

Pupil Premium Strategy Update for St James CE Primary School 2020-2021



1. Summary Information					
School	St James CE Primary School, Regent Street, Haslingden, BB4 5HQ				
Academic Year	2020-21	Total PPG budget	PPG £61,870 PPG plus £9,380 Total £71,250	Date of most recent PP Review	November 2020
Total number of pupils (November 2020)	202 incl Nursery 185 without Nursery	Number of pupils eligible for PPG	43 (23%)	Date for next internal review of this strategy	March 2021

Review in November with F Brady, Headteacher and J Lord, PPG Governor indicated in blue text where other options have been discussed and explored due to Covid restrictions and changing needs.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Reading and Writing support, including phonics	
B.	Intervention support for Literacy and emotional/social support	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Breakfast Club – SB and KC	
D.	Parental Support and Learning (family Learning facilitated – Reading, Lego and Engineering) – led by SB/Structured Conversations	
E.	Development of Wider Curriculum and ELE (visitors, trips, experiences, etc)	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reading and Writing, including phonics enables knowledge and understanding of vocabulary, explanation and evidence together with inference and deduction to be further embedded.	Improved outcomes closer to national throughout school for PPG children, including phonics, reading and writing.

B.	Intervention Support impacts on accelerated progress each term Intervention by Learning Mentor enables children to succeed and attend school in line with peers	Progress measures for key intervention groups ensures key children catch up with their peers
C.	Breakfast Club ensures a nutritional start to the day with emotional support for a good start to the day	Children who attend breakfast club make a good start in class and learn well
D.	Parents attend key workshops to support Reading, Phonics and Writing. Key parents attend extended supportive appointments with teachers. ALS supported by school to present workshops with parents and children	Outcomes for PPG children improved due to parental confidence to support homework through improved knowledge and understanding of literacy. Key children feel supported and happy with a deeper relationship between school and parents thereby impacting on outcomes.
E.	Children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons.	Children's aspirations are widened. Children understand the wider world and are able to apply personal experiences to learning. Curriculum is more meaningful as a result.

4. Planned expenditure					
Academic year		2020-21			
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? Costing	Staff lead	When will you review implementation?
Reading and Writing Support, including phonics	Experienced, quality support staff in each class CPD for all staff with support from consultants	Daily outcomes for English, particularly Reading – vocabulary and comprehension development.	Support Staff in each class Monitoring and evaluation of systems over the year Training in RWInc, Pre-teach, Phonics, Spelling, Reading and Writing	Class teachers with support staff	Termly in pupil progress meetings
Actual Spend 20-21					
Total budgeted cost					£20,000
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? Costing	Staff lead	When will you review implementation?

Intervention Support for Literacy: Targeted core subjects together with emotional literacy.	Learning Mentor Support staff complete targeted interventions to support accelerated progress	Termly outcomes for English for key identified children – completion of set programmes with experienced support staff to measure impact.	Experienced ELSA trained Learning Mentor Key identified staff to complete programmes over the term and report outcomes to class teachers. Overseen by DHT and Class teachers.	K Collinge S Byrne S Burrows Z Khan C Crilly N Pilkington Class teachers	Termly in Pupil Progress Meetings
Anticipated Spend 20-21					
Total budgeted cost					£13,576
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? Costing	Staff lead	When will you review implementation?
Good start to the day, support nutrition and emotional wellbeing	Breakfast Club	Children settle well into class when they attend the club. They are able to talk to their peers and experienced, known staff who they share their worries and concerns about the day to ensure these are allayed and resolved thereby facilitating a good start to the day.	2 experienced support staff with training. Value for money purchasing of food. Support from charities where appropriate.	K Collinge S Byrne	Half Termly
Parental Support and Learning with Family Liaison Officer	Family Learning Opportunities Structured Conversations	Family workshops, Adult Learning workshops with FLO. Staff present workshops planned and therefore bespoke to needs of school Structured Conversations with key parents in a supportive and friendly environment.	FLO directs and supports Class teachers organise Home visits and support at home has been widely facilitated rather than courses in school due to restrictions.	S Byrne Class Teachers Subject leaders	Termly
Wider Curriculum Development: widen horizons and experiences	ELE Trips Visitors Creative Curriculum	Widen horizons and experiences for our children. Enhance the curriculum, bringing learning to life. Work to be completed from personal experiences to enhance outcomes.	Class teachers to plan over the year Targeted trips subsidised. Due to restrictions, funds may be repurposed to other resources where best placed following this review.	Class teachers	Annually
Anticipated Spend 20-21	Breakfast club Supplies £700 Trip subs £3000 – possible repurposing of these funds for resources due to limited visitors and trips this year. FLO salary £10,000 TA Salaries £6,000 FSM Lunches cost to school £17,974 (43 x£11 x38w)				

Total budgeted cost

£36,674

Previous Academic Year: 2018-19			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. DATA indicates only part of a journey of learning due to COVID19, assessments taken at March 2020 illustrate a snapshot but not the whole learning journey normally taken over a school year.	Lessons learned (and whether you will continue with this approach)
Reading and Writing, including phonics enables knowledge and understanding of vocabulary, explanation and evidence together with inference and deduction to be further embedded.	Experienced, quality support staff in each class	See data below – compared to non PPG, please note number of children data applies to. Overall, good progress made by PPG children in Reading and Writing with variable cohort specific attainment patterns.	Continue with support, part of SIP next year to support further work to embed strategies due to shorter year 19-20.
Intervention Support impacts on accelerated progress each term Intervention by Learning Mentor enables children to succeed and attend school in line with peers	Learning Mentor Support staff complete targeted interventions to support accelerated progress	Intervention tracking indicates good progress and clear impact of work undertaken with key support staff.	Continue
Breakfast Club ensures a nutritional start to the day with emotional support for a good start to the day	Breakfast Club with 2 experienced support staff including learning mentor	Children supported each morning, good attendance in comparison: PPG 94%, Non PPG 95% (Gov Target 96%)	Very successful, club to continue.
Parents attend key workshops to support Reading, Phonics and STEM year. Key parents attend extended supportive appointments with teachers.	Family Learning Opportunities Structured Conversations	STEM year started well in the autumn term. With changes in provision in Spring due to several factors. Several Adult Learning courses have taken place and benefitted both children and parents with opportunities to work together in some of the practical workshops. Improvement on parental understanding and engagement.	Very successful, to continue with some bespoke workshops presented by school staff
Children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons.	ELE Trips Visitors Creative Curriculum	Curriculum provision has been under review this year as part of our SIP. We continue to provide as many additional experiences as possible, however this has been limited in Spring-Summer term due to COVID19.	Continue

The following data will be updated in Spring when March 2020 review takes place.

	PROGRESS as at March 2020									ATTAINMENT as at March 2020						
	PPG	R	W	M	Non PPG	R	W	M	PPG	R	W	M	Non PPG	R	W	M
N																
R	8	1.4	1.8	2	15	2	1.93	1.8	8	38%	38%	63%	15	73%	73%	80%
Y1	8	2.14	2.00	2.16	18	2.20	1.84	1.87	8	63%	63%	63%	18	78%	56%	72%
Y2	8	2.00	1.80	1.83	21	2.05	1.80	2.15	8	50%	50%	50%	21	57%	52%	67%
Y3	8	2.00	1.67	2.00	14	1.90	2.25	2.08	8	75%	50%	63%	14	50%	50%	50%
Y4	7	1.71	1.57	1.71	15	1.80	1.93	1.93	7	57%	43%	57%	15	73%	73%	73%
Y5	6	2.50	2.66	2.00	22	2.13	2.13	2.00	6	50%	50%	67%	22	73%	73%	68%
Y6	7	2.28	2.14	2.00	12	2.08	2.08	2.41	7	43%	29%	29%	12	83%	67%	75%