

St James CofE Primary
PUPIL PREMIUM FUNDING INTENTIONS
Year: 2018-2019



Pupil Premium funding received this year

Number of pupils		Amount of PPG to be received per pupil	Totals to be received this year
Total number of pupils on roll	202		
Number of pupil eligible for PPG (in Jan 2017)	72	£1,320.00	£95,040.00
Number of pupil eligible for PPG+ (in Jan 2017)	1	£1,900.00	£ 1,900.00
Total			£96,940.00

Percentage of PP Children

Whole School	National
36.1%	13.7%

Progress (based on year 6 results)

<i>St. James' data for pupils eligible for PPG</i>		<i>National data for pupils not eligible for PPG</i>	
Progress measure in reading	2.08	Progress measure in reading	0.31
Progress measure in writing	-0.10	Progress measure in writing	0.24
Progress measure in maths	8.08	Progress measure in maths	0.31

Our Strategic Focus

Barriers to future attainment (for pupils eligible for PP including higher ability)

In-school barriers (issues to be addressed at school)

A	Underdeveloped speech and language skills which impact on learning
B	Underdeveloped social skills resulting in difficulties building relationships and working successfully with peers
C	High incidence of social, emotional and mental health issues leading to reduced focus, concentration and readiness to learn
D	Poor self-esteem and fixed mindsets

External barriers (issues to be addressed outside the school)

E	Poor attendance
----------	-----------------

F	Social factors (family break up, domestic violence, children services involvement)
G	Hunger and inappropriate pack lunches
H	Lack of equipment (Uniform, sports apparel) and access to resources
H	Lack of routines and boundaries in the home environment impacting on home learning and behaviour
I	Attitudes to education and education as a low priority in the family
Desired outcomes	
A	Whole school drive on vocabulary and language will have an impact on progress in writing
B	Gaps are identified and targeted teaching/interventions teach to gaps
C	Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met
D	Disadvantaged pupils' attendance to remain in line or exceed national

Planned expenditure					
Academic Year	2018 / 2019				
Quality Teaching for all					
Action	Intended outcome	Evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
CDP Training for class teachers and support staff in a range of high quality teaching strategies, including a whole school drive on creating a language rich environment led by senior leaders, middle leaders and specialists	To diminish the attainment difference between disadvantaged and non-disadvantaged children.	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Underdevelopment of language is impacting on writing progress for pupils eligible for PPG.	The school monitoring cycle will continuously evaluate provision	Senior Leadership Team	Termly
To embed a robust assessment system across the school that tracks the attainment and progress of all groups.	Accurate termly reports on attainment and progress of pupil groups across the school	The school's previous assessment tracking system did not give the detail the school required. A more pertinent system is now in place and being embedded.	Class teachers will be able to analyse, have a good understanding of, and be able to discuss their data in detail during the pupil progress meetings	Senior Leadership Team and assessment lead	Termly

Growth mindset training for teachers	Children are praised for their effort and not their academic attainment. Children feel more motivated and resilient about their learning.	There is evidence to show teaching pupils that their intelligence can increase can help them maintain motivation in face of challenges and promote academic achievement.	Pupil surveys and school monitoring cycle	Senior Leadership Team PSHE Lead Class teachers	Termly
Greater depth CDP training for class teachers and workshops for pupils	Pupils in receipt of PPG to achieve greater depth in reading, writing and maths	Disadvantaged pupils achieving greater depth is not in line with non-disadvantaged and below national	Teachers will be confident in removing barriers and challenging pupils in receipt of PPG to achieve greater depth in reading, writing and maths	Senior Leadership Team	Half-termly
Attachment awareness training for teachers and support staff	For all staff to have an awareness of factors that impact on the pupils' emotional wellbeing and readiness to learn and to have strategies to support this	29% of pupils in receipt of PPG have SEMH needs	Pupils will show an increase in their readiness to learn and be more resilient in taking on tasks that challenge them sufficiently	Inclusion Manager	Termly

Total budget cost £51,615.00

Targeted support

Action	Intended outcome	Evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
WELLCOMM speech and language interventions	All PPG non-SEN pupils will achieve age appropriate development in speech and language skills by the end of Reception	Percentage of pupils assessed at age appropriate development for speech and language on entry to reception: 2015 27% 2016 0% 2017 30% 2018 50%	Intervention will be monitored and progress checked	Inclusion Manager	Half-termly
Talk Boost speech and language intervention	PPG pupils to make progress in the areas of attention and listening, social interaction, receptive language and expressive language.	Once pupils acquire the age appropriate development skills in speech and language by the end of reception, some pupils require a continuation of intervention to remain on track with their peers through KS1.	Intervention will be monitored and progress checked	Inclusion Manager	Half-termly

Lexia Reading Programme and volunteer readers	For pupils in receipt of PPG to read regularly to an adult	52% of pupils in receipt of PPG do not read regularly at home	Progress will be monitored	Inclusion Manager	Half-termly
Essex Steps - Step on training for two members of staff	High quality understanding and training in the management of behaviour and the prevention of behaviour from escalating resulting in a reduction in behaviour incidents	Essex Steps is grounded on sound practice based evidence which has been well monitored and evaluated. For some pupils a different approach is needed to manage their behaviour in a way that keeps them, the other pupils in the class and the class teacher emotionally safe.	Behaviour incidents will be monitored	Inclusion Manager	Half-termly
Smart thinking social group intervention	For effected pupils to develop interpersonal and social thinking skills	A research based intervention with evidence of making significant improvements in the areas of hyperactivity, peer problems and pro-social behaviour	Intervention will be monitored and progress checked	Inclusion Manager	Half-termly
Socially Speaking and Positive People intervention	To increase self-esteem and improve listening skills and expressive language abilities	Some challenging behaviour presents as a result of the difficulties some pupils experience with low self-esteem and social communication	Interventions will be monitored and progress checked	Inclusion Manager	Half-termly
Art Therapy	For pupils with high needs in emotional difficulties and past trauma to access specialist professional support quickly	Pupils and their families experience difficulties in accessing appropriate specialist support and long waiting lists	School therapist will monitor progress. Regular meetings with parents and carers.	Inclusion Manager	Every two terms
Total budget cost					£38,800.00
Other approaches					
Action	Intended outcome	Evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Daily breakfast club	For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.	Attendance will be monitored.	Inclusion Manager	Termly

		Breakfast clubs improve attendance/punctuality.			
Pupils will partake in cultural visits, events and workshops	For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing programme of trips and attendance.	Senior leadership team	July 2019
Education Welfare Officer	For attendance to continue to be in line with national	Attendance increased from 94% to 96% with EWO involvement. This is now in line with national	Attendance will be monitored fortnightly	Office manager Inclusion manager	Fortnightly
Purchase of necessary equipment	For pupils in receipt of PPG to be equipped with the required tools to access all areas of learning	Many pupils lack the equipment needed to access all areas of learning and this also impacts on their self esteem	Class teachers will inform the inclusion manager if pupils require equipment	Inclusion Manager	July 2019
Home School Liaison Officer	To provide support for parents experiencing difficulties at home	Some families seek support to improve issues at home	HSLO to report on actions taken	Inclusion manager	Half-termly
				Total budget cost	£6,525.00
				Overall total	£96,940.00

Review of expenditure				
Previous Academic Year		2017 / 2018		
Quality teaching for all				
Action	Intended outcome	Estimated impact	Lessons learned	Cost
<p>Frequent, evidence based CPD focused on the need of pupils, particularly those from disadvantaged backgrounds.</p> <p>Develop early literacy skills in Foundation Stage.</p> <p>Improve the achievement of writing in years 4, 5 and 6.</p> <p>Development of a language rich curriculum.</p>	<p>The progress of disadvantaged pupils matches or is improving towards that of other children nationally.</p> <p>Throughout each year group and across the curriculum, particularly in writing, current pupils are making substantial and sustained progress, developing excellent understanding and skills considering their different starting points.</p> <p>Improve number of disadvantaged children achieving a 'Good Level of Development' at the end of Foundation Stage</p> <p>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate to their age.</p> <p>They can hold thoughtful conversations about them with each other and adults.</p> <p>School achieves the Speech and Language Silver Award</p>	<p>See page one for progress scores</p> <p>Reception GLD has risen by 7.1%</p> <p>Pupils' language development across the school is improving</p>	<p>Pupils eligible for PPG have made good progress in Reading and Maths but it has been found that the vocabulary and language barrier is having a significant impact on progress in writing and this will be address in 2018/19.</p> <p>The school is being monitored for the Speech and Language Silver Award which we hope to achieve in 2018/19</p>	<p>£62,214.39</p>
Targeted support				
Action	Intended outcome	Estimated impact	Lessons learned	Cost
<p>Various 1:1 or small group SEMH interventions</p> <p>YCT play therapy</p> <p>WELCOMM Language Intervention</p>	<p>All pupils are confident self- assured learners with excellent attitudes to learning which have a strong, positive impact on their progress.</p> <p>86% of children in EYFS achieve age related in WELCOMM assessment.</p>	<p>Targeted pupils made good progress with their emotional stability and readiness to learn.</p> <p>All non-SEN PPG pupils achieved age related expectations in final assessments</p>	<p>This approach was successful and this approach will be modified and used in future.</p>	<p>£21,185.00</p>

Other approaches				
Action	Intended outcome	Estimated impact	Lessons learned	Cost
Cultural enrichment trips and workshops for pupils Education welfare officer Breakfast club	100% of disadvantaged children are able to attend school trips and engage in wider curriculum. All children falling below 93% attendance will be contacted by the EWO. 96% overall attendance Pupils ready to learn at the start of the school day. Pupils ready to learn at the start of the school day.	Pupils benefited from working with others and being introduced to a variety of experiences. Pupils' horizons were broadened as they learned more about culture, history and geography. Attendance improved from 94% to 96% which is in line with national	This approach was successful and this approach will be modified and used in future.	£11,246.50
			Total remaining	£2,294.11