

# Pupil Premium Strategy Update for St James CE Primary School 2021-2022



1. Summary Information					
<b>School</b>	St James CE Primary School, Regent Street, Haslingden, BB4 5HQ				
<b>Academic Year</b>	2021-22	<b>Total PPG budget</b>	PPG £68,595 PPG plus £9,380 Total £77,975	<b>Date of most recent PP Review</b>	July 2021
<b>Total number of pupils (November 2020)</b>	202 incl Nursery 184 without Nursery	<b>Number of pupils eligible for PPG</b>	51 (28%)	<b>Date for next internal review of this strategy</b>	December 2021

2. 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>	Maths, Reading and Writing support, including phonics	
<b>B.</b>	Intervention support for Literacy and emotional/social support	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Breakfast Club	
<b>D.</b>	Parental Support and Learning including SEND Development Team (KJ/NP/KGB/ShB)	
<b>E.</b>	Development of New Curriculum and ELE (visitors, trips, experiences, etc)	
3. Desired outcomes		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Reading and Writing, including phonics enables knowledge and understanding of vocabulary, explanation and evidence together with inference and deduction to be further embedded. Maths mastery programme promotes high quality reasoning and problem solving skills	Improved outcomes closer to national throughout school for PPG children, including phonics, reading and writing and maths.

<b>B.</b>	Intervention Support impacts on accelerated progress each term Intervention by Learning Mentors 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
<b>C.</b>	Breakfast Club ensures a nutritional start to the day with emotional support for a settled and learning ready beginning to the school day	Children who attend breakfast club make a good start in class and learn well
<b>D.</b>	Parents attend key workshops to support Reading, Phonics and Writing. Maths workshops promote mastery approach Key parents for various reasons including SEND attend extended supportive appointments with family liaison team	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. Needs of key children met through regular, successful support for families where needs identified.
<b>E.</b>	Children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons based on new curriculum. All children access wider opportunities in learning.	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.

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
Maths experiences for real life learning enhance problem solving and reasoning skills	Maths Mastery Project and development throughout school including training  Additional Maths resources	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	Monitoring of T&L Support staff in all classes trained and skilled in approaches Class teachers support project	K Simister J Doherty Class Teachers Support staff	Termly in monitoring cycle and data drops with pupil progress meetings.
<b>Anticipated Spend 20-21</b>	TA Salary contribution £20,000				

	Additional resources £5,000				
<b>Total budgeted cost</b>					<b>£25,000</b>
<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? Costing</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Intervention Support for Literacy and Emotional wellbeing</p> <p>Social skills developed and improved</p> <p>Targeted core subjects together with emotional literacy.</p>	<p>Learning Mentors</p> <p>Support staff complete targeted interventions to support accelerated progress</p> <p>Intervention programmes, e.g. Racing to English, Wellcomm, Lucid Rapid, together with S&amp;L programmes with specialist input</p>	<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>	<p>Support Staff N Pilkington Class teachers S Khan (S&amp;L) K Jamil SENCO</p>	<p>Termly in Pupil Progress Meetings</p> <p>Learning Mentor referral forms</p> <p>SENCO monitoring and evaluation of programmes and interventions</p> <p>Pupil Conferencing and CPOMS entries</p>
<b>Anticipated Spend 20-21</b>	Specialist emotional support SENCO and TA Salaries contribution £19,380 Additional Resources £1595				
<b>Total budgeted cost</b>					<b>£20,975</b>
<b>iii. Other approaches</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? Costing</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	Support Staff	Half Termly
Parental Support and Learning with Family Liaison Team	Family Learning Opportunities Structured Conversations	Family workshops, Adult Learning workshops with FLO.  Staff present workshops planned and therefore bespoke to needs of school	FLO team directs and supports with SENCo lead  Class teachers organise follow up work and embed where identified with support staff input	K Jamil  Class Teachers  Support Staff	Half Termly, with weekly updates for SLT by KJ

		Conversations with key parents in a supportive, helpful and friendly environment.			
Wider Curriculum Development: widen horizons and experiences for all children  Improve provision with additional resources to engage and motivate learners	ELE Trips Visitors Creative Curriculum	Widen horizons and experiences for our children.  Enhance the curriculum, bringing learning to life within restrictions in place at the time of teaching.  Work to be completed from personal experiences to enhance outcomes.	Class teachers to plan over the year Targeted trips subsidised. Resources purchased to boost curriculum provision	Class teachers	Annually
<b>Anticipated Spend 20-21</b>	Breakfast club Supplies £1000 Trip subs £3000 PPG Resources Subs £3000 FLO Team salary contribution £15,000 TA Salaries contribution £10,000 (FSM Lunches cost to school (51 x £11.25 x 38w) £21,800)				
<b>Total budgeted cost</b>					<b>£32,000</b>

Previous Academic Year: 2020-21																																																																																																																		
Desired outcome	Cost	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)																																																																																																														
Reading and Writing Support, including phonics	£20,000	Experienced, quality support staff in each class CPD for all staff with support from consultants	Improved outcomes closer to national throughout school for PPG children, including phonics, reading and writing. <table border="1"> <thead> <tr> <th>Attainment July 2021</th> <th>All Pupils</th> <th>R</th> <th>R%</th> <th>W</th> <th>W%</th> <th>M</th> <th>M%</th> <th>Phonics/ GFS</th> <th>Phonics/ GFS</th> </tr> </thead> <tbody> <tr> <td>N1</td> <td>4</td> <td>4</td> <td>100%</td> <td>4</td> <td>100%</td> <td>4</td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>N2</td> <td>16</td> <td>10</td> <td>63%</td> <td>7</td> <td>44%</td> <td>14</td> <td>88%</td> <td></td> <td></td> </tr> <tr> <td>R</td> <td>30</td> <td>14</td> <td>47%</td> <td>14</td> <td>47%</td> <td>17</td> <td>57%</td> <td>16</td> <td>53%</td> </tr> <tr> <td>Y1</td> <td>24</td> <td>14</td> <td>58%</td> <td>13</td> <td>54%</td> <td>15</td> <td>63%</td> <td>16</td> <td>67%</td> </tr> <tr> <td>Y2</td> <td>28</td> <td>17</td> <td>61%</td> <td>16</td> <td>57%</td> <td>16</td> <td>57%</td> <td>16</td> <td>57%</td> </tr> <tr> <td>Y3</td> <td>27</td> <td>16</td> <td>59%</td> <td>13</td> <td>48%</td> <td>16</td> <td>59%</td> <td>15</td> <td>56%</td> </tr> <tr> <td>Y4</td> <td>22</td> <td>16</td> <td>73%</td> <td>13</td> <td>59%</td> <td>13</td> <td>59%</td> <td>11</td> <td>50%</td> </tr> <tr> <td>Y5</td> <td>23</td> <td>16</td> <td>70%</td> <td>12</td> <td>52%</td> <td>10</td> <td>43%</td> <td>13</td> <td>57%</td> </tr> <tr> <td>Y6</td> <td>28</td> <td>20</td> <td>71%</td> <td>15</td> <td>54%</td> <td>15</td> <td>54%</td> <td>19</td> <td>68%</td> </tr> <tr> <td>Totals</td> <td>202</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Attainment July 2021	All Pupils	R	R%	W	W%	M	M%	Phonics/ GFS	Phonics/ GFS	N1	4	4	100%	4	100%	4	100%			N2	16	10	63%	7	44%	14	88%			R	30	14	47%	14	47%	17	57%	16	53%	Y1	24	14	58%	13	54%	15	63%	16	67%	Y2	28	17	61%	16	57%	16	57%	16	57%	Y3	27	16	59%	13	48%	16	59%	15	56%	Y4	22	16	73%	13	59%	13	59%	11	50%	Y5	23	16	70%	12	52%	10	43%	13	57%	Y6	28	20	71%	15	54%	15	54%	19	68%	Totals	202									Continue as this is effective when consistent Good phonics outcomes
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Wider Curriculum Development: widen horizons and experiences	ELE Trips Visitors Creative Curriculum	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. Due to pandemic, monies reallocated for ICT equipment to support home learning during lockdown.	Ability to lend ICT equipment in lockdown supported families. Group I pads in Y2-6 to support interventions etc
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### Disadvantaged (PPG) with Non Disadvantaged (Non PPG) Year End Data Attainment

	Dis	R	R%	W	W%	M	M%	Phonics/ GPS	Phonics/ GPS	Non Dis	R	R%	W	W%	M	M%	Phonics/ GPS	Phonics/ GPS
N1	1									3								
N2	4		0%		0%		0%			12		0%		0%		0%		0%
R	5	1	20%	1	20%	2	40%		0%	25	14	56%	14	56%	17	68%		0%
Y1	9	3	33%	3	33%	4	44%	5	56%	15	11	73%	10	67%	12	80%	12	80%
Y2	8	6	75%	5	63%	5	63%	6	75%	20	13	65%	11	55%	13	65%	13	65%
Y3	10	6	60%	5	50%	5	50%	5	50%	17	11	65%	11	65%	11	65%	11	65%
Y4	7	6	86%	5	71%	3	43%	5	71%	15	10	67%	8	53%	10	67%	8	53%
Y5	8	4	50%	2	25%	2	25%	3	38%	15	12	80%	10	67%	8	53%	10	67%
Y6	7	2	29%	2	29%	3	43%	3	43%	21	12	57%	16	76%	13	62%	16	76%
Totals	59									143								

### Progress

	Dis	R	W	M	GPS	Non Dis	R	W	M	GPS
N1	1					3				
N2	4	2.75	2.25	3.00		12	2.73	2.64	3.00	
R	5	3.20	3.40	3.20		25	3.33	3.40	3.47	
Y1	9	2.44	2.22	2.00		15	3.47	3.27	3.07	
Y2	8	2.13	2.13	2.38	1.88	20	2.30	2.40	2.25	2.15
Y3	10	3.10	3.11	3.11	3.33	17	3.19	3.00	2.69	3.19
Y4	7	3.33	3.67	3.00	3.50	15	3.00	3.00	2.87	3.07
Y5	8	3.57	4.29	4.71	3.71	15	3.27	3.13	3.00	3.20
Y6	7	3.43	2.14	2.29	2.86	21	3.62	2.52	3.00	3.57
Totals	59					143				

Average progress = 3 points per year (1 per term)