

Pupil premium strategy statement: St John and St James C of E Primary School

| 1. Summary information | | | | | |
|------------------------|--|----------------------------------|----------|--|------------|
| School | St John and St James C of E Primary School | | | | |
| Academic Year | 2019-2020 | Total PP budget | £114,400 | Date of most recent PP Review | April 2019 |
| Total number of pupils | 343 | Number of pupils eligible for PP | 88 (26%) | Date for next internal review of this strategy | April 2020 |

| 2. Current attainment (End of Key stage 2 data – September 2019) | | | |
|--|----------------|----------------------------|--|
| | All Pupils (%) | Pupils eligible for PP (%) | Pupils not eligible for PP (30 Cohort) |
| % expected in reading, writing and maths | 55% | To be confirmed | |
| % expected in reading | 57% | To be confirmed | |
| % expected in writing | 67% | To be confirmed | |
| % expected in maths | 67% | To be confirmed | |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Low KS1 outcomes in 2018-2019 |
| B. | To further narrow the gap in attainment between our Pupil Premium children and non-Pupil Premium children |
| C. | High proportion of Pupil Premium children in Year 6 with social and emotional challenges High proportion of Year 2 children PP and SEN |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance for our PP in 2018/2019 was 94.9%. This is below our school target of 96%. |
| E. | Limited parental support at home can lead to a dip in performance and less progress |
| F. | Some home environments have limited reading materials due to family circumstances and access to English. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To raise the attainment of children in EYFS across all areas of learning | More children achieving GLD |
| B. | To accelerate the progress of PP children across the school, specifically in KS2 | Progress of PP children above or in line with non-PP children |

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|---|--|--------------------------------------|
| Improved reading skills for all pupils | Additional Phonics groups Daily small group Reading across KS2 Destination Reader intervention- additional adults | Known effectiveness of these interventions in other schools | Timetabled in each class Regular monitoring by DHT / HT Staff training – Monitoring half termly and data capture | DHT/ Literacy Lead CTs/ TAs | Termly |
| To provide children with more personalised support to enable them to make good or better progress | Targeted teaching for maths, literacy, phonics and reading Smaller groups allowing for increased time for high quality feedback – oral and written Carefully planned interventions led by support staff and class teachers | Improved deployment of TAs and other support staff, daily interventions to act on assessment for learning Evidence from EEF suggests effective feedback has high impact on learning and that small group tuition is an effective strategy | DHT to ensure that support staff groups are well selected and that staff strengths are utilised. Termly monitoring of progress and changes in groups | HT / DHT | Termly |
| Improved outcomes for Year 2 and Year 6 children in Reading Writing Maths | Reduced group sizes in Year 6 classes for core subjects (Additional Y6 CT 0.5) Easter school for Y6 pupils Extra teacher led writing intervention groups for struggling writers in KS1 and KS2 (Additional Y2 teacher 0.5) | Research –based evidence highlights advantages of small group teaching to help underachievers to catch up with specific aspects of their learning while enabling more able pupils to reach their potential Evidence from EEF suggests effective feedback has high impact on learning and that small group tuition is an effective strategy | Groups taught by well-qualified experienced teachers LA temperature check KS Outcomes | HT / DHT | Half termly |

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| Improved EYFS outcomes in all areas of learning | <p>Experienced EYFS leader to identify areas for further impact support transition</p> <p>Working with other providers for moderation</p> <p>Full time TAs allocated to Year 1 classes to support accelerated learning</p> <p>Nurture, tiger team, Phonics and LASS interventions for targeted children in Reception and Year 1</p> | <p>Experienced and well-qualified staff to lead high quality teaching to support accelerated learning</p> <p>EYFS to KS1 Phase leader to be out of class to provide support, intervention and impact on PP children outcomes.</p> | <p>½ termly monitoring of progress of Reception children against all areas of learning</p> <p>Termly monitoring of Year 1 pupil progress</p> | HT / DHT / EYFS leader | <p>Half termly for Reception</p> <p>Termly for Year 1</p> |
| Total budgeted cost | | | | | £50,000 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve reading skills for PP children | <p>Daily supported reading</p> <p>Small group phonics</p> <p>Midas Intervention</p> <p>Whole class reading book sets</p> | <p>Known effectiveness of these interventions in other schools</p> | <p>Timetabled in each class and across KS</p> <p>Regular monitoring by DHT / INCo</p> <p>Staff training</p> <p>Reading resources</p> | <p>DHT / SENDCo</p> <p>Literacy Lead</p> <p>CTs/ TAs</p> | Termly |
| Accelerate progress of all PP children in reading, writing and maths | <p>DHT and TAs to provide intervention programmes and teach targeted groups in reading, writing and maths</p> <p>SLT member to lead maths support targeting PP children and individual needs</p> | <p>Some children need targeted support to close the gap and have their individual support matched to their needs.</p> <p>The data for PP children shows that they must continue to make accelerated progress to narrow the gap with all children</p> | <p>Timetabled in each class</p> <p>Regular monitoring by DHT / SENDCo</p> <p>Staff training</p> <p>Maths progress evidenced via PP children's baseline understanding of individual objectives</p> | HT / DHT | July 2019 |

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|---|--|--|---|-----------------------|---|
| To provide small group booster support to all children in Year 6 in reading and mathematics | 2 x weekly booster lessons January to May for all Year 6 children | Individual support provided to children in small groups matched to their needs | Staff strengths are utilised to best support groups of children | HT / DHT / Y6 teacher | July 2019 |
| Provide assistance to Year 6 PP children requiring social and emotional support | Designated staff to work with specific children and be a point of contact Provide support for individual families Liaise with outside agencies where appropriate | Programmes of support in other schools have proved effective | Attendance of Year 6 PP children is in line with school target of 97% Year 6 PP children make expected progress Year 7 transition is successful | HT / DHT | July 2019 |
| Total budgeted cost | | | | | £34,000 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| All PP children to participate in wider opportunities | Provide PP children with the opportunity to attend residential trips, school visits, school clubs and to learn to play a musical instrument. | A number of PP children do not have access to wider opportunities out of school. These provide children with a variety of activities and experiences which widen horizons, increase engagement and improve attendance. | HT /DHT to monitor | HT / DHT | July 2019 |
| Improve attendance and punctuality of PP children | Implement first day call to parents for PP children whose attendance has been a concern historically Liaise with parents and EWO to improve attendance | Improved attendance for group of PP children targeted | Office to provide regular updates to HT / DHT HT and OA to liaise with EO to meet with parents where appropriate | HT | July 2019 |
| Total budgeted cost | | | | | £30,000 |