Pupil Premium Strategy Statement 2017 - 2018

Summary information					
School	St James CE Academy				
Academic year	2017 -2018	**Total PP budget**	£65,000	**Date of this plan**	Sept '17
Total number on roll	218	**Number of pupils eligible for pp**	52	**Date of next pupil premium review**	Jan '18

Current Attainment (based on Summer 2017 data)							
	% making expected progress in reading	**% making expected progress in writing**	**% making expected progress maths**	**% at ARE in reading**	**% at ARE in writing**	**% at ARE in maths**	**% achieving ARE in reading, writing, maths**
Year 3 feeder school data	Data not available			60%	20%	60%	20%
Year 4	93%	67%	87%	57%	29%	57%	21%
Year 5	93%	93%	73%	53%	53%	53%	53%
Year 6	69%	63%	88%	56%	50%	56%	50%

Barriers to future attainment (for pupils eligible for pupil premium, including high ability)	
In–school barriers	
A	The proportion of disadvantaged pupils achieving higher levels is lower when compared to non-disadvantaged pupils.
B	Disadvantaged boys are making less progress due to a need for spelling, grammar and punctuation skills to be developed further in order to improve outcomes in writing.
C	The proportion of lower ability disadvantaged pupils receiving interventions is impacting on the time spent with the class teacher and preventing them from having first quality teaching.
D	Vulnerable pupils struggle to recognise or articulate their emotions & find it difficult to use the strategies to work independently or deal with conflict.
External barriers	
E	Attendance rates for middle ability & lower ability disadvantaged pupils impacts on overall progress – disadvantaged pupils

	95.1%, non-disadvantaged pupils 97.4% for academic year 2016 – 2017.
F	A proportion of parents struggle to support their children due to changes in the curriculum and the higher expectations.

	Desired outcomes	**Success Criteria**
A	Achieve higher rates of progress across Key Stage 2 for higher attaining pupils eligible for pupil premium.	Pupils eligible for pupil premium identified as high ability make as much progress as other pupils identified as high ability in reading, writing and maths.
B	Adequate time is provided for practice to embed pupils' knowledge, understanding and skills.	The proportion of disadvantaged pupils, particularly boys working at age related expectations will increase.
C	Reduce the number of interventions and ensure more pupils will benefit from first quality teaching	The proportion of disadvantaged pupils making accelerated progress will increase so that all pupils eligible for pupil premium will meet age related expectations.
D	Remove barriers to learning for vulnerable pupils through access to time with the Learning Mentor or nurture provision where necessary.	Vulnerable pupils will have strategies to cope with their emotions and be able to access the curriculum and work independently.
E	Increase the attendance rates for pupils eligible for pupil premium.	The percentage of pupils absent for 10% or more sessions will reduce and be below the school 2017 figure 5.43%
F	Increase parental confidence in supporting their children with home learning	Feedback will evidence parents feel confident about how they can support their children with learning at home.

Planned Expenditure Academic year 2017/18

1) Quality of teaching for all

Desired outcomes	Chosen action/approach	Evidence and rationale	How do we ensure it is implemented well?	Staff lead	Review date
A) Improve progress of higher attaining pupils.	Further train staff on effective questioning and high quality feedback.	High ability PP are making less progress than other higher attaining pupils across KS2. We want to ensure that high ability PP pupils can achieve higher attainment by training teachers to stretch & deepen their learning.	INSET sessions to deliver training for all teachers and teaching assistants. Feedback Marking Policy shared with new staff. Maths/English resources sourced for high quality questioning.	English/ Maths lead	Feb '18
B) Embed pupils' knowledge, understanding and skills.	Introduce whole class shared reading approach using high quality texts. Implement CLPE Embed Maths Mastery Curriculum.	Although the gap between PP pupils and non PP pupils has closed, this needs to be sustainable across the school. We want to embed the whole class teaching approach to ensure the gap is closed/reduced across KS2.	CLPE resources to be shared with staff & monitored by English lead. Maths lead to review mastery approach through observations, book trawls & pupil voice.	English/ Maths lead	Feb '18
C) TAs subject knowledge will increase.	CPD linked to EEF evidence Limit withdrawal of pupils during core subjects with all TAs in class. CPD for TAs on feedback	EEF feedback evidences TAs frequently withdrawing pupils is not impacting on their progress. Outcomes in Year 6 2017 improved for pupils eligible for pp as a result of first quality teaching & reduced interventions.	Teacher feedback & observations of TA practise. Progress data of eligible pupils Monitor response of pupils to feedback marking	Deputy Head	Dec '17
				Total budgeted cost	£28,649

2) Targeted support

Desired outcomes	Chosen action/approach	Evidence and rationale	How do ensure it is implemented well	Staff lead	Review date
B) Improve progress scores in maths.	Provide a qualified teacher for targeted groups of pupils in year 6.	2017 progress data in reading evidences improved progress score. We want to repeat this with maths through the provision of first quality teaching in year 6 to ensure consistency in teaching & learning.	Ensure teacher is not used to cover adhoc Regular monitoring of progress through pupil progress meetings	Deputy Head	Jan '18

D) Access to Learning Mentor support.	Nurture Provision for the most vulnerable pupils Weekly group sessions for military pupils	Ofsted 2017 evidenced the impact on vulnerable pupils; particularly in lower KS2, has equipped them with the skills needed to access the curriculum in the upper school.	Review the planning schedule of the nurture team Implement a more rigorous assessment of social/emotional needs of pupils Ensure all military children are identified and participate in weekly sessions.	Deputy Head	Half termly
				Total budgeted cost	£25,076

3) Other approaches

Desired outcomes	Chosen action/approach	Evidence and rationale	How do ensure it is implemented well	Staff lead	Review date
E) All eligible pupils and their families will benefit from family support & pastoral services as and when needed.	Utilise Attendance Compliance Enforcement support. Learning Mentor non-contact time to liaise with families/pupils.	The focus on attendance over the last 18 months has overall improved attendance to 96.8% & had a significant impact on disadvantaged pupils. School now needs to focus on the bottom 10% persistent absentees to ensure they reach expectations.	Ensure bottom 10% are tracked as a vulnerable group Offer Early Help when pastoral support has been exhausted & monitor the uptake of this Learning Mentor will allocate time effectively to support families	Learning Mentor	Termly Half termly
E) Support emerging needs of vulnerable pupils	Utilise support from EMTAS, IDS, EIS & Educational Psychologist for pupils identified.	Pupils have been well supported through external agencies. 2017 data evidences lower ability pupils made good progress & were above national.	Identified pupils will be seen with clear strategies/actions for staff & parents	SENCO	Half termly
E) All eligible pupils will access enrichment activities if they choose.	Subsidise trips, music and extra-curricular activities for targeted children.	Pupil voice evidences children enjoy activities e.g. Young Voices, Wasps singing & gives them an opportunity to experience a broader curriculum.	Surveys to monitor the uptake of extra-curricular activities Seek pupil voice on preferences of activities Target PP children who are disengaged	School Business Manager	June '18
F) Parent feedback shows they feel school supports them with learning.	Workshops for parents Assessment Guide distributed. Maths/English guides shared with parents.	Ofsted 2017 parent feedback shows some parents are unsure of how to support their children with learning. Work has already started & needs to continue.	Broker key visitors to lead workshops Identify which workshops parents & their children would benefit from	Maths/ English leads	June '18
				Total budgeted cost	£18,832
				Overall spend	£72,557