

# FINAL Pupil Premium Strategy Statement for St James CE Primary School 2018-19



1. Summary Information					
<b>School</b>	St James CE Primary School, Regent Street, Haslingden, BB4 5HQ				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£66,000	<b>Date of most recent PP Review</b>	Jan 2019
<b>Total number of pupils</b>	169	<b>Number of pupils eligible for PP</b>	50/169 29.5%	<b>Date for next internal review of this strategy</b>	March 2019

2. Current attainment				
	<i>Pupils eligible for PP (9)</i>	<i>Y6 Total (30)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving ARE in reading, writing and maths</b>	23.1%	46.7%	64.7%	
<b>progress in reading</b>	1.0	1.3	1.5	
<b>progress in writing</b>	3.3	2.3	1.5	
<b>progress in maths</b>	-0.7	1.3	2.8	

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>	Support with attainment: Language, vocabulary, S&L (support staff allocation and part of SIP)
<b>B.</b>	Progress academically together with emotional Literacy and aspirations (Learning mentor, PSHE, Structured Conversations with key parents, etc)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Parental support for key groups within school (WBR & Other). This group make up 27% of our total intake with 58% of this group being PPG. This group includes INA and a high % of mobility: 17/28 of WBR & Other PPG children are inward mobility = 61% with 5/48 10% INA. Structured Conversations with key parents.
<b>D.</b>	Attendance PPG Sept 2017 – 16 April 2018 – PPG 92.3% and NON-PPG 93.2% (difference of 0.9%). Monitoring, rigorous action by office and FLO.
<b>E.</b>	Essential Learning Experiences and wider curriculum opportunities (Part of SIP)
<b>F.</b>	Breakfast Club

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<b>A.</b>	The Gap between PP and non PP pupils is closed and pupils reach or exceed Lancashire/national averages.	Teachers are aware of PPG children in their class and plan for these children accordingly. Teachers communicate the progress, attainment and needs of these pupils at regular pupil progress meetings. Gap is further closed from beginning to end of academic year.
<b>B.</b>	Intervention matches accurately the needs of the pupils and is tailored to develop both attitude and achievement, particularly in Maths. Improvement in emotional literacy and aspirations	PPG children make at least good progress in line with Non-PPG. Targeted support in place for emotional and educational needs together with Maths.
<b>C.</b>	Parents are engaged with school culture and ethos and are actively supporting their children's learning.	Parents work regularly with school to support children. Outcomes are improved: attendance, behaviour, attainment and progress.
<b>D.</b>	Higher levels of attendance for Pupil Premium children. Close the gap between PPG attendance and non-PPG attendance figures.	Attendance for PPG children is further in line with Non PPG (Sept 17-April 18 gap of 0.9% is narrowed further)
<b>E.</b>	Children experience wider learning opportunities.	Children enjoy school and are excited by their learning. Children are ready to learn. Children aspire to do more, be more and experience more.
<b>F.</b>	Breakfast Club	High proportion of PPG children attend subsidised club for a good start to the day – healthy breakfast with socialisation and time to talk.

5. Planned expenditure					
Academic year	2018/19				
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?
A The Gap between PP and non PP pupils is closed and pupils reach or exceed Lancashire/national averages for ARE at year end at KS1 and 2.	Reading as a SIP priority in 2017-18 Maintain focused work on Reading	Phonics 2017 DIS 57% (Sch) 84% (Nat) KS1 2017 Reading DIS 33% (Sch) 79% (Nat) GDS 17% (Sch) 28% (Nat) Writing DIS 33% (Sch) 72% (Nat) GDS 17% (Sch) 18% (Nat) Maths DIS 33% (Sch) 79% (Nat) GDS 17% (Sch) 23% (Nat) KS2 2017 Reading DIS 50% (Sch) 77% (Nat) GDS 0% (Sch) 29% (Nat) Writing DIS 75% (Sch) 81% (Nat) GDS 25% (Sch) 21% (Nat) Maths DIS 63% (Sch) 80% (Nat) GDS 25% (Sch) 27% (Nat) 2018 outcomes for KS2 as above.	Quality First Teaching with stable staff graded as at least good in consistent and well prepared teaching. Single Form Entry (Experienced UPS staff £15,000 from PPG Budget) School Improvement Plans TA support in each class (£12,220 from PPG Budget) English Leadership – split role – R&W with a separate S&L Lead Maths Leadership with support from Tim Kirk, Consultant.	F Brady N Pilkington K Jamil V Molloy	Termly with some half termly review for key cohorts/groups
<b>Total budgeted cost</b>					<b>£27,220</b>
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?
B Intervention matches accurately the needs of the pupils and is tailored to develop both attitude and achievement, particularly in Maths. Improvement in emotional literacy and aspirations	Pupil Progress Meetings Intervention Tracking with regular, rapid and rigorous approach. Learning Mentor Whole school PSHE	In school tracking throughout the year indicates that Disadvantaged Children, in some cohorts and for some subjects, require support to make rapid progress to catch up with non-PPG and therefore close the gap.	Tracking and Intervention TA2 and TA3 support targeted for key group (£15,000 from PPG budget) Learning Mentor part funded from PPG (£12,000 from PPG, rest from SEN) PSHE Leader monitor provision	N Pilkington K Jamil V Molloy S Byrne	Each half term to track rapid impact of interventions.

<b>C</b> Parents are engaged with school culture and ethos and are actively supporting their children's learning.	Targeted group of parents of PPG children for regular, extended 1-1 discussions with class teachers tailored to needs/background of child. New to school PPG parents given	High proportion of PPG children are WBR and Other: This group make up 27% of our total intake with 58% of this group being PPG. This group includes INA and a high % of mobility: 17/28 of WBR & Other PPG children are inward mobility = 61% with 5/48 10% INA.	Release for class teacher to meet with key parents regularly together with new parents (£5,000 from PPG)	Class Teachers	End of each term as part of pupil progress meetings
<b>Total budgeted cost</b>					<b>£27,000</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>
<b>D</b> Higher levels of attendance for Pupil Premium children. Close the gap between PPG attendance and non-PPG attendance figures.	Monitoring of PPG children as a group each month with rapid improvements following parental contact	Attendance PPG Sept 2017 – 16 April 2018 – PPG 92.3% and NON-PPG 93.2% (difference of 0.9%)	Attendance Monitoring – staff at front door/office each morning as FLO to follow up each day. Office staff to track and communicate with parents. (£3,420 from PPG)	F Brady L Cockroft S Byrne	Weekly attendance totals Half Termly attendance tracking
<b>E</b> Children experience wider learning opportunities	Development of wider curriculum as SIP Priority 2018-19	The school has a high deprivation indicator in 2016 of 0.28 compared to 0.21 nationally. Approx 72% of pupils come from wards with a grading of E for socio-economic indicators and more specifically for income (92%), living environment (92%), housing (grade A) (100%) and health (97%). Education, crime and employment range predominantly from indicators E-D.	Student exchanges with link schools funded from PPG £1,000 and Essential Learning Experiences subsidy £2,000 General Resources to enhance curriculum/visitors £3,000 School Improvement Plan linked to wider curriculum budget £2,000	Class Teachers/ Subject Leaders	Termly review of action plans
<b>F</b> Breakfast club supports PPG families with subsidised fees.	Daily breakfast club charged at £1 to continue at this price with subsidy from PPG.	69% of breakfast club attendees are PPG children. Also, 100% of attendees are WBR&Other – 58% of which make up our PPG group. This provides a focused, supportive strategy for a positive start to the day.	Staff administration, supervision, food and resources £3,000	K Collinge with office staff	Half Termly tracking of uptake
<b>Total budgeted cost</b>					<b>£11,780</b>

## 6. Review of expenditure

Previous Academic Year: 2017-18

£54,120

### 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
Narrowing the Gap: English:	Literacy – book bags, competitions, events, etc Further RWInc training EAL focus Speech and Language support Speech and Language opportunities in school SATS support (including additional resources and staffing) Consultant support – MIT, etc Support staff allocation for key learners together with interventions.	Improvement of Phonics provision Literacy outcomes raised. Gap between PPG children and Non-PPG children closed further and closer to national.	RWInc to continue with additional training for key staff. English support for new starters with bags and books to continue to encourage reading. English to continue as a key area for development next year to build further on achievements and outcomes this year with a focus on S&L, vocabulary and EAL. Support staff intervention – rigorous approach to tracking and therefore impact on outcomes further improved. S&L to continue under SEND provision – this has supported key children and has developed as part of Nursery provision. Programmes and advice from S&L Therapist to continue as part of Nursery work next year. (report from Sophie Crilly at year end) Outcomes for English across school: See below:	Literacy project (£200) S&L Therapist (£500) S&L Opportunities Staffing for SATS (£2000) Resources for SATS (£500) Consultant Support (MIT) RWInc Training (£1000) Staff for intervention & Support staff for key learners/classes (£22,920)  <b>Total: £27120.00</b>

	Dis	R	W	Non Dis	R	W
R	5	5	4.75	20	4	4
Y1	6	2.75	2.60	14	3.00	3.08
Y2	8	3.42	3.14	17	3.25	3.25
Y3	7	3.50	3.00	21	3.68	3.45
Y4	3	2.00	2.00	13	3.36	3.18
Y5	7	4.25	3.00	15	2.93	3.13

	Dis	R	W	Non Dis	R	W
R	5	100%	80%	20	70%	70%
Y1	6	83%	67%	14	71%	64%
		33%	33%		57%	50%
Y2	8	50%	38%	17	82%	71%
		25%	25%		76%	76%
Y3	7	43%	29%	21	76%	81%
		29%	29%		67%	62%
Y4	3	33%	33%	13	69%	62%
		33%	33%		69%	69%
Y5	7	71%	29%	15	67%	60%
		86%	86%		87%	80%
		(71%)	(29%)		(80%)	(60%)
2C+(28+)						

**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
Removing Barriers	<p>Parental Engagement/social needs: Lack of Support at Home with Reading and Homework –provision of drop in clinics to chat and get advice from class teachers within the Year of Reading together with workshops from school.</p> <p>Inclusion of Community to build relationships – e.g. VIC, Parents, Families, Community Link, Police, etc</p> <p>Sensory Needs for all learners – additional equipment and sensory time.</p> <p>Development of emotional support through Learning Mentor</p> <p>Real life experiences, visits, trips and visitors in school.</p> <p>Deprivation/social needs – breakfast club</p>	<p>Improvement of outcomes through various needs being met. Curriculum facilitates a wider approach to life experiences and supports outcomes therefrom.</p> <p>Breakfast club well attended and supports a good start to the day.</p>	<p>Parental engagement is an area for improvement – consider specific 1-1 structured conversations with key parents next year. Parents feel able to come in and talk and are more familiar with school however more work needs to be done to have an impact on communication.</p> <p>Homework continues to be an area for development with mosque continuing to have an impact for a large group of children. However, the new choice of homework is far better with key skills promoted.</p> <p>Community links continue to grow particularly with VIC, Church and Lindens. Consider how this can be further developed/embedded.</p> <p>ELE through drama, visitors, trips, resources, etc support curriculum – continue this work next year as part of SIP to raise its profile and further its impact.</p> <p>Breakfast club continues to be supported by a high proportion of PPG children. Supports parents and ensures an opportunity to promote healthy eating and opportunity to talk.</p>	<p>Parental Events (£500)</p> <p>Learning Mentor (£11000)</p> <p>Experiences, Resources, Visitors (£4800)</p> <p>Trips:(£2600)</p> <p>Breakfast Club (£1100)</p> <p><b>Total: £20,000</b></p>

### iii. Other approaches

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
Attendance and Punctuality improved	<p>Collaboration with parents on importance of school and attendance.</p> <p>Punctuality project as a whole school drive to eliminate regular and repeated lateness. (monitored by Learning Mentor and SBM)</p> <p>Breakfast club – provision, staff and admin</p> <p>Further fund raising for more playground equipment</p> <p>Tracking and prizes for 100% attendance</p> <p>Development of Pupil Voice – e.g. school/sports/eco councils, etc with impact around school.</p>	<p>Attendance of PPG children close to non-PPG.</p> <p>Pupil voice impacts on work around school and encourages children to be involved and make a difference, thereby improving attitudes and attendance.</p>	<p>Parents have had discussions regarding attendance where required, but a closer relationship with their child's class teacher is required to support work further.</p> <p><u>Attendance figures are: 1.9.17 – 13.7.18</u></p> <p>PPG 94.1%, Non PPG 94.5%, All Pupils 94.3%</p> <p>Breakfast club attended by 69% PPG.</p> <p>Playground equipment purchased and areas further developed – continues to be a work in progress, particularly for KS2.</p> <p>Children are part of school decision making process – with involvement in school life improved. Continue this work next year.</p>	<p>Attendance and Punctuality project</p> <p>Learning Mentor</p> <p>SBM (£5500)</p> <p>Breakfast Club (1000)</p> <p>Playground Equipment (£500)</p> <p>Staffing to lead councils</p> <p><b>Total: £7,000</b></p>