

Pupil Premium Strategy Statement for St James CE Primary School 2019-20



1. Summary Information					
School	St James CE Primary School, Regent Street, Haslingden, BB4 5HQ				
Academic Year	2019-20	Total PPG budget	£59,400 PPG £9,200 PPG+ Total £68,600	Date of most recent PP Review	July 2019
Total number of pupils (Sept 19)	171	Number of pupils eligible for PPG	46 (27%)	Date for next internal review of this strategy	December 2019

2. Current attainment			
Due to mobility, there are 2 sets of data – all Y6 children and Home Grown	<i>Pupils eligible for PP (9)</i>	<i>Y6 Total (25)</i>	<i>Pupils not eligible for PP</i>
% achieving ARE in reading, writing and maths	25%	48%	58.8%
Home Grown (18 children total, 4 PPG children)	50%	67%	71.4%
progress in reading (based on 2018 calculation methods, official progress data to be released Autumn 2019)	-3.0	-4.0	-4.8
Home Grown (18 children total, 4 PPG children)	-1.9	-3.8	-3.4
progress in writing (based on 2018 calculation methods, official progress data to be released Autumn 2019)	-0.8	-0.3	-0.1
Home Grown (18 children total, 4 PPG children)	2.4	0.1	1.6
progress in maths (based on 2018 calculation methods, official progress data to be released Autumn 2019)	-3.0	-0.6	0.6
Home Grown (18 children total, 4 PPG children)	1.4	1.6	1.6

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Reading and Writing support, including phonics |
| B. | Intervention support for Literacy and emotional/social support |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| 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) |

4. 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 STEM year. Key parents attend extended supportive appointments with teachers.	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.

5. Planned expenditure					
Academic year	2019-20				
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	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	Class teachers with support staff	Termly in pupil progress meetings
Total budgeted cost					£30,000
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
Total budgeted cost					£20,000
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. Structured Conversations with key parents in a supportive and friendly environment.	FLO directs and supports Class teachers organise	S Byrne Class Teachers	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.	Class teachers	Annually
Total budgeted cost					£18,600

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.	Lessons learned (and whether you will continue with this approach)
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	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.	Continue approach, taking time to embed – mobility impacts on outcomes, however stable staffing team and consistent approach will impact on outcomes.
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	PPG children make at least good progress in line with Non-PPG. Targeted support in place for emotional and educational needs together with Maths	Continue this approach, however with a more directed and measurable approach. Key support staff identified as intervention specialists in the coming year together with more timely outcomes for accelerated progress.

<p>C Parents are engaged with school culture and ethos and are actively supporting their children's learning.</p>	<p>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 'introduction' meeting.</p>	<p>Parents work regularly with school to support children. Outcomes are improved: attendance, behaviour, attainment and progress.</p>	<p>Excellent parental participation, SIAMS inspection praised whole school relationships. New parents commented on how quickly their children settle.</p>
<p>D Higher levels of attendance for Pupil Premium children. Close the gap between PPG attendance and non-PPG attendance figures.</p>	<p>Monitoring of PPG children as a group each month with rapid improvements following parental contact</p>	<p>Attendance for PPG children is further in line with Non PPG (Sept 17-April 18 gap of 0.9% is narrowed further)</p>	<p>Attendance is broadly in line for PPG and Non PPG children (difference of 0.6%)</p>
<p>E Children experience wider learning opportunities</p>	<p>Development of wider curriculum as SIP Priority 2018-19</p>	<p>Children enjoy school and are excited by their learning. Children are ready to learn. Children aspire to do more, be more and experience more.</p>	<p>Trips subsidised by school together with free experiences throughout the year to support writing.</p>
<p>F Breakfast club supports PPG families with subsidised fees.</p>	<p>Daily breakfast club charged at £1 to continue at this price with subsidy from PPG.</p>	<p>High proportion of PPG children attend subsidised club for a good start to the day – healthy breakfast with socialisation and time to talk.</p>	<p>63% (12/19) PPG children attend club.</p>