

Haslingden St James CE Primary School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	St James' CE Primary School
Pupils in school	184
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£77975
Academic year or years covered by statement	2021-22
Publish date	1.9.2021
Review date	1.7.2022
Statement authorised by	Frances Brady
Pupil premium lead	Frances Brady
Governor lead	Joan Lord

Disadvantaged pupil progress scores for last academic year (2019 due to Covid19)

Progress	Score
Reading	-2.82
Writing	-0.02
Maths	-0.93

Disadvantaged pupil performance for 2019 (last full academic year due to Covid19)

Meeting Expected Standard at KS2 Attainment (10 chn/9 chn for Writing)	% ARE/Ave Scaled Score
Reading	30/97.2
Writing	44/No Ave Scaled Score
Maths	40/97.0

Disadvantaged pupil performance for last academic year: Internal data

Meeting Expected Standard at KS2 Attainment (7 chn – 25%)	%
Reading	71
Writing	54

Maths	54
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Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	End of Year Targets for PPG children set with termly tracking. Scaled Score and Progress Measures within ASP at year end
Achieving high standard at KS2	End of Year Targets for PPG children set with termly tracking. Scaled Score and Progress Measures within ASP at year end

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	One step minimum for each child each term following moderated assessment and tracking Some interventions in place for key children to accelerate progress to more than one step per term/three steps per year	Pupil Progress Meeting and Recovery at end of term
Progress in Writing	One step minimum for each child each term following moderated assessment and tracking Some interventions in place for key children to accelerate progress to more than one step per term/three steps per year	Pupil Progress Meeting and Recovery at end of term
Progress in Mathematics	One step minimum for each child each term following moderated assessment and tracking Some interventions in place for key children to accelerate progress to more than one step per term/three steps per year	Pupil Progress Meeting and Recovery at end of term
Phonics	Achieve at least in line/above with national for Y1 and Y2 Phonics Check	Y2 – Dec 2021 Y1 – June 2022
Other	Embed new curriculum	By end of academic year

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1:</p> <p>Improved outcomes closer to national throughout school for PPG children, including phonics, reading and writing and maths.</p>	<p>Reading and Writing, including phonics enables knowledge and understanding of vocabulary, explanation and evidence together with inference and deduction to be further embedded.</p> <p>Maths mastery programme promotes high quality reasoning and problem solving skills</p>
<p>Priority 2</p> <p>Progress measures for key intervention groups ensures key children catch up with their peers</p>	<p>Intervention Support impacts on accelerated progress each term</p> <p>Intervention by Learning Mentors enables children to succeed and attend school in line with peers</p>
<p>Barriers to learning these priorities address</p>	<p>Maths, Reading and Writing support, including phonics</p> <p>Intervention support for Literacy and emotional/social support</p>
<p>Projected spending</p>	<p>£25,000 + £20,975 = £45,975</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Children who attend breakfast club make a good start in class and learn well</p>	<p>Breakfast Club ensures a nutritional start to the day with emotional support for a settled and learning ready beginning to the school day</p>
<p>Priority 2</p> <p>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.</p> <p>Needs of key children met through regular, successful support for families where needs identified.</p>	<p>Parents attend key workshops to support Reading, Phonics and Writing.</p> <p>Maths workshops promote mastery approach</p> <p>Key parents for various reasons including SEND attend extended supportive appointments with family liaison team</p>
<p>Priority 3</p> <p>All children's aspirations are widened. Children understand the wider world and are able to apply personal experiences to learning. Embedded new curriculum is more creative and meaningful as a result.</p>	<p>Children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons based on new curriculum.</p> <p>All children access wider opportunities in learning.</p>
<p>Barriers to learning these priorities address</p>	<p>Breakfast Club</p>

	<p>Parental Support and Learning including SEND Development Team (KJ/NP/KGB/ShB)</p> <p>Development of New Curriculum and ELE (visitors, trips, experiences, etc)</p>
Projected spending	£32,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Daily outcomes for English, particularly Reading – vocabulary and comprehension development.</p> <p>Improvement for all is required in reasoning and problem solving skills together with higher order logical approaches to complex challenges in all areas of Maths to give children abilities to achieve well</p>	<p>Support Staff in each class</p> <p>Monitoring and evaluation of systems over the year</p> <p>Training in RWInc, Pre-teach, Phonics, Spelling, Reading and Writing</p> <p>Monitoring of T&L</p> <p>Support staff in all classes trained and skilled in approaches</p> <p>Class teachers support project</p>
Targeted support	<p>Termly outcomes for English for key identified children – completion of set programmes with experienced support staff to measure impact.</p> <p>Learning Mentors and support staff are able to improve the emotional literacy of children through time spent 1-1 and in small groups with specific activities to support this work. This needs to continue.</p> <p>Programmes have successfully illustrated progress for identified key children and will help others to catch up to ARE</p>	<p>Experienced ELSA trained Learning Mentor with shadow mentor</p> <p>SENCo leads work in this area with SLT support</p> <p>Key identified staff to complete programmes over the term and report outcomes to class teachers.</p> <p>Overseen by Class teachers with support staff.</p>
Wider strategies	<p>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.</p> <p>Family workshops, Adult Learning workshops with FLO.</p> <p>Staff present workshops planned and therefore bespoke to needs of school</p> <p>Conversations with key parents in a supportive, helpful and friendly environment.</p> <p>Widen horizons and experiences for our children.</p>	<p>2 experienced support staff with training.</p> <p>Value for money purchasing of food.</p> <p>Support from charities where appropriate. FLO team directs and supports with SENCo lead</p> <p>Class teachers organise follow up work and embed where identified with support staff input</p> <p>Class teachers to plan over the year</p> <p>Targeted trips subsidised.</p> <p>Resources purchased to boost curriculum provision</p>

	<p>Enhance the curriculum, bringing learning to life within restrictions in place at the time of teaching.</p> <p>Work to be completed from personal experiences to enhance outcomes.</p>	
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Review: last year's aims and outcomes

Aim	Outcome Data from LSIP and Internal Data																																																						
Reading and Writing Support, including phonics	<p>Improved outcomes closer to national throughout school for PPG children, including phonics, reading and writing.</p> <p>Phonics Year 1 – 66.7 (project 67.8)</p> <p>KS1 Reading – 60.7 (project 65.2) Writing – 57.1 (project 55.8)</p> <p>KS2 Writing – 53.5 (project 65.9) Reading – 71 (Internal Data)</p>																																																						
<p>Intervention Support for Literacy:</p> <p>Targeted core subjects together with emotional literacy.</p>	<p>Progress measures for key intervention groups ensures key children catch up with their peers</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Progress July 2021</th> <th>All Pupils</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>N2</td> <td>16</td> <td>2.86</td> <td>2.57</td> <td>3.14</td> <td></td> </tr> <tr> <td>R</td> <td>30</td> <td>3.33</td> <td>3.40</td> <td>3.47</td> <td></td> </tr> <tr> <td>Y1</td> <td>24</td> <td>3.08</td> <td>2.88</td> <td>2.67</td> <td></td> </tr> <tr> <td>Y2</td> <td>28</td> <td>2.25</td> <td>2.32</td> <td>2.29</td> <td>2.07</td> </tr> <tr> <td>Y3</td> <td>27</td> <td>3.15</td> <td>3.04</td> <td>2.84</td> <td>2.24</td> </tr> <tr> <td>Y4</td> <td>22</td> <td>2.95</td> <td>3.05</td> <td>2.77</td> <td>3.05</td> </tr> <tr> <td>Y5</td> <td>23</td> <td>3.36</td> <td>3.50</td> <td>3.55</td> <td>3.43</td> </tr> <tr> <td>Y6</td> <td>28</td> <td>3.57</td> <td>2.43</td> <td>2.82</td> <td>3.39</td> </tr> </tbody> </table>	Progress July 2021	All Pupils	R	W	M	GPS	N2	16	2.86	2.57	3.14		R	30	3.33	3.40	3.47		Y1	24	3.08	2.88	2.67		Y2	28	2.25	2.32	2.29	2.07	Y3	27	3.15	3.04	2.84	2.24	Y4	22	2.95	3.05	2.77	3.05	Y5	23	3.36	3.50	3.55	3.43	Y6	28	3.57	2.43	2.82	3.39
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Wider Curriculum Development: widen horizons and experiences	<p>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.</p> <p>Due to pandemic, monies reallocated for ICT equipment to support home learning during lockdown.</p>																																																						