

Pupil Premium Strategy Statement and Review 2019-2020

Summary information					
School	St James CE Academy				
Academic year	2019- 2020	Total PP budget	£63,512	Date of this plan	Sept 19
Total number on roll	210	Number of pupils eligible for pp	36	Date of next internal pupil premium review	Jan 20

	% at ARE in reading	% at ARE in writing	% at ARE in maths
Year 3	83%	83%	67%
Year 4	50%	50%	50%
Year 5	50%	36%	50%
Year 6	27%	27%	45%

Barriers to future attainment (for pupils eligible for pupil premium, including high ability)	
In-school barriers	
A	Some disadvantaged children have struggled to apply their calculations knowledge to problem solving and open ended problems during maths lessons and tests.
B	A proportion of disadvantaged children; in all year groups struggle to secure accurate reading and comprehension skills, which impacts on overall progress across the curriculum.
C	A majority of Pupil Premium children also have significant SEND or medical issues.
D	Social and emotions barriers to learning for a small number of children across the school. This manifests itself in lack of confidence to tackle new learning positively (especially in testing), which has a detrimental effect on their academic progress.
External barriers	
E	Supporting parent's engagement with learning. This will help support parents understanding of their children's learning.
F	The attendance of some Pupil Premium children have lower than school average, at below 96 %This has impacted on their progress.

	Desired outcomes and how they will be measured	Success Criteria
A	The percentage of pupils working at ARE in Maths so that the gap between disadvantaged and non-disadvantaged pupils narrows.	Pupils eligible for pupil premium make similar rates of progress to other pupils in Maths. Children make expected or better than expected progress. An increase in the % of pp pupils reaching expected standard in Maths.
B	Higher rates of progress achieved across Key Stage 2 in reading for all pupils eligible for pupil premium. Phonic knowledge will be secure; particularly for pupils eligible for pupil premium and will impact on fluency of reading. Greater understanding of the text they have read.	Pupils eligible for pupil premium make similar rates of progress as other pupils in reading – gap diminishes. At least 90% of pp pupils make at least expected progress in a year with at least 40% making better than expected progress. Significant increase in % of pp pupils reaching expected standard and greater depth in reading at KS2.
C	Pupil Premium with SEND will make progress in line with their cohort peers, from their relative starting points.	All Pupil Premium children with SEND will make expected or better progress, in line with their cohort peers.
D	Social and emotional barriers lessened or removed.	More confidence demonstrated in lessons by Pupil Premium pupils enabling them to make sustained contributions which impact on their learning. Time to talk with a lead member of staff to promote self-confidence, independence and promote self-belief.
E	Greater engagement from PP pupils families	Families engage more in school life and feel confident to support their child's learning. Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home. Support provided from school or signposted to other agencies that can offer support.
F	Increase the attendance rates for pupils eligible for pupil premium and reduce unauthorised absences.	The majority of disadvantaged pupils fall below the 92% attendance range. The percentage of pupil premium pupils absent for 10% or more sessions will reduce. Rate of unauthorised absences will be reduced.

Planned expenditure						
Quality of teaching for all						
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Evaluation Staff lead	When will you review implementation?	Review 2020

A Improve outcomes of all disadvantaged pupils in maths across the school	Implement maths Mastery approach with a greater emphasis on problem solving and a transference of calculation skills.	The overall gap between PP pupils and non PP pupils is significant, this needs to reduce across the school. We want to embed the whole class teaching approach to ensure that all pupils are receiving the support and guidance that is needed, but also the ability to work independently with confidence.	CPD sessions to deliver training for all Teachers. Maths lead to implement mastery approach through quality CPD, observing best practice & resources. Maths lead to provide coaching to support staff with the implementation of fluency, problem solving and open ended tasks in lessons. Pupil Progress meetings.	Maths lead	April 2020	Maths planning changed to encourage wider range of reasoning. Books and pupil voice indicate children feel challenged with a wider range of open ended tasks. HA children on track. Some gaps to fill for some children- tutoring to be used to fill the gaps. Pupil progress meetings completed.
B Improve the proportion of children making expected or exceeding progress in reading especially in a test situation.	Use challenging reading materials to elevate pitch for all. CPD based on reading skills Focus on written precision of responses. PP children to read daily Promote a love of reading	EEF report on improving literacy in KS1 + 2 Analysis of statutory assessment data Evidence base of previous school year	Monitoring of books and lessons Pupil Voice. Reading training termly Tracking of data including standardised scores Pupil Progress meetings. Moderation with partner schools. Performance Management. Planning support	English Lead	April 2020	Assessment data tracked. Change to reading lessons, improving the use of content domains. CPD - Sentence stems work to encourage children produce written responses. Staff provided with planning support.

C Pupil Premium children with SEND and medical needs will make progress in line with their cohort peers, from their relative starting points	Intervention/ catch up programs that are reviewed regularly Preteach to support learning Safety net time to fill gaps before the next lesson Vocabulary word banks Assessments from STS and Ed Psychologist to identify strengths and weaknesses.	Personalise intervention has proven success over time, for the identified children. DFE SEN support: A rapid evidence assessment 2017 <i>However, a recurrent theme across the literature is that the most effective support relies on a full and recent assessment of a child or young person's individual strengths and weaknesses.</i>	Tracking of data including standardised scores Rigorous monitoring of interventions, including baseline and end point assessments. End of intervention unit report -Time provided for planning and co-planning with class teacher. -Targeted pupil progress meetings.	Pupil Premium Champion and Head	December 2019 April 2020	Preteach regularly used. Creation of 'bubbles' has led to difficulty providing support across the year group bubbles. SENDCo initiated new plan, do and review system, specific targets more focussed. Reviews completed of intervention groups, changed regularly to meet the needs of the children.
D Increased emotional support and self esteem	Learning mentor to support groups of children. Learning conversations to be held with PP champion half termly. Boxhall profiles completed for children causing concerns.	School can support when pupils have challenging days through individual conversations. When faced with challenging situations in class pupils show greater resilience	Liaison learning mentor and class teachers to identify which children need support. Intervention monitored and the impacted is measured. SLT monitoring through lesson observations, work trawls and pupil interviews. Fewer behaviour incidents record on the school system. Case studies developed to the	Learning mentor Head	April 2020	Children with emotional and self-esteem support identified. Post lockdown children identified. Each year group identify children that need further support. Further impact needs to be monitored.

			support and progress the children have made			
Targeted Support						
A Improve outcomes of all disadvantaged pupils in maths across the school	Provide regular release time for maths lead to support school staff. Plus 1 and Power of 2 interventions External Agency support e.g. STS, Ed Psych	Progress of PP children has been slower than other groups. Intervention groups can fill the gaps.	Regular analysis of data with teachers through pupil progress meetings. Teaching staff to work collaboratively with support staff so that pupils at risk of falling behind are identified, provided with appropriate support	Head PP champion		Plus 1 and Power of 2 regularly completed. Fluency improving- Lockdown impacted children. Needs to be continued post lockdown.
B Improve the proportion of children making expected or exceeding progress in reading especially in a test situation.	Frequent readers Reading intervention including RWI and Freshstart Decoding skills intervention Phonics intervention Reading certificates for individuals.	EEF report on improving literacy in KS1 + 2 Other MAT schools successes	Protected time for PP to read frequently. Continuous reflect and review. Accountability	English lead Head		Frequent reading with PP children regularly completed. Needs to continue as Lockdown impacted on success.
C Pupil Premium children with SEND and medical needs will make progress in line with their	-CPD on use of TA/Teacher deployment for Pupil Premium children. Pre teach of topics	pp pupils with SEND to receive timely intervention, scaffolding & appropriate challenge to	Rigorous monitoring of interventions, including baseline and end point assessments. End point reports -Time providing for planning with class teacher and teaching assistants.	PP champion Head	Termly	Baseline and regular assessments completed to monitor interventions (Every 6-8 weeks). Indicated scaffolding was supporting learning.

cohort peers, from their relative starting points	Safety net time to fill any gaps	enable them to make better rates of progress. This approach ensures gaps in learning that appear are not allowed to widen by changing approach/use of apparatus with small group tuition	-Targeted pupil progress meetings following assessment points.			Safety net used to support learning and fill any misconceptions before the next lesson. PP children given priority.
D Increased emotional support and self esteem	Boing, Boing awareness tool to be used. Talkabout units of work to be covered. Dimensions toolkit used to identify individual needs Friends for Life program	Units to be used in a precise way and within a specific time frame	Learning Mentor trained and Timetabled to work with all children in small groups. Provide targeted group support for the most vulnerable Mental health and well-being sessions Impact monitored through CPOMs and log of higher profile behaviour incidents within school	Head Learning Mentor		Learning mentor TT established. Needs to continue post Lockdown. Continue to monitor CPOMs
Other Approaches						
E Greater response and involvement of PP parents/guardians Enable parents to have a greater capacity to support	Fun day/ picnic Wider curriculum open Afternoons Parents forums Support with trips and visits to enable children to participate.	Enable families to participate in school life and feel part of the school community more.	Discussions with families Attendance at parents forum meetings Homelearning support evidenced by class teachers	Learning mentor Head PP champion	December 2019 April 2020 July 2020	Trips were funded but did not go ahead. Computers were provided to all PP children that requested them. Food parcels from local food banks provided all PP families during Lockdown.

	Working with Warwickshire Family services					Food vouchers provided. Cooking resources provided to families. Easter hampers provided by local community groups.
F Increase the attendance rates for pupils eligible for pupil premium & reduce unauthorised absences	Learning Mentor/ office to liaise with families/pupils. Early Help intervention offered when necessary	The focus on attendance has been reviewed with overall attendance starting to improve for pp pupils, however unauthorised absences remain higher for disadvantaged pupils & rigorous procedures will provide a deterrent to parents.	Monitor bottom 10% & offer Early Help when pastoral support has been exhausted. Effectively support families.	Learning mentor School office Head	Termly	Early helps offered families to support with attendance. Attendance monitored termly. Attendance/ monitoring records kept. Family workers providing Story Sack groups and in school time activities to support families. COVID has been difficult to monitor unauthorised absences, due to isolation period.
Final spend					£63,512	