

# Pupil Premium Strategy Update for St James CE Primary School 2022-23 FINAL



1. Summary Information					
<b>School</b>	St James CE Primary School, Regent Street, Haslingden, BB4 5HQ				
<b>Academic Year</b>	2022-23	<b>Total PPG budget</b>	PPG £81715 PPG plus £9640 Total £91355	<b>Date of most recent PP Review</b> Joan Lord, PPG Governor, met with Frances Brady, Headteacher to agree this document on 13 July 2022	September 2022
<b>Total number of pupils (21-22 Academic Year as at April 2022)</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 2022

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>	Literacy support, including phonics and speaking and listening	
<b>B.</b>	Intervention support for emotional/social needs and development	
<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>	Essential Learning Experiences (visitors, trips, experiences, etc)	
<b>F.</b>	Attendance	
3. Desired outcomes		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Children attain at a higher level for Literacy/English across school – particularly PPG children compared to their peers	Termly assessments illustrate at least good progress, often accelerated for Literacy particularly for interventions for key learners

<b>B.</b>	Children are happy and settled in school. They behave well and have excellent behaviours for learning. They achieve well in all areas compared to their peers	Assessment data together with monitoring by SLT as a focus to compare responses and provision in class illustrates good comparative data. Pupil conferencing with PPG children indicates that they are happy, they are thriving and can speak confidently about their learning
<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.
<b>F.</b>	Attendance improves through timely intervention and support for families. Attendance and lateness figures evaluated each week. Individual children tracked and referred to PAST if required	Attendance for all meets Governors target of 96% with PPG children attending well compared to their peers.

<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2022-23</b>				
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.					
<b>i. Quality of teaching for all</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>
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 Regular assessments for RWInc, Pre-teach, Phonics, Spelling, Reading and Writing	Class teachers with support staff	Termly in pupil progress meetings
Speaking and Listening support and development across the curriculum	Wellcomm assessments Staff training and curriculum embedding of S&L techniques	Language barriers can be broken down with drama, opportunities to explain learning and to gain in confidence when using language.	Monitoring cycle in school Collation of data	Class Teachers and Subject Leaders	Termly in pupil progress meetings

	Workshops for children				
<b>Anticipated Spend 22-23</b>	TA Salary contribution £30000 Additional resources £2000				
<b>Total budgeted cost</b>					<b>£32000</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>
Intervention Support for Literacy and Emotional wellbeing  Social skills developed and improved  Targeted core subjects together with emotional literacy.	Learning Mentors  Support staff complete targeted interventions to support accelerated progress  Intervention programmes, e.g. Racing to English, Wellcomm, Lucid Rapid, together with S&L programmes with specialist input	Termly outcomes for English for key identified children – completion of set programmes with experienced support staff to measure impact.  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.  Programmes have successfully illustrated progress for identified key children and will help others to catch up to ARE	Experienced ELSA trained Learning Mentor with shadow mentor  SENCo leads work in this area with SLT support  Key identified staff to complete programmes over the term and report outcomes to class teachers.  Overseen by Class teachers with support staff.	Support Staff K Jamil G Lloyd Class teachers S Khan (S&L)	Termly in Pupil Progress Meetings  Learning Mentor referral forms  SENCO monitoring and evaluation of programmes and interventions  Pupil Conferencing and CPOMS entries
<b>Anticipated Spend 22-23</b>	Specialist emotional support SENCO and TA Salaries contribution £26948 Additional Resources £1595				
<b>Total budgeted cost</b>					<b>£28543</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 and possible mid-morning toast	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. Children are fed so they learn	2 experienced support staff with training. Value for money purchasing of food. Support from charities where appropriate. Mid morning energy boost to support nutrition and learning. Staff and resources required 9.30-11.00	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  Conversations with key parents in a supportive, helpful and friendly environment.	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
Wider Curriculum Development: widen horizons and experiences for all children  Improve provision with additional resources to engage and motivate learners	ELE: Trips (contributions to educationally linked trips together with Robinwood) 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
Improve attendance for all learners	Close monitoring with home visits and termly rewards Monitor Y3 and Y5 (last year Y2 and Y4) for attendance of PPG children.	Improved learning will be facilitated with good progress if children attend regularly and consistently	Senior Leadership meetings review attendance each week and weekly assemblies ensure this is a high profile issue and is celebrated	Office Staff	Weekly with SLT
<b>Anticipated Spend 22-23</b>	Breakfast club Supplies £1200 Mid Morning Toast supplies and staffing 22-23 – to be costed as a possible project Trip subs £2300 PPG Resources Subs £3000 FLO Team salary contribution £15,000 TA Salaries contribution £10000 Office Salary contribution £500 (FSM Lunches cost to school (51 x £11.75 x 38w) £22771)				
<b>Total budgeted cost</b>					<b>£30812</b>

<b>Previous Academic Year: 2021-22</b>				
<b>Desired outcome</b>	<b>Cost</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

Reading and Writing Support, including phonics Maths experiences for real life learning enhance problem solving and reasoning skills	£25,000	Experienced, quality support staff in each class CPD for all staff with support from consultants Maths Mastery Project and development throughout school including training  Additional Maths resources	Outcomes at year end are below for attainment compared to all children	Continue strategy
Intervention Support for Literacy and Emotional wellbeing  Social skills developed and improved  Targeted core subjects together with emotional literacy.	£20,975	Learning Mentors  Support staff complete targeted interventions to support accelerated progress  Intervention programmes, e.g. Racing to English, Wellcomm, Lucid Rapid, together with S&L programmes with specialist input		
Good start to the day, support nutrition and emotional wellbeing Parental Support and Learning with Family Liaison Team Wider Curriculum Development: widen horizons and experiences for all children  Improve provision with additional resources to engage and motivate learners	£32,000	Breakfast Club Family Learning Opportunities Structured Conversations ELE Trips Visitors Creative Curriculum	Average breakfast club 25 each day the majority of which are PPG children who benefit from a good healthy start to the day for body and mind.  Attendance for PPG children 21-22 was 92.66% compared to 93.78% Non PPG (a difference of 1.12%) with 4/7 classes either in line or above Non PPG children. Need to monitor Y2 and 4 next year – other class was Y6 who will have left.)	Possible mid-morning toast for 22-23  Monitor Y3 and Y5 (last year Y2 and Y4) for attendance of PPG children.

OUTCOMES AT YEAR END 21-22

21-22	No of Chn	No of PPG	Reading		Writing		Maths	
			All	PPG	All	PPG	All	PPG
Y1	30	6	67%	67%	50%	50%	73%	83%
Y2	25	9	64%	33%	60%	33%	68%	33%
Y3	30	10	53%	50%	47%	40%	50%	40%
Y4	28	9	54%	56%	50%	44%	57%	56%
Y5	24	8	54%	63%	50%	63%	58%	25%
Y6	21	6	76%	50%	57%	50%	67%	67%