

Pupil premium strategy Statement - St James C of E Junior School

1. Summary information as at October 2018					
School	St. James' C of E Junior School				
Academic Year	2018/19	Total PP budget	£149,160	Date of most recent PP Review	
Total number of pupils	254	Number of pupils eligible for PP	89 = 35%	Date for next internal review of this strategy	

2. Current attainment - 2018 KS Results (FFT)		
	<i>Pupils eligible for PP (St James')</i>	<i>Pupils not eligible for PP (St James')</i>
% achieving expected standard or above in reading, writing & maths	55	54
% making expected standard in reading (as measured in the school)	83	56
% making expected standard in writing (as measured in the school)	76	78
% making expected standard in mathematics (as measured in the school)	55	73

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	To develop mathematical reasoning skills
B.	To focus on developing pupil oral language skills

C.	To identify and track the Pupil Premium children who are making less than good progress and ensure they are provided with further support	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor living conditions, temporary housing, risk of eviction.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved reasoning skills	% of pupils achieving meeting and high score in Maths improves (baseline and SATs assessments)
B.	Improved oral language skills.	% of pupils meeting and exceeding in Reading improves (baseline and SATs assessments) Improved language skills impact on Reading and Writing.
C.	Pupils eligible for Pupil Premium make good or better progress in reading	Pupils eligible for Pupil Premium attain results similar to or better than their peers (in school and nationally)
D.	Pupils eligible for Pupil Premium make good or better progress in maths	Pupils eligible for Pupil Premium attain results similar to or better than their peers (in school and nationally)

5. Review of expenditure			
Previous Academic Year		2017/18	
i. Quality of teaching for all			
Action	Intended outcome	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)
Extra teachers in Year 6 - smaller teaching groups	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability (in school and nationally). In Reading, Writing and Maths.	Yes, attainment in reading is above that of non-PP.	Progress and attainment in maths still needs to be targeted within the school. Continue to have smaller teaching groups. More targeted teaching within the groups. more frequent tracking of data and analysis of gaps.
ii. Targeted support			
Action	Intended outcome	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)
Booster classes Easter school	Attainment of borderline pupils is secure at meeting/exceeding	Partially. Attainment for those pupils who were borderline meeting met but only partially for those at borderline exceeding. All targeted pupils met the expected standards.	Continue this approach and start booster lessons earlier in the year to address gaps.
Targeted interventions - Maths explorers, UK	<ol style="list-style-type: none"> 1) Pupils eligible for PP make good or better progress maths. 2) Pupils eligible for PP attain results similar to or better than 	No, in Maths, those eligible for PP did less well than their peers. (KS2 SATs)	Continue interventions, but a more targeted and bespoke approach to be adopted within lessons and

maths challenge	their peers.	Yes, progress within school from their starting point is similar of that of that of their peers	groups.
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iii. Other approaches

Action	Intended outcome	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)
Headstart Drama Therapy Learning Mentor	1) Improved behaviour for pupils experiencing difficulty 2) Interventions address emotional well-being needs enabling pupils to better access the curriculum.	Yes, increased engagement by pupils. More pupils remaining in class without interruptions Yes, improved emotional well-being. Pupils have a safe space to talk and explore emotions outside of the classroom and lessons.	<ul style="list-style-type: none"> - number of pupils attending lunchtime program decreased - improved behaviour/resilience of pupils attending Headstart - Continue with the approach.

6. Planned expenditure

Academic year	2018/19
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Mastery CPD for Maths lead and one other member of staff	Improved teaching of Maths across the school. Improved rates of progress in maths.	EEF research as well as evidence from other schools on variation and mastery shows use of variation/ mastery /Blooms taxonomy provides levels of challenge for all pupils. Deepening understanding of 'mastery' will ensure teachers know how to deliver a curriculum which consolidates learning for pupils as well as deepening learning for more able learners.	INSET provided by Maths lead Participation in Maths Hub. Evidenced through monitoring of books, lesson observations, assessment results, analysis of reasoning papers.	Maths lead	Termly
Oracy Project Debate Mate	Improved language skills lead to positive impact on Reading, Writing and Maths.	Increased and improved vocabulary lead to pupils more able to access and understand higher level reading material. Increased ability to reason in maths. Higher level vocabulary used in independent writing.	Evidenced through monitoring of books, lesson observations and assessment results	Literacy Lead	Termly
CPD for Academic Assistants	Academic assistants will be able to support individuals/groups more effectively when good subject knowledge is in place.	Academic assistants: <ul style="list-style-type: none"> - explain ideas in ways that are relevant and meaningful to pupils. - select and use appropriate resources to support learning in maths 	Observations feedback from staff progress of individuals/groups (data)	SEND Lead	Termly

Total budgeted cost £5500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Additional teachers in year 6 for teaching of core subjects (contribution)	Smaller classes/group sizes will allow targeted approach to teaching	EEF research shows there are gains from smaller class sizes and a targeted approach to teaching.	Half termly tracking, on-going assessment, regular reviews, Pupil Progress meetings Baseline assessments	SLT	Half-termly
Intervention groups	60%+ of PP achieve expected or higher outcomes for R,W,M	End of KS2 data shows that % pupils eligible for PP meeting national expectation in R,W,M is lower than nationally.	Monitoring of intervention group data, teacher planning and learning outcomes. Pupil Progress Meetings	SEND leader	Half termly
Drama Therapy, Learning mentor, Headstart/ resilience Program (contribution)	Targeted intervention address emotional well-being needs enabling pupils to better access the curriculum.	Strong evidence that links pupil mental health and well-being to learning and development.	Track and monitor progress of individuals attending sessions Monitor the	SEND and PDBW leader	Half- termly
Resources - continuing subscriptions - Mathletics, Bug club, etc. Chess sets, Home learning resources in Year 6	Groups/interventions continue to have access to resources proven to have an impact on learning/ enrichment.	pupils attending groups/intervention make progress.	Monitoring and review	SEN lead	Termly

Total budgeted cost £102,300

iii.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Year 6 Residential - Fairplay house	Promote teamwork, social skills, positive attitudes, independence.	Enhance the curriculum.	Year 6 Lead will plan and review.	Year 6 Leader	annually

Enrichment - Choir	Promote teamwork, social skills, positive attitude. Visiting places/participating in activities not in their normal everyday experience	Enhance the curriculum.	choir members perform at various events	DHT delegates to Music Cover Supervisor	annually
Out of Hours Learning	Promote teamwork, social skills, positive attitude. Provide a range of activities to enhance enjoyment and achievement.	Enhance the curriculum.	Pupil voice	SLT	termly
Enrichment - Educational visits	Broaden experience and promote cultural development	Enhance the curriculum.	Pupil voice	EV Leader	termly
PE coach (contribution) Sports coach to provide daily lunchtime activities. Specialist teaching of PE.	Promote teamwork, social skills, positive attitudes and healthy living habits. Pupils have access to good PE education	Enhance the curriculum.	Pupil voice	SLT	termly
Total budgeted cost					£30,000 est
7. Additional detail					

PDBW = Personal development and Welfare Leader

SEND = Special Educational Needs and Disability

SLT = Senior Leadership Team