

Pupil premium strategy statement

School overview

Metric	Data
School name	St James's CE Primary School
Pupils in school	412
Proportion of disadvantaged pupils	54
Pupil premium allocation this academic year	£68,205
Academic year or years covered by statement	2020-2021
Publish date	07.09.20
Review date	01.07.21
Statement authorised by	A Millichip Chair of Governors
Pupil premium lead	Lindsay Mason Head teacher
Governor lead	Lee Salton

Disadvantaged pupil progress scores for last academic year

Covid 19 Addendum – there is no official data on which to base progress to measure against. The data presented below is for Academic Year 2018/2019

Measure	Score
Reading	-3.5
Writing	+0.7
Maths	-3.2

Disadvantage pupil performance overview for last academic year

Measure	Score
Meeting expected standard + at KS2	Reading 36% Writing 79% Maths 50%
Achieving high standard at KS2	Reading 7% Writing 14% Maths 0%
Strategy aims for disadvantaged pupils	
Measure	Activity

Priority 1	<p>Ensure that all records of who is entitled to Pupil Premium are up to date, following the school lockdown.</p> <p>Communication with parents in the absence of face to face year group meetings regarding who is entitled to Pupil Premium funding and the method of application. This will be done via letter to parents and shared on the school's website.</p>
Priority 2	<p>To ensure that all relevant staff (including new and temporary staff) have received paid-for training to deliver Power Maths scheme effectively.</p>
Priority 3	<p>Use of Power Maths catch up resources – see webinar.</p> <p>NTP to be explored</p> <p>1:1 and group tuition for catch up interventions.</p> <p>Homework tasks to be set via online resources – SUMDOG, Education City</p>
Priority 4	<p>Reading:</p> <p>Key Stage 1 – Enable reading provision</p> <p>Key stage 2 – BRP</p> <p>Structured teaching and reading programme.</p> <p>1:1 or group interventions for pupils who require it.</p> <p>Establish that all pupils are reading the appropriately levelled reading books.</p> <p>BUG Club and Phonics Bug purchased.</p>
Priority 5	<p>All staff to receive SLCN training from qualified practitioners.</p> <p>Purchase of Wellcom screening tool for EYFS.</p>
Priority 6	<p>Wellbeing: ensure a whole school policy practice to supporting emotional health and wellbeing.</p> <p>REACH learning behaviour introduced as part of recovery curriculum.</p>
Barriers to learning these priorities address	<p>Ensure that staff use evidence based whole class teaching interventions.</p> <p>To ensure that 1:1 or group interventions are targeted and measurable and tracked on the school's tracking system and provision map.</p> <p>To ensure class teachers are monitoring progress closely, supported by regular pupil progress meetings with SLT.</p> <p>Ensure that all pupils in Key Stage 1 are screened using the Enable tool to ensure that they are reading appropriately levelled books on entry to year 2.</p>

	<p>Ensure that all pupil with SLCN are well supported with targeted interventions and consistent in class support.</p> <p>RSE consultation to parents for overview of PSHE and RSE curriculum.</p> <p>Training provided for all staff to support children's emotional needs following a period of lockdown.</p>
Projected spending	£68,000.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>All pupils are reading the appropriate level book – Enable screening.</p> <p>BUG Club</p> <p>Phonics Club</p> <p>Family engagement</p> <p>Robust teaching of reading cycle</p> <p>1:1 and group interventions</p>	01.10.20
Progress in Writing	<p>Kinetic letters</p> <p>Phonics Bug</p> <p>Development of EYFS outdoor area – fine and gross motor skills as part of continuous provision.</p>	01.12.20
Progress in Mathematics	<p>Embedding Power Maths</p> <p>Use of online resources to set appropriate, bespoke homework</p> <p>1:1 and small group interventions</p> <p>Additional teacher to support small group, targeted teaching and intervention in years 5 and 6.</p>	Ongoing
Phonics	<p>Baseline assessment of gaps in knowledge and understanding for pupil sin reception, year 1 and year due to school closure. Intervention groups established. Communication with families to support.</p> <p>Current year 2 pupils to be tested second half of Autumn term.</p>	Autumn term.
Emotional wellbeing	<p>Recovery Curriculum.</p> <p>REACH learning behaviour</p>	Ongoing

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Increase the number of pupils achieving the expected standard in reading and maths at the end of Key Stage 2.	Additional maths teacher in upper key stage 2. Small group reading interventions. Small group maths interventions. 1:1 BRP for targeted pupils. Booster groups for targeted pupils.
Increase the number of pupils achieving the expected standard in reading, writing and maths in each year group.	Establish small group interventions for disadvantaged pupils falling behind age-related expectations in reading, maths, handwriting, phonics and spelling.
Barriers to learning these priorities address	Encouraging wider reading and support activities at home. Access to technology required for remote learning. Encouraging resilience and positive learning behaviour through our REACH recovery curriculum.
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Attendance – regular attendance for disadvantaged pupils	Daily monitoring of attendance. H Lamming and L Mason to make telephone contact where there are concerns. Support plans put in place where appropriate. Seek support from external agencies.
Emotional wellbeing – resilience and positive start and end to each day	Check in and out with allocated adult for vulnerable pupils. Emotion scale charts will be provided for each class. H Lamming to provide emotional and pastoral support to the family, where appropriate.
Behaviour support for those requiring it during unstructured times of the day.	Additional lunch time supervisor for one playground area. Rota for playtimes for year group staff to supervise their own ‘bubble’ of children during playtimes.
Projected spending	£28,00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Professional development for all staff.	Use of INSET days and staff meetings to improve standards in teaching and learning. Power Maths Closing the Reading Gap
Targeted support	Time and training for interventions Resources Attendance during the pandemic period. Access to remote learning	Provision mapping Wellcom BRP Enable Resources packs and hard copies of any remote learning set.
Wider strategies	Ensuring that families requiring support are accessing it.	Accessibility of H Lamming

Review: last year's aims and outcomes

Aim	Outcome
	COVID ADDENDUM – we are unable to demonstrate progress towards these targets in terms of data due to school closure on March 19th 2020.
Pupils achieving the required standard in Phonics screening test in KS1. Nationally we were in the top10% of schools in England with 95 % of pupils passing the screening in 2019. Close the percentage gap of pupil premium pupils achieving the expected standard in phonics 67% v 95	This will be reviewed when the year 2 pupils undertake their phonics screening in the second half of the Autumn Term.
Improve acquisition of language for Pupil Premium pupils in Reception class. Improve acquisition of mathematical language for Pupil Premium pupils in Reception class.	Purchase of Wellcom screening tool to support this, next year,
Improved attainment in Reading, Writing and Maths at the end of key stage 2	