

Pupil Premium Strategy Statement 2019-2021

Summary information					
School	St James CE Academy				
Academic year	2019-2020	Total PP budget	£46,788	Date of this plan	Sept 2020
Total number on roll	227	Number of pupils eligible for pp	29	Date of next internal pupil premium review	Jan 2021

	% at ARE in reading	% at ARE in writing	% at ARE in maths	
Year 3	60%	40%	40%	Data from March 2020 Due to COVID19
Year 4	57%	57%	57%	
Year 5	60%	80%	60%	
Year 6	75%	75%	63%	

Barriers to future attainment (for pupils eligible for pupil premium, including high ability)	
In-school barriers	
A	Following a significant period of absence from school due to COVID-19, many pupils will have gaps in English and Maths requiring teachers to assess, identify and teach aspects of the previous year which could impact on overall outcomes for all pupils'; particularly those eligible for pupil premium
B	A proportion of disadvantaged children; particularly KS2, struggle to write for purpose and audience due to limited opportunities, experiences and vocabulary during the summer term of 2020, which will impact on overall progress across the curriculum.
C	Some subject areas; particularly those within the wider curriculum have not had sufficient coverage during summer 2020, which has limited pupils, especially those eligible for pupil premium, to broaden their experiences and further develop their talents and interests
External barriers	
D	Attendance rates for pupils eligible for pupil premium compared to non-pupil premium evidenced a gap of 2.7% at the point of May 2021 from September 2020 including the Lockdown period. Pupil Premium – 94.2% Non Pupil Premium – 96.9%

E	A proportion of pupils, especially those eligible for pupil premium have significant home issues, which impact on behaviour, mental health and wellbeing resulting in poorer attitudes to learning, resilience and independence; exacerbated by COVID-19.	
	Desired outcomes and how they will be measured	Success Criteria
A	Improve outcomes of all disadvantaged pupils in reading, writing and maths across the school.	% of pupils achieving the expected standard in each year group increases. Gap between pp and non pp has narrowed for each year group. Approach to teaching and reading, writing and maths is embedded throughout the school.
B	Higher rates of progress achieved across Key Stage 2 in writing for all pupils eligible for pupil premium. Approach to teaching spelling will be consistent for all pupils through the new spelling routeway with key weekly spellings and a mixture of statutory and non-statutory words. A greater focus on the teaching of sentence structure and cohesion will enable pupils to produce quality pieces of writing across all areas of the curriculum.	Pupils eligible for pupil premium make better rates of progress compared to other pupils in writing – further diminishing the gap. At least 90% of pupil premium pupils make at least expected progress in a year with at least 40% making better than expected progress. Significant increase in % of pupil premium pupils reaching the expected standard in writing in lower KS2. Increased % of pupils spelling the common exception words accurately in all writing.
C	Increased opportunities for all pupils to develop their knowledge and skills within a wider range of subject areas through a clear progression of skills within each specific subject area. Higher levels of engagement and enjoyment are sustained. Pupils are better equipped to articulate their interests from the range of experiences offered.	Standards in subjects taught outside English and Maths will be consistent with the core subjects. Increased pupil knowledge will lead to improved outcomes for all pupils and further reduce the gap for pupil premium pupils as they apply their knowledge to reading and writing in particular. Pupils' individual talents and interests are identified and supported/encouraged
D	Sustain and build upon the improved attendance rates for pupils eligible for pupil premium and further reduce unauthorised absences; particularly those in the bottom 10%.	The vast majority (85%) of disadvantaged pupils will fall within the 96-100% attendance range. The percentage of pupil premium pupils absent for 10% or absences; particularly those in the bottom 10%.
E	All pupils will be better equipped to learn independently, cope with challenge and show resilience. Families will feel well supported & take up school support e.g. Early Help when necessary. All staff will have a greater awareness of mental health and feel better equipped to support pupils & use appropriate strategies to deal with issues effectively. Utilise the role of the Learning Mentor to target hard to reach families.	Use of learning values to support and motivate all pupils in particular the PP children. PP children earning badges inline with other children in school.

Planned expenditure					
1)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?

A) Further improve outcomes of all disadvantaged pupils in reading, writing and maths across the school.	Embed Maths mastery approach in all year groups. Mentoring for RQTs and less experienced staff members. Bespoke CPD for core subject leaders and identified teachers.	The overall gap between PP pupils and non PP pupils is still inconsistent in some subject areas, this needs to be more consistent. We want to sustain & build on the improvements made by ensuring that all new teacher's practice is consistently good or better.	INSET sessions to deliver training for all teachers, HLTAs and teaching assistants. Maths lead to implement mastery approach and new planning format to all staff. Identify strong teaching and share best practise.		March 2021
B Higher rates of progress achieved in writing for all pupils eligible for pupil premium. Improve spelling teaching & outcomes. .	Recover the approach to the teaching of writing to ensure sentence structure, spelling and cohesion are consistently taught well. Introduce Spelling Route Way, update spelling resources & provide CPD for all staff. Provide more support with planning.	The impact of COVID will have prevented pupils trying to master the writing process from achieving this. Attainment is inconsistent & the proportion of PP pupils achieving ARE & above is lower than that of others.	Enable time for planning surgeries for teachers who are new to year group. INSET on cohesion, sentence structure and spelling. Provide more opportunities for internal and external moderation. Time for English Lead to attend Network group	English Lead	March 2021
Total budgeted cost					
Targeted Support					
A Improve outcomes of all disadvantaged pupils in reading, writing and maths across the school.	Continue to provide regular Maths and English leads to monitor & evaluate standards. SENCO in post 1 day per week to work alongside pupils, staff & external agency support External Agency support e.g. STS, Ed Psych	Historic 2019 data showed an improvement in outcomes however the gap was inconsistent across the school. We want all pupils; particularly Pupil Premium pupils with SEND to continue to receive timely intervention, scaffolding through resources & appropriate challenge to enable them to make better rates of progress	Regular analysis of data with teachers through pupil progress meetings. SENCO to establish plan to monitor children and set children to be assessed. English lead, maths lead & SENCO to work collaboratively so that pupils at risk of falling behind are identified, provided with appropriate support and given the same opportunities as all Support staff to be used strategically	Head PP champion	
B	Provide regular release time for English lead to	Historical 2019 progress data evidences improved progress	Regularly monitor the progress through pupil progress meetings.	English lead Head	March 2021

Higher rates of progress achieved in writing for all pupils eligible for pupil premium. Improve spelling teaching & outcomes.	monitor children and perform book trawls and support for staff	scores with higher attainment in all milestone data. We want to sustain the progress & ensure it is consistent throughout school. Our pupils start school with low starting points & poor communication skills. Timely targeted support to reduce the gap in 2019 resulted in it being diminished in Reception, outperforming non pp pupils by +5%.	Observe teaching to quality assure the provision. Provide a quality text rich environment. Children who miss school due to COVID are educated remotely by staff		
C Develop knowledge through skills taught across the wider curriculum & apply key knowledge from core subjects	Embed curriculum topics for all year groups. Ensure key enquiry questions & skills are planned to improve knowledge & understanding. Release time for subject leaders.	pp pupils with SEND to receive timely intervention, scaffolding & appropriate challenge to 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	Rigorous monitoring of interventions, including baseline and end point assessments. End point reports -Time providing for planning with class teacher and teaching assistants. -Targeted pupil progress meetings following assessment points.	PP champion Head	Termly
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	Pupil voice & monitoring evidenced wider curriculum needed reviewing. Many pupil premium pupils have limited experiences & can't make links or relate to topics. More time needed to embed learning & develop knowledge	Intent & progression of skills are developed in each subject area. Monitoring to ensure enquiry questions can be answered confidently with evidence of skills taught. Foundation subject leads to support teachers with planning of topics & resources. CPD to support teachers with progression.	Head Learning Mentor	
Total budgeted cost					
Other Approaches					
D Increase the attendance rates	Family Welfare Officer appointed to work with vulnerable pupils &	Enable families to participate in school life and feel part of the school community more.	Discussions with families Attendance at parents forum meetings	Learning mentor Head	

for pupils eligible for pupil premium & reduce unauthorised absences.	families. External support from Local Authority. Early Help intervention offered when necessary.		Homelearning support evidenced by class teachers	PP champion	
E Ensure all pupils are better equipped to learn independently, cope with challenge & show resilience	Train an additional member of staff in Mental Health First Aid. Provide intervention for pupils with emotional, social & behavioural needs. Time for You. Subsidise trips, music & extra-curricular activities for targeted children. Breakfast club provision.	Monitoring has evidenced that pupils; particularly those who are pupil premium do not cope with challenge & need to develop resilience. Protective Behaviours had a positive impact. Offer Breakfast Club.	New staff to be trained on Protective Behaviours. Identify pupils who struggle with lunchtime to provide bespoke nurture provision to help with self-awareness. Pupils at risk of exclusion to be supported through bespoke intervention to develop resilience through coping strategies. Raise the profile of Mental Health through participation in initiatives, CPD, strategies to support the most vulnerable pupils & their families. Monitor uptake of extra-curricular activities. Pupil voice through questionnaires & interviews.	Learning mentor School office Head	
Final spend					£46.788