

Pupil Premium Strategy Statement and Review 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.
----------	--

Objectives	Desired Outcomes	Action	Staff lead	Evaluation	Review date	Impact
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 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 practioners within school (possibly external) Planning trawls, monitoring, Pupil voice	HT SLT SIP	Learning walks Lesson Observations	April 19	PP children have developed a wider 'can do' attitude and have shown greater resilience. Use of modelling and referring back to prior learning has enabled them to makes in their learning. Working walls have been used to promote independence. During lesson observations PP children have been able to use and discuss the use of the models from the working wall.
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	Single attitude children from the PP study all made progress. Pupils were closely monitored and early interventions put in place to support learning and fill any gaps. RWI has proved beneficial for children needing phonics support. Preteach has enabled PP to access the lesson more confidently.

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 Train a member of the TA team in Classroom Communication and then roll the program out	Senco			TA member has attended Classroom Communicator, school has become more communication friendly. Talk About was successfully introduced and has provided emotional support.
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	Attendance monitored by learning mentor, and was 96.7% Learning Mentor has enabled robust systems and procedures to improve attendance. All eligible children were provided with a support network
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	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	In class assessments has been used to identify PP children that needed support before the next lesson. 'safety net' time has been successful. Preteach with a focus on planning writing ready for writing in English lessons, has also improved confidence.

	pupils on roll with disadvantaged pupils nationally, the overall gap is diminishing.					
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	Learning mentor provided family support. Early Helps opened to support families. Advice given for MIND and CAHMS referrals. Family information services have worked with school to set up Early Helps to families in need.
Provide outside agency input to support emerging needs of vulnerable pupils e.g. EMTAS, IDS, EIS & Educational Psychologist.	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 appropriate CPD or in-school support. Provide appropriate and rapid support from outside agencies.	SENCO		Half termly	EP and STS services have completed assessments to enable schools and families to determine their next steps.

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	PP have been able to participate in residential trips and visits that have been subsidised
--	---	---	------------	--	---------	--