

Pupil premium strategy statement

School overview

Metric	Data
School name	St. James' C of E Primary School
Pupils in school	63/204
Proportion of disadvantaged pupils	30.88%
Pupil premium allocation this academic year	£83,160.00
Academic year or years covered by statement	2019 - 2021
Publish date	October 2019
Review date	October 2020
Statement authorised by	Gina Bailey
Pupil premium lead	Celina Walsham
Governor lead	Helen Ginger

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.58
Writing	-0.97
Maths	-1.57

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	38%
Achieving high standard at KS2	8%
Measure	Activity
Priority 1	Senior Leadership Team and Middle Leadership ensures a broad and balanced curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Link to APP. 2.1
Priority 2	To ensure all teachers prioritise the teaching of early reading and reading for enjoyment and with fluency across the school. Link to APP 2.2
Priority 3	Continue to ensure all children achieve age related expectations in speech and language by the end of reception excluding those with special educational needs. Link to APP 5.1, 5.2 and 5.3.

Priority 4	SLT to ensure teaching is targeting disadvantaged children for greater depth. Link to APP 2.1
Barriers to learning these priorities address	<p>Low aspiration for academic success.</p> <p>Low engagement with opportunities on offer.</p> <p>Lack of parental engagement with regular reading at home.</p> <p>Children entering education with low speech and language levels.</p>
Projected spending	£18,000.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Summer 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Summer 2020
Progress in Mathematics	Achieve average KS2 Mathematics progress score (0)	Summer 2020
Phonics	Achieve national average expected standard in PSC	Summer 2020
Other	Improve attendance of disadvantaged pupils to 96% (National Average)	Summer 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	KS2 Maths targeted support through pupil personalised intervention based on maths mastery approach.
Priority 2	KS2 Reading through evidence-based intervention programs.
Priority 3	Targeted speech and language intervention in EYFS through evidence-based intervention program.
Barriers to learning these priorities address	Children entering education with low speech and language levels.
Projected spending	£42,560.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Targeted behavioural, emotional, attainment development support through school therapist and pastoral support.
Priority 2	Sharing an Attendance Manager with partner schools to support families with attendance and acute need.
Priority 3	Breakfast provision.
Barriers to learning these priorities address	Persistent absence impacting on academic achievement. Social issues impacting on readiness to learn.
Projected spending	16,641.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of INSET days and weekly staff CDP meetings.
Targeted support	Ensuring that programmes are having the required impact.	Monitoring the quality of interventions.
Wider strategies	Ensuring new attendance manager has adequate training to effectively carry out the role. Ensuring robust systems are in place for monitoring and supporting attendance.	Training to be delivered by the Local Authority Attendance Adviser. SLT improving training, systems and processes.

Review: last year's aims and outcomes

Aim	Outcome
Whole school drive on vocabulary and language.	Introduced reading for Fluency and pleasure. Sustained reading. 3 x CPD staff meetings delivered by Literacy Subject lead.
Gaps are identified and targeted teaching/interventions teach to gaps	Progress of non-SEN disadvantaged pupils compared to their peers is good – either in line with or better except year 5 maths, EYFS GLD and phonics screening results.
Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.	Therapy and pastoral care. Excellent learning behaviour and effective transitions. Support throughout Lockdown including calls, referral to online therapy (where needed) online and paper learning resources provided.
Disadvantaged pupils' attendance to remain in line or exceed national.	Persistent absence of disadvantaged pupils has improved and is better than national average but this still remains a concern. Lates have been eradicated.