

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

1. Summary information as at October 2019					
School	St. James' C of E Junior School				
Academic Year	2019/20	Total PP budget	£120,120	Date of most recent PP Review	October 2019
Total number of pupils	237	Number of pupils eligible for PP	76 = 32%	Date for next internal review of this strategy	June 2020

2. Current attainment - KS2 2019 (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	64	54
% achieving expected+ standard in reading	64	63
% achieving expected+ standard in writing	96	69
% achieving expected+ standard in mathematics	80	77

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.	End of year tests and in school assessment data show attainment and progress in maths is well below that expected nationally.

B.	End of year tests and in school assessment data show attainment and progress in reading is well below that expected nationally.
C.	Significant numbers of pupils with poor language skills (limited vocabulary)
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Social deprivation - Poor living conditions, temporary housing, risk of eviction. Parents with mental health/domestic violence issues
4. Intended outcomes (specific outcomes and how they will be measured)	
Success criteria	
A.	<p>Improved reasoning skills in maths</p> <p>80+% of pupils achieve end of year expectations (across the school and end of KS2)</p> <p>25+% of pupils achieve high score in Maths (across the school and end of KS2)</p> <p><i>Progress scores improve and are in line with those nationally. Progress scores are positive.</i></p>
B.	<p>Improved arithmetic skills in maths</p> <p>85+% of pupils achieve test scores over 30 on Paper 1 (in school assessments and end of KS2)</p> <p>Evidence of arithmetic skills being applied across all year groups (secured concepts)</p> <p>Year 4 tables test scores are comparable with national figures</p>
C.	<p>Improved reading outcomes</p> <p>80+% of pupils achieve end of year expectations (across the school and end of KS2)</p> <p>25+% of pupils achieve exceeding in Reading end of year expectations</p> <p>Progress scores improve and are in line with those nationally. Progress scores are positive</p>
D.	<p>Develop and extend pupil vocabulary so that confidence in deciphering word meaning within a context.</p> <p>Improved language skills and understanding of vocabulary impact on reading, writing and maths.</p>

5. Planned expenditure

Academic year

2019-2020

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?
Quality CPD for all staff	Staff have skills to teach, support and challenge pupils	EEF – tiered approach indicates that good teaching is top priority for pupil premium effectiveness	Buy in quality CPD where appropriate Monitoring impact regularly Tracking of pupils	SLT	Termly
Pupil progress meetings (cover for meetings required)	Teachers have clear focus pupils and are accountable for progress – linked to evidence in planning, books and data.	Ensure teachers track and monitor the progress of pupils and discuss further strategies to support, diminish gaps and increase progress.	Pupil progress meetings are diarised. Reviewed regularly.	SLT	Termly

Targeted booster lessons	Targeted support where needed for specific groups of pupils to diminish gaps	Comparative data shows that the % on PP achieving high scores/exceeding expectations is lower than their peers, in school and nationally.	Tracking of pupils. Baseline assessments. Teacher assessment	SLT Assessment lead	Termly Review at the end of Easter School
Total budgeted cost					£12,500
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?
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 Monitoring	SLT Assessment lead Subject leads	Half-termly
Intervention groups	80+% of PP achieve expected or higher outcomes for R,W,M	End of KS2 data shows that the % pupils eligible for PP meeting national expectations in R,W,M is lower than nationally.	Monitoring of: <ul style="list-style-type: none"> intervention group data, teacher planning learning outcomes. Book scrutiny Tracking Pupil Progress Meetings	SEND leader SLT Subject leads	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
Total budgeted cost					£85,000

iii. Other approaches					
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 -	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. E.g. fencing, debate, yoga etc.	Enhance the curriculum. Develop confidence and create an experiences and opportunities outside their everyday life.	Pupil voice Regular reviews	SLT	termly
Enrichment - Educational visits, workshops	Broaden experience and promote cultural development	Enhance the curriculum.	Pupil voice Ensure year groups plan a range of visits termly	EV Leader	termly
Total budgeted cost					£22,000 est

6. Review of expenditure

Previous Academic Year		2019-2020	
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)
Mastery CPD for Maths lead and one other member of staff	Improved teaching of Maths across the school. Improved rates of progress in maths.	No, lack of dissemination and monitoring. Maths attainment and progress remains low.	Review of timetabling for maths. Review scheme of work. Consistent monitoring takes place. Hold leader to account.
Oracy Project Debate Mate	Improved language skills lead to positive impact on Reading, Writing and Maths.	Partially. Pupils taking part in Debate engaged and competing at national level. Improved discussion in lessons.	Continue with Debate. Team performed well. Roll out to other year groups and develop teacher skills. Ensure pupils understand the need to be concise when answering mathematical questions. Tendency to write long sentences.
CPD for Academic Assistants	Academic assistants will be able to support individuals/groups more effectively when good subject knowledge is in place.	Partially. Inconsistent. Where well-directed by class teacher, impact was	Continue specific Academic Assistant CPD to improve the quality of support and interventions.
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)

Additional teachers in year 6 for teaching of core subjects (contribution)	Smaller classes/group sizes will allow targeted approach to teaching	Partially.	Consistent tracking and monitoring essential to ensure improved progress and attainment.
Intervention groups	60%+ of PP achieve expected or higher outcomes for R,W,M	Partially.	As above.
Drama Therapy, Learning mentor, Headstart/ resilience Program (contribution)	<ol style="list-style-type: none"> 1) Improved behaviour for pupils experiencing difficulty 2) Interventions address emotional well-being needs enabling pupils to better access the curriculum. 	<p>Yes, increased engagement by pupils. More pupils remaining in class without interruptions</p> <p>Yes, improved emotional well-being. Pupils have a safe space to talk and explore emotions outside of the classroom and lessons.</p>	<ul style="list-style-type: none"> - number of pupils attending lunchtime program decreased - improved behaviour/resilience of pupils attending Headstart - Continue with the approach.
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.	Partially. Impact low.	<p>Regular review from pupils.</p> <p>Tracking and monitoring of resources used efficiently/consistently.</p>

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)
Year 6 Residential - Fairplay house	Promote teamwork, social skills, positive attitudes, independence.	Yes, all pupils attending had positive experiences, opportunities to gain some independence and build social skills.	Will continue to organise residential experiences for pupils

Enrichment - Choir	Promote teamwork, social skills, positive attitude. Visiting places/participating in activities not in their normal everyday experience	Yes, well attended. Performances at O2 (Young voices), St George's Day.	Continue to provide coaching, attend music events etc.
Out of Hours Learning	Promote teamwork, social skills, positive attitude. Provide a range of activities to enhance enjoyment and achievement.	Yes. Clubs well attended. A range of opportunities available: debate, fencing, football etc.	Continue to provide opportunities at no/low cost to pupils
Enrichment - Educational visits	Broaden experience and promote cultural development	Yes, all year groups participate in a variety of educational visits	Continue to provide a variety of educational visits to promote cultural capital. Look for other ways for enriching the curriculum e.g. workshops More local visits and visits to nearby boroughs.

7. Additional detail

PDBW = Personal development and Welfare Leader

SEND = Special Educational Needs and Disability

SLT = Senior Leadership Team