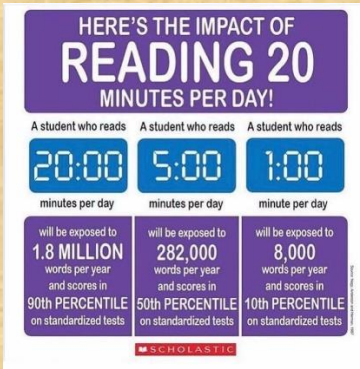|		
		'Big Questions' will be posed and explored through P4C sessions
D.	Greater staff knowledge and understanding to support adopted pupils and promote learning Develop a holistic approach to supporting pupils via the TIMPSON research project Improve social and emotional outcomes for children and their families Support emotional needs of pupils so that they make better progress in their learning	Staff understanding increased, pupils feel safer in school, staff training in place to support some difficult needs Successful TIMPSON project and CPD on ACES - supports the development of relationships and resilience. Attachment project and associated training, supervision and workshops taken place School keeps up to date with local services to support children and families. Sign posting and referring where appropriate, e.g. Early Help, Play Therapy, Teens in Crisis

5. Planned expenditure

Academic year	2018-2019

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?
For PP pupils to make (or exceed) expected progress Improvement in T&L for all pupils means that attainment and progress for all is improved	To embed collaborative learning strategies across the curriculum. To embed Kagan and Magenta principles. Mastery approach used in maths	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains. (EEF Collaborative Learning +5months) There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress (EEF Mastery Learning +5months) See 'Using the pupil premium effectively: an evidence-based approach to closing the gap' John Dunford,2014	Staff training via Magenta Principles Training development over the year Mastery in Maths development – staff training x6 sessions Lesson observations and learning walks Pupil Conferences Children who are struggling to evidence their reasoning and problem solving skills will be identified in each phase. Book Looks INSIGHT to be used as a tracking tool - progress discussed in PIC meetings and interventions set accordingly.	Subject leaders UPS working party	Ongoing Evidence of collaborative approaches being used across the curriculum. Children are engaged in the lessons and are actively learning. Opportunities for pupil talk and discussion has increased children's confidence and oracy skills. Visitors to the school have commented on the high levels of confidence and resilience demonstrated by the children.
To have rigorous basic skills approaches in place for maths and for phonics and grammar	Pupils participate in Maths Meetings/Number Sense sessions to develop fluency in maths. These sessions	Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.	Teachers will give pupils weekly opportunities to consolidate key skills in phonics, spelling, reading and maths (e.g. No Nonsense Spelling, Power of Reading, 1:1 reading, Maths	English lead Maths lead All teaching staff PP lead	Ongoing part of English and Maths monitoring cycle Increased fluency with maths skills. Increased fluency

	provide intentional practice and keep learning simmering. A calculation document of skills ensures correct pitch and range of activities.	Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.' Regular practice ensures consolidation.	Meetings) Monitor Number Sense/Maths Meetings through book looks and pupil voice		with times tables recall particularly evident in lower Key Stage 2. Book looks show opportunities for children to keep their learning simmering. 90% of PP children in Key Stage 2 are making expected or better than expected progress.
To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' To have rigorous approaches in place to ensure pupils read regularly. Pupils read regularly and have access to high quality texts within guided reading	All pupils will read 4 x per week. Teachers will choose engaging texts and plan learning based on retrieval, meaning and inference. Home learning instead of homework tasks enables a greater proportion of time to be invested in reading at home.	Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum. HERE'S THE IMPACT OF **READING 20** MINUTES PER DAY! A student who reads 20:00 minutes per day will be exposed to **1.8 MILLION** words per year and scores in **90th PERCENTILE** on standardized tests A student who reads 5:00 minutes per day will be exposed to **282,000** words per year and scores in **50th PERCENTILE** on standardized tests A student who reads 1:00 minute per day will be exposed to **8,000** words per year and scores in **10th PERCENTILE** on standardized tests **SCHOLASTIC**	Teachers will deliver 3 x guided reading sessions per week based on shared texts. Priority readers given more opportunities to read in school. Book Clubs x3 for Y5 children. Reading Eggs for targeted children. Power of Reading resources used within Guided Reading sessions - engaging texts, comprehension skills. Home-learning policy	All staff	Ongoing basis as part of English monitoring cycle SIAMS Feb 2019: Standards of attainment and progress are consistently above the national average for all pupils including disadvantaged. These standards have been sustained for a considerable period of time. Vulnerable pupils and those with additional learning and personal needs are extremely well

| | | | | | supported. This is because the school is relentless in its pursuit of meeting the needs of each and every child.

86% of PP children are making expected or better than expected progress in Key Stage 2

86% of PP children are making expected or better than expected progress in Key Stage 1

Reading Records tracked to ensure regular reading out of school.

Book Clubs x2 (20 children) in Y5 - pupil voice shows high level of engagement with the texts.

Power of Reading has been introduced ensuring exposure |

					to high quality texts .
To develop opportunities for oracy across the school.	To embed P4C across the school To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' Pupils read regularly and have access to high quality texts within guided reading Pupils will have Twist It and Stretch It tasks to develop mathematical language and reasoning skills.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). (EEF Oral Interventions) **P4C** (enquiry based learning) offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. The underlying principle is for children and young people to experience rational and reasonable dialogue about things that matter to them and their teachers. All participants work together in a 'community of enquiry'. The aim for each child is not to win an argument but to become clearer, more accurate, less self-contradictory and more aware of other arguments and values before reaching a conclusion. Research has shown that there can be a significant difference in vocabulary	Maths monitoring cycle will ensure consistency. P4C monitoring cycle will ensure consistency. P4C activities evidenced in Floor Books	P4C lead teacher All teaching staff	Ongoing part of monitoring cycle Evidence of collaborative approaches being used across the curriculum. Children are engaged in the lessons and are actively learning. Opportunities for pupil talk and discussion has increased children's confidence and oracy skills. Visitors to the school have commented on the high levels of confidence and resilience demonstrated by the children. SIAMS - A philosophical, questioning approach is embedded in the school curriculum. This enables pupils to explore and respond to global and ethical issues in an exceptionally secure setting. As a result, pupils are able to develop and justify their viewpoints and disagree politely. They are passionate in their adoption and pursuit of causes which support their vision and challenge social injustice. Pupils show a high level of respect for their peers. For instance, they have a good understanding of current global issues of disadvantage and deprivation.

		of different groups. Encourage pupils to take responsibility for, and play an active role in, their own learning. This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation			
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 basis skill development	Small group, 1:1 and focussed support for those with gaps early on in their development Daily phonic teaching in EYFS, Y1, Y2 for pupil premium/vulnerable children (3x15 mins) Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day) Additional support to help narrow the gap in Y1/Y2 (2 hours per day) Early Writing focus for PP children who are not expected to be at ARE by end of year (x2 afternoons per week 1:1 support)		Review Termly Phonic Screening Check attainment every term Reading ages baseline and after interventions GL Assessments Tracking shows that phonics groups are improving outcomes for children. Progress across the school is monitored using Insight, the school's tracking system. PIC meetings provide the opportunity for teachers to identify gaps for all children, including

					Pupil Premium children. Teachers decide how gaps are going to be addressed. The quick response from this 3 week cycle means gaps are quickly addressed. The flexible use of staff: TAs, pastoral worker and teaching staff) ensures positive outcomes for PP children.
				Total budgeted cost	£45,974
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?**

Greater staff knowledge and understanding to support adopted pupils and promote learning Develop a holistic approach to supporting pupils via the TIMPSON research project . Improve social and emotional outcomes for children and their families Support emotional needs of pupils so that they make better progress in their learning	Timpson Research Project INSET day, staff training and supervision with CASE STUDY team development. Timpson training for lead practitioners and cascaded to staff. Questionnaires developed and supported outcomes and next steps.	In 2015 NICE (National Institute for Health and Care Excellence) guidelines were published on attachment and the needs of adopted and looked after children. These guidelines encourage schools and education providers to educate staff members on attachment theory and to give thought to the ways in which the emotional needs of children are given attention. The Alex Timpson Trust aims to support this mission in helping children to shine. This five year research programme aims to raise school staff awareness and increase understanding of the role of attachment and trauma in children's education. It will support and build the evidence base around staff development on attachment and trauma in a minimum of 300 schools	Attachment project and associated training, supervision and workshops taken place.	RD/LH/KW	Ongoing through the year as determined by the research project with The Virtual School. CPD has had positive outcomes. CPD is already improving teachers' confidence and strategies are being developed to support the children. Emotion Coaching planned for April for all staff. Evening for parents scheduled for Summer Term to increase awareness.
				Total budgeted cost	£1997

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?
Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get.	Support the funding of school residential, given on a two tiered payment for Y6 – those that parents now work and are Ever 6, those that remain unemployed. Costs are less for residential in Y5 – all children allocated £50 towards the trip. supporting the funding of school based	Sutton Trust Outdoor Adventure Learning. Moderate impact for moderate cost, based on moderate evidence. +4 months Research has found that when children engage in wider activities they have higher academic achievement (Catterall, 2012, Metsapelto and Pulkkinen, 2012) and improved well-being (The Children's Society, 2013). Achievement for All case studies have shown an increase in motivation, participation, attainment and 'well-	SM - audit clubs that the PP children are part of. Pupil voice Communication with relevant families	LH/HM	Ongoing - throughout school year Wide range of clubs being attended by PP children. Some children identified and invited to clubs to widen opportunities and increase self confidence.

	clubs/afterschool clubs/trips that may require payment – some pupils access this through their PEP/Post Adoption Support funding.	being' levels when schools have ensured and provided opportunities for engagement in wider activities outside of the traditional curriculum			All PP children taking part in residential trips – the cost of this has been subsidised.
				Total budgeted cost	£3470

6. Planned expenditure					
Academic year	2017-2018				
Desired outcome	**Chosen action / approach**	**How will you ensure it is implemented well?**	**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)	
Develop KS2 attainment in Reading, Writing and Maths through focussed teaching, TA support and targeted intervention	Additional staff deployed to support development of those children not at the expected level and those with specific SEN needs in Key Stage 2	TA support timetabled to enable phonic support, reading comprehension to be developed – this is overseen by the SENCO Reading Eggs daily reading support Effective behaviour management to improve concentration	Attainment and progress is above average in RWM separately and combined. Attainment in GPS is above. GD also above in all areas combined and GPS. (See Standards and Progress 2017-18) Progress scores were in line with national. 7 PP in Y6 -2/7 were at GD with varied positive progress scores See independent case studies for children who are PP and SEND.	Approach to be developed and continued.	

Additional support for the higher number of pupils that are currently not at ARE in KS2	Focused support, smaller class sizes +3 Develop a mastery approach +5 Small Group Tuition +4 months	Development of mastery approach to learning, particularly in maths	See above.	
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	Small group, 1:1 and focussed support for those with gaps early on in their development	Y1 80% passed PSC Y2 100% passed PSC	Continue with current provision.
			Total budgeted cost	£28091

iv. **Targeted support**

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	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)
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	Pupil Premium Team and CS to manage	2017-18 whole school attendance 96.8% Disadvantaged attendance 96.62% compared to 93% nationally.	Continue with current approach.

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	Pastoral team supported by pupil premium team	Relationships developed positively. Currently no hard to reach parents. Attendance and review meetings and TAC meetings is 100%. Excellent communication between school and parents - see Parents' Questionnaires.	Continue with current approaches. Pastoral team has restructured for 2018-19.
			Total budgeted cost	13573

v.   Other approaches

Total budgeted cost	£8717