

Pupil Premium Strategy Statement 2018 - 2019

Summary information					
School	St James CE Academy				
Academic year	2018 -2019	Total PP budget	£63,512	Date of this plan	Sept 18
Total number on roll	208	Number of pupils eligible for pp	41	Date of next pupil premium review	April 19

	% at ARE in reading	% at ARE in writing	% at ARE in maths
Year 3 feeder school data (9)	67%	44%	56%
Year 4 (6)	60%	40%	40%
Year 5 (12)	55%	27%	64%
Year 6 (14)	54%	54%	54%

Barriers to future attainment (for pupils eligible for pupil premium, including high ability)	
In-school barriers	
A	A proportion of lower ability & middle ability disadvantaged pupils struggle to compute mentally or recall key number facts swiftly.
B	Many vulnerable children have limited skills and/or minimal confidence to work independently and they become frustrated due to being able to ask for help at an early stage and this can lead to disruptive behaviour being seen
C	Intervention groups for all ability disadvantaged children need to provide effective and timely support to close the attainment and progress gaps
D	Some disadvantaged children show less care when presenting their work including the simple non-negotiables like capital letters and full stops
External barriers	
E	Parental engagement can be an issue with parents finding it difficult to access school due to work and in some cases their own negative experiences with their own school experiences

F	Homework and in particular reading and spellings are not consistently completed at home; particularly by disadvantaged pupils.
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Objectives	Desired Outcomes	Action	Staff lead	Evaluation	Review date
Improve the use of modelling within the classroom so the children can start to access their own prior learning	For lessons to be skilfully planned with the use of modelling to encourage the children to start thinking for themselves. 'How could I solve this? What do I know that will help me? Overtime the children will need less teacher voice and just prompts to be self-regulating For staff to understand the modelling in its widest form and not be reliant on pre pre-prepared PP Behaviour for Learning to be effective throughout school and the children to take pride in all of the work they produce	CPD ongoing through MAT opportunities Peer mentoring sessions from skilled practitioners within school (possibly external) Planning trawls, monitoring, Pupil voice	HT SLT SIP	Learning walks Lesson Observations	April 19
Ensure eligible pupils receive timely, appropriate and targeted support to support individual learning needs.	All eligible pupils will benefit from first quality teaching and targeted interventions to ensure they make at least expected progress from their individual starting points.	Provide half termly Pupil Progress meetings where all of the eligible children will be monitored and a plan of action put in place With realistic follow up time frames Continue to monitor the chosen PP child from each class through the Case Studies	HT SLT	Evaluation on progress and attainment on an individual basis	Termly
Targeted Support					
Provision of Speech and Language therapy plus additional support services as required	Barriers to progress are identified quickly and appropriate support is put into place to prevent any further slippage or problems	SALT provision and time allocated to deliver the individualised programmes for each child	Senco		

		Train a member of the TA team in Classroom Communication and then roll the program out			
Provide support for vulnerable pupils to enable them to access the curriculum and learning opportunities at school.	Monitor the attendance of all vulnerable groups and take swift action if any problems arise by building positive relationships with the families All eligible children will demonstrate positive learning behaviours and be ready to learn. All eligible children will have a support network which will improve their confidence & impact on outcomes.	Provide nurture and targeted small group intervention for vulnerable pupils. Provide a weekly support group for all Service children.	Learning Mentor		Half termly
Provide additional support for targeted children in Reading, Writing & Maths; including pre-teach & intervention sessions to accelerate progress in Years 5.	Increase the % of eligible children making strong progress from their different starting points to enable them to reach age related expectations or better in each year group. End of year data shows a 'diminishing of the gap' between eligible pupils and other pupils at the school so that by the end of Year 6, disadvantaged pupils achieve as well as their peers. When comparing disadvantaged pupils on roll with disadvantaged pupils nationally, the overall gap is diminishing.	Pre-teach or misconception teaching to be carried out on a weekly basis, time for the children to discuss any barriers on a 1:1 basis	School staff		Half termly
Provide all eligible pupils and their families with family support & pastoral services as and when needed. Provide vulnerable families with external agency support.	Support through Protective Behaviours, mentoring and close working relationships with the use of external services if necessary. Vulnerable families will receive advice/support to enable pupils to attend school and make progress in line with their peers. Offer support to deal with changing the culture of the families views to education and make them more aspirational for their children by showing the meaning of 'partnership' between school and home	Learning Mentor to provide essential parental links to outside support agencies Debunking jargon and supporting with paperwork	Learning Mentor		Termly Half termly
Provide outside agency input to support emerging needs of	All eligible children will receive appropriate support from staff with specific skills to enable them to make strong progress in all areas.	Identify barriers to learning and provide	SENCO		Half termly

vulnerable pupils e.g. EMTAS, IDS, EIS & Educational Psychologist.		appropriate CPD or in-school support. Provide appropriate and rapid support from outside agencies.			
Enable all eligible pupils to access enrichment activities if they choose.	All eligible children who would like to participate in after school activities, trips or tuition lessons are able to do so.	Subsidise trips, music and extra-curricular activities for targeted children.	SLT SBM		Ongoing