

## 1. Pupil premium strategy statement (primary) Summary information

<b>School</b>	St James' C of E Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£85,575	<b>Date of most recent PP Review</b>	Sep 2018
<b>Total number of pupils</b>	237	<b>Number of pupils eligible for PP</b>	57 ( + 3 Nursery)	<b>Date for next internal review of this strategy</b>	Sep 2019

## 2. 2018 attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving EXS or above in Reading, Writing and Maths</b>	R: 87.5%, W: 75%, M: 62.5%, RWM: 62.5%	R: TBC, W: TBC, M: TBC, RWM: TBC
<b>Average Scaled Score attained in Reading, Writing and Maths</b>	R:114.9, W: 101.3, M:106.1	R:TBC, W:TBC , M: TBC
<b>DfE progress measure in Reading</b>	14.56	TBC
<b>DfE progress measure in Writing</b>	3.50	TBC
<b>DfE progress measure in Maths</b>	6.35	TBC

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

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Analysis of attainment at St. James' shows that underperformance for children who qualify for Pupil Premium does not show a consistent trend or pattern. Different children underperform in different areas.
<b>B.</b>	Higher ability children eligible for PPG did not achieve as highly in writing compared with lower ability and middle ability children eligible for PPG.
<b>C.</b>	Pupils eligible for PPG are making less progress in Writing and maths than in Reading.
<b>D.</b>	Levels of resilience and confidence in their own ability are lower for some children eligible for PPG
<b>E.</b>	Poor oral skills for some groups of children due to high percentage of children with EAL and high levels of social deprivation
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Parental engagement/ parenting skills / support available for parents
<b>G.</b>	Lack of opportunities to access enrichment facilities/ opportunities to gain a deeper understanding of the world
<b>H.</b>	Parental health/ mental health concerns

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Continue to diminish the difference in achievement between Disadvantaged children at St. James' and those at St. James' who are not so that attainment of the two groups is broadly similar in all subjects.	The gap between PP and non PP children reaching ARE is narrowed.
<b>B.</b>	For higher attaining children eligible for PPG to achieve accelerated progress in Writing and maths	Higher attaining pupils eligible for PPG make as much progress as, lower and middle ability pupils eligible for PPG.
<b>C.</b>	Pupils eligible for PPG are making less progress in Writing than in Reading and Maths.	Pupils eligible for PPG make as much progress in Writing as in other subjects e.g. Reading and Maths
<b>D.</b>	Levels of resilience, confidence and independence are improved in children eligible for PPG	The resilience, confidence and motivation of children eligible for PPG in learning situations will be improved. Attainment and progress for these pupils is improved. They will be able to work more independently for longer periods of time. Have strategies in place to know how to support themselves without relying on adult support.
<b>E.</b>	Increased formal opportunities for children to discuss and debate issues leading to improved oral skills	A wider range of formal opportunities for discussing and debating issues will be embedded across school
<b>F.</b>	Parental mental health is supported through Early Help model. This process is reviewed regularly.	Parents are quickly and correctly identified as needing support through the Early Help model. Appropriate agencies are accessed and support for families is provided.
<b>G.</b>	Enrichment and first hand experiences are provided for the pupils. Pupil and staff voice shows a greater engagement in learning.	The children have a wider experience of the world.

#### 5. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>E</b> Improve oral language skills by further embedding opportunities the children have to discuss and debate issues by introducing more formal methods to support children in this area	Higher numbers of staff to be trained to Level 1 P4C . Introduce Debate Mate programme ( Debating club linked to Manchester University)	School has a higher than national average number of children with EAL and from ethnic minorities which means that many of the children start their school life with low levels of speaking and listening. Children who qualify for PPG are further behind as they experience barriers due to higher than average levels of social deprivation creating home circumstances where there may be limited levels of high	Use INSET time for staff training Key members of staff to attend P4C training Lesson observations Key staff to attend Debate Mate training Formal analysis of opportunities across the school that enable children to debate and discuss issues show this practice to be embedded in all areas.	<b>JW</b>	<b>July 2019</b>

		quality of speaking and listening.			
<b>Total budgeted cost</b>					£2,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b> Continue to diminish the difference in achievement between Disadvantaged children at St. James' and those at St. James' who are not so that attainment of the two groups is broadly similar in all subjects.	Identify appropriate booster groups to address gaps in learning across the school.	Analysis shows that there is no pattern or trend for underperformance in a specific subject, year group or gender for children who qualify for Pupil Premium. Effective support needs to be planned according to the specific needs of the children in each cohort that qualify for Pupil Premium.	Use Pupil Progress information to ensure children receive the necessary support they need. Use assertive mentoring, Renaissance and school assessment system to identify the children's gaps in knowledge Half termly monitoring of progress and outcomes.	JW	Half termly.
<b>B</b> For higher attaining children eligible for PPG to achieve accelerated progress in Writing	Identify appropriate writing booster groups.	Analysis shows underperformance for higher attaining children who qualify for PPG compared lower and middle ability children eligible for PPG.	Use assertive mentoring and school assessment system to identify the children's gaps in knowledge Half termly monitoring of progress and outcomes. Work and planning scrutinies Cross school writing moderations	JW	Half Termly
<b>C</b> Pupils eligible for PPG are making less progress in Writing and maths than in Reading.	Maths booster groups in Rainbow Zone/ Lindsay Singer/ JF/ VS Targeted in class support SD/ DS/ SG/ CH/ FB/ MP Additional "fix it" sessions to target gaps in learning	Analysis shows that as a group children eligible for PPG are progressing at a slower rate in writing and Maths than in reading.	Use assertive mentoring and school assessment system to identify the children's gaps in knowledge Half termly monitoring of progress and outcomes. Work and planning scrutinies	JW LS SD SG JF VS	Half termly.

<p><b>D</b> Levels of resilience, confidence and independence are improved in children eligible for PPG</p>	<p>Nurture groups/ targeted extended schools activities/ educational visits / support from outside agencies where appropriate, Forest schools, Beacon Counselling, Debate Mate Early Help model Targeted in class support where appropriate.</p>	<p>Rely heavily on adult support to begin task, stay on task and complete tasks. Low contribution to lesson input. Frequent emotional incidents which have led focus away from their learning or made it difficult for them to concentrate.</p>	<p>Use Pupil Progress information to ensure children receive the necessary support they need. Regular meetings with staff who work with these children Information regarding any incidents recorded on CPOMS- monitor this Half termly monitoring of progress and outcomes.</p>	<p>JW LG DS</p>	<p>Half termly.</p>
<b>Total budgeted cost</b>					<p>£75,000</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>F</b> Increased Parental engagement</p>	<p>Signpost parents who may need additional support with emotional / social or medical issues to e.g. Early Help Model/ school nurse. Support from PIP – Alexandra Lock SEN support – Lesley Gore Parent workshops</p>	<p>As a school we do have good parental engagement. However, some parents may find it more difficult to offer a high level stimulating environment for the children and or support with work at home. This may be due to a range of external factors such as social circumstances, medical issues, language barriers. (RaiseOnline -54.2% EAL compared to 20.1% Nationally 2016 data) ( RaiseOnline- 0.25% compared to National 0.21% -Putting school in the 80<sup>th</sup> percentile for deprivation 2016 data)</p> <p>Attendance and punctuality data is shows that some children eligible for PPG have lower attendance. Data on CPOMS is linked to some children eligible for PPG.</p>	<p>Regular meetings including Pupil Progress to share information between SLT, SEN lead , school nurse , PIP – Alexandra Lock. Regular Early Help reviews. Monitoring of CPOMS incidents. Half termly monitoring of progress and outcomes.</p>	<p>JW GS AL LG</p>	<p>Half termly.</p>
<p><b>G</b> Enrichment and first hand experiences are provided for the pupils. Pupil and staff voice shows a greater engagement in learning.</p>	<p>Pupils are provided with opportunities to work with others collaboratively, solve problems and build resilience. Pupils are provided with a wide range of first hand experiences that they might otherwise not have the opportunity to take part in.</p>	<p>Pupils have the opportunity to develop life skills and have experiences which are transferred to learning in class. Research shows the studies of adventure learning consistently shows positive benefits on learning, and wider outcomes such as self-confidence.</p>	<p>Regular meetings including Pupil Progress to share information between SLT, SEN lead, school nurse , PIP – Alexandra Lock. Monitoring of CPOMS incidents.</p> <p>Half termly monitoring of progress and outcomes. Liaise regularly with Extended Schools leader</p>	<p>JW GS AL LG DS</p>	<p>Half termly.</p>

	Forest school				
<b>H</b> Parental health/mental health is supported through Early Help intervention and is reviewed regularly.	The Early Help team target parents for support through the Early Help model.	Through previous EH it has been identified that we have a number of parents with health/ mental health issues. In order to enable parents to be able to support their children effectively we need to help them to improve / manage these issues so that it does not impact negatively on the child.	Parents are quickly and correctly identified for EH and meet regularly with the EH team. AL (PIP) supports parents when necessary. Pupil voice shows that pupils feel safe Beacon counselling support the children and report positively. Positive impact on progress and attainment.		
<b>Total budgeted cost</b>					£8,000

6. Review of expenditure				
Previous Academic Year		2017/18		
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
E Improve oral language skills by further embedding opportunities the children have to discuss and debate issues by introducing more formal methods to support children in this area	Staff INSET on methods of discussing and debating already happening in school. What methods could we also introduce? Staff input. Introduce idea of Philosophy for Children (P4C) Restorative Justice /Restorative circle time	<p>Classes continue to hold regular Restorative Practice circle time which gives the children the opportunity to vocalise any issues they have and work towards solving them together as a class.</p> <p>We now have a ' Restorative Gang' in place where a group of trained peers support other children to solve less serious incidents or problems together. This has worked well and we will continue to implement this this year.</p> <p>The children now have more opportunities to discuss and debate issues, it is beginning to help them to improve their questioning skills by developing more opened questions. Children are now also more confident at expressing their own views</p>	<p>P4C lessons are now being taught in school but we now need to spread this across more year groups and look to timetable session on a more regular basis to ensure this embeds.</p> <p>Restorative Practice is well embedded across the school. We will continue to monitor this and ensure that the Restorative Circle times continue.</p>	Staff Time
ii. Targeted support				
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
A Continue to diminish the difference in achievement between Disadvantaged children at St. James' and those at St. James' who are not so that attainment of the two groups is broadly similar in all subjects.	Identify appropriate booster groups to address gaps in learning across the school.	<p>Renaissance data shows that the gap across the year between pupils eligible for PPG and those who are not eligible has narrowed.</p> <p>We now have much more formal support in place for the growing number of children needing pastoral support.</p> <p>Curriculum based support has also taken place as planned.</p>	<p>Identified booster groups and 1:1 support will continue next academic year.</p> <p>More social/ emotional support groups/ 1:1 will need to continue to support vulnerable pupils</p> <p>More members of staff have been timetabled to work with pupils eligible for PPG so that more children across the year can be supported.</p>	Staff Time

<p><b>B</b> For higher attaining children eligible for PPG to achieve accelerated progress.</p>	<p>The gap between higher achieving PP and higher achieving non PP is narrowed.</p>	<p>Analysis shows that the higher attaining children have made good progress in all maths and writing but have made accelerated progress in reading.</p>	<p>This support will continue next year in the year group/ groups with a focus on achieving accelerated progress in maths and writing for higher attaining children eligible for PPG.</p>	<p>Staff Time</p>
<p><b>C</b> Higher rates of progress in Y2,Y5 &amp;Y6 in maths for pupils eligible for PPG</p>	<p>Maths booster groups in Rainbow Zone/ Lindsay Singer Targeted in class support SD/ DS/ SG/ CH/ FB/ MP Additional "fix it" sessions to target gaps in learning</p>	<p>Analysis shows that children in Y2 , Y5 &amp; Y6 eligible for PPG made good progress in maths across the year.</p>	<p>Targeted children eligible for PPG across all year groups will continue to receive booster groups in maths.</p>	<p>Staff Time</p>
<p><b>D</b> Levels of resilience, confidence and independence are improved in children eligible for PPG</p>	<p>Nurture groups/ targeted extended schools activities/ educational visits / support from outside agencies where appropriate, Forest schools, Beacon Counselling. Targeted in class</p>	<p>Feedback from HS Forest school teacher and from class teachers shows that children have shown a growing confidence in lessons and many are contributing more regularly to class discussions.</p>	<p>This target will continue next year</p>	<p>Staff Time</p>

<p><b>E</b> Levels of resilience, confidence and independence are improved in children eligible for PPG</p>	<p>Nurture groups/ targeted extended schools activities/ educational visits / support from outside agencies where appropriate Targeted in class support where appropriate SD/ DS/ JF/ BH SEN- Lesley Gore</p>	<p>We have continued to keep a wide range of pastoral support in place ( Forest Schools, Beacon Counselling, Pastoral diaries, Early Help etc) this has helped to support those who need to develop confidence and resilience. It has given them opportunities to learn strategies to support themselves when their confidence/ emotional wellbeing is feeling low.</p> <p>Feedback from the Forest Schools Sessions continues to show that children are showing higher levels of confidence during the sessions and are contributing more, showing more leadership skills in this environment. Teachers continue report that many of the children have now become more vocal and in class and are contributing more to lessons.</p>	<p>We now need to continue to look for new ways to support the children with mental health issues across the school.</p>	<p>Staff Time Forest Schools £1080</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>F</b> Increased Parental engagement</p>	<p>Signpost parents who may need additional support with emotional / social or medical issues to e.g. Early Help/ school nurse. Support from PIP – Alexandra Lock SEN support – Lesley Gore Parent workshops</p>	<p>17 Families whose children are eligible for PPG were signposted for support from AL which was an increase from last year. 7 Families whose children are eligible for PPG had Early Help cases registered by the Early Help Team 9 families received Family support (Pre-Early Help) from the Early Help Team The school nurse was available for weekly drops in and this was accessed by some families whose children are eligible for PPG.</p>	<p>The aim for next year is to continue to increase parental support. We have School Nurse parent workshops booked in once a half term; weight, sleep and diet which have been the main concern from parents this year. The Early Help team will attend a workshops on housing and mental health which are some of our most common presenting issues with families. To continue to have regular review meetings (Team around the Family- TAF)</p>	<p>Staff Time</p>

<p><b>G</b> Ongoing medical issues leading to lower attendance in some children eligible for PPG</p>	<p>Signpost parents to receive additional parental support form Alexandra Lock (PIP) Lesley Gore to support parents with children who have ongoing medical issues Referral to school Nurse First Day calls</p>	<p>The average attendance for children with ongoing medical issues eligible for PPG is 90.2% 60% of children eligible for PPG with ongoing medical concerns have attendance of 90% or more.</p>	<p>Attendance will continued to be monitored next year through the schools regular attendance procedures.</p>	<p>Staff Time</p>
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