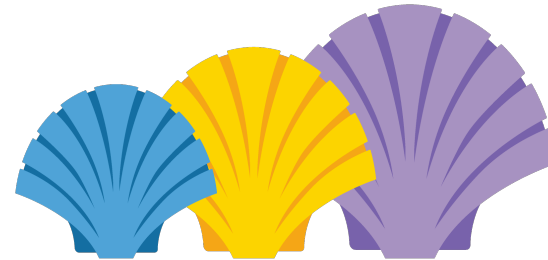


Pupil premium: strategy 2016 – 2017



ST JAMES'
Church of England
Primary School

Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals. The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after continuously for more than six months
- children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group. For example, when we use iPad apps, other pupils join in too; when we read First News, lots of children enjoy the activity. This is done to ensure inclusion, equality and a broad and balanced mix of pupils.

We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of additional tuition out of school or extra support and challenge in school.

In the next few pages, you will find:

- ✂✂ **Pupil Premium Strategy 2016-17 Overview:** a summary of how we will invest to make sure pupils have the best possible outcomes
- ✂✂ **Pupil Premium Strategy 2016-17 Detail:** this provides more detail of how we will invest the funding

We refer throughout to the Education Endowment Foundation Teaching and Learning Toolkit – a summary of educational research which reviews and summarises research and then evaluates it in terms of impact against cost: <https://goo.gl/yCcwyl>

Contact us if you'd like to know more about how we use pupil premium in school.

Previous strategies and evaluations are also available.

Pupil Premium Strategy 2016-17 – breakdown of costs

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed, breakdown of our plans with rationale for investing this funding.

total number of pupils eligible for pupil premium (deprivation):		22 x £1320	
total number of pupils eligible for pupil premium plus:		0 x £1,900	
total pupil premium allocation:		£29,040	
next review of pupil premium strategy:		13.01.17, 24.02.17, 28.04.17, July 2017	
what	description and detail	proportion paid for (of actual cost)	amount
total staffing	<p>Evidence shows that targeted, structured support can have a positive impact. 'The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.' Education Endowment Foundation, February 2014. https://goo.gl/8mKvLw</p> <p>Teaching and learning time across the week totals approximately 25 hours. Across the week, 10% (minimum) of teaching assistant time is to support and challenge disadvantaged pupils. This allocation equates to 2.5 hours a week of dedicated additional one to one support from a teaching assistant. This is in addition to other times when TAs work with a group.</p> <p>Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per class on average.</p> <p>Information from Education Endowment Foundation shows that those involved in small group tuition in the Early Years on average make 4 months' extra progress. https://goo.gl/yCcwyl</p>	15% 10%	£17,517 £11,678
continuing professional development	<p>This is to develop staff knowledge / skills in an area which we believe will have significant impact on disadvantaged children. See the Provision Plan Detail table below for more detail.</p> <p>In 2016-17, we are developing teachers' skills and approaches in reading (to meet higher National Curriculum expectations in this area); in grammar (similarly, to address higher expectations); and in the context of 'mastery' for Maths (an approach advocated by many education experts and practiced in East Asian countries).</p> <p>Education Endowment Foundation evidence shows that following a mastery approach can mean pupils make 5 months' extra progress.</p> <p>Likewise, Education Endowment Foundation evidence suggests 5 months' extra progress for improved reading comprehension strategies.</p> <p>Each year, we explore ways to support our Teaching Assistants. This year, we want our Early Years Foundation Stage (TAs) to develop skills in developing pupils' speaking and listening skills.</p> <p>Education Endowment Foundation evidence suggests 5 months' extra progress for Early Years intervention.</p>	90%	£2450 (LA package) £100 est (speech and language) £250 est (reading) £150 est (grammar and punctuation) £2,655 est (grammar and punctuation) £5,050 approx (total)
learning resources	<p>Various resources are listed below, for use both at school and at home.</p> <p>Education Endowment Foundation evidence indicates that these can advance children's learning by 2 to 5 months.</p>	0%	£4,510
Tuition	<p>In addition to total staffing costs, we invest in private tuition for some disadvantaged pupils.</p> <p>Education Endowment Foundation evidence indicates that this can advance learning by 2 to 5 months.</p>	100%	£840 (1 teacher and 1 teaching assistant)
resources and activities	<p>From trips to the theatre to residentials, various activities are noted below. The impact of these may not be as significant as other investments (above), but we believe they can have a substantial (possibly indirect) benefit, such as improving social and emotional aspects of learning, with a</p>	100%	£1,123

	<i>relatively low cost.. Education Endowment Foundation evidence indicates that these can have a small, positive impact on learning – around 2 months.</i>		
Total		N/A	£29,040

Pupil Premium Strategy 2016-17 – detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis and at a minimum at the end of every term in Pupil Premium Strategy Reviews which include termly analysis of attainment and progress in reading, writing, maths. Text in italics sets out barriers to learning which disadvantaged pupils might experience, and other rationale for the strategy.

specific nature of investment	rationale / aims	how we will measure impact	outcomes
<i>In 2015-16, we plan to invest pupil premium money in the following):</i>	<i>The aim of the intervention is:</i>	<i>We will measure the impact of the investment through:</i>	<i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i>
Supporting individual pupils <i>Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide (listed in the second column below) are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.</i>			
Provide opportunities for tuition after school; explore tuition after school from external companies.	To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence. <i>Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress and one to one tuition makes 5 months'.</i>	Attainment and progress Staff feedback on engagement and learning behaviour	<ul style="list-style-type: none"> Two after school booster sessions, led by two members of the teaching staff, have been provided for four (three disadvantaged) Year 5/6 children in terms 1.2 and 2.1. <i>'The confidence and fluency of two children in maths has improved since the start of their booster sessions' - Year 5 / 6 teacher.</i> Investigations are being made for possible private tuition of three children (two disadvantaged) in Year 6 to support their maths skills. Both disadvantaged children in Year 6 were unable to take on private tuition due to commitments outside of school. The two after school booster sessions were altered in term 2.2 to include just Year 6 children in the lead up to the national tests. This included two disadvantaged children. Day to day this has shown improvements, particularly in maths, although recent (March) internal testing indicates these two children have not improved.
As an additional intervention, embed reading comprehension strategies as a key feature of the school's additional support, both during school and as after-school support	To improve older children's reading skills eg inference and deduction. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	<ul style="list-style-type: none"> Additional reading comprehension sessions have taken place in Year 3 / 4 and Year 5 / 6 for one afternoon each week.

			<ul style="list-style-type: none"> • Booster sessions after school for one disadvantaged Year 6 child, led by a member of the teaching staff, have included reading comprehension activities. Standardised scores, in comparison to their end of Year 5 test, have not yet improved for this child in reading. Moving forward, we will adapt the provision to incorporate test practice and inference. • In term 2.1, regular (three sessions a week) of First News reading comprehension have been introduced in Year 5 / 6. This will be incorporated across key stage two in term 2.2. Too early for impact to be judged. • In term 2.2, First News was not incorporated across the whole of Key Stage Two. Year 3/4 favoured the use of Cracking Comprehension to booster reading for specific children including some disadvantaged children. Results suggested that this has boosted reading comprehension in the class. First News was continued in Year 5/6.
Dedicated time with teacher and additional focus in whole-class sessions	<p>To make sure that intervention time is meeting individual's needs and that quality teaching is being continued in small groups as well as quality first teaching in the class room; to provide time to reflect and discuss learning experiences and be fully aware of what they are aiming for and what they are capable of.</p> <p><i>Education Endowment Foundation evidence: 8 months' extra progress can be made through extra feedback; as a general rule, our staff</i></p>	<p>Attainment and progress – more children reaching age related expectations</p> <p>Staff feedback on engagement and learning behaviour</p> <p>Pupil interviews regarding confidence, what their targets have been and how they have progressed</p>	<ul style="list-style-type: none"> • Alongside quality first teaching, targeted groups of children continue to work on specific areas of development in weekly intervention groups across KS1 and KS2 with class teachers. • A programme of intervention has been introduced across all classes for both disadvantaged and non-disadvantaged children (see pupil provision plans) following pupil progress meetings.
A series of after-school professional development around oral language interventions in the Early Years Foundation Stage	<p>To develop the use of spoken language on entry into school with focused sessions on a regular basis.</p> <p><i>Education Endowment Foundation evidence: 5 months' extra progress.</i></p>	<p>Confident speakers using a range of vocabulary and correct speech sounds</p> <p>Feedback from teachers and parents</p>	

Staff (Head of School and teaching staff) to spend dedicated time with parents / carers	<p>To support the use of learning materials at home and to support parents with ideas and ways to support their child</p> <p><i>Evidence from Education Endowment Foundation shows that involving parents means that on average the child can make 3 months' extra progress.</i></p>	<p>Parental feedback</p> <p>Attendance at dedicated sessions</p>	<ul style="list-style-type: none"> • Three parent / carer workshops led by the EYFS class teacher and EYFS leader outlining the teaching of phonics, maths and reading have taken place in terms one and two. Parents / carers in EYFS have remarked that the duration and frequency of these classes should be increased due to their value and impact to parents / carers (see parent / carer questionnaires); we will act on this to meet parents' needs. • Plans are being made for other workshops to take place across the year by the class teachers of Year 1 / 2 and Year 5 / 6. • Dates have been made for the Head of School to work with parents / carers of Year 6 (two disadvantaged children) to look at preparation for the national tests. • Meetings were held by the Head of School and by the teacher of Year 1/2 in term 3.1 to discuss and support parents with the national tests (attended by three parents of disadvantaged children)
<p>Supporting speaking, listening, reading and writing skills</p> <p><i>Research shows that disadvantaged pupils may be more likely to have a limited vocabulary and have delayed language skills. Pupils might also be less likely to read at home and could have limited higher order reading skills – this could be the result of limited funds to spend on books, lack of time or lack of interest.</i></p>			
First News	<p>To promote the use of language in social contexts so that children are more confident in talking about different things; develop vocabulary.</p>	<p>Pupil feedback / teacher feedback regarding confidence in class and contributions.</p>	<ul style="list-style-type: none"> • A weekly First News Club (regularly attended by four disadvantaged children) was started in January. The children discuss different articles within the week's publication. Copies of the newspaper are then sent home. Too early for impact to be judged, but initial observation indicate positive impact on children's vocabulary. • Since November, First News articles have been discussed weekly within Year 5 / 6. This has begun to widen the vocabulary of the children and exposed them to world events, expanding their awareness and therefore helps to develop SMSC. • Investigations around costings are being made to establish whether more copies of the newspaper could be bought to widen its current impact. • Due to costings it was decided to continue to only have three copies of First News. This has not impacted our disadvantaged children as they still take copies of the newspaper home with the club attended

Introduce Catch-Up Reading support, including the purchase of relevant tiered books	To develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress (existing data analysis shows this is boosting children's reading skills). <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Analysis of reading attainment and progress of children with pupil premium, compared to class and national averages; pupil feedback forms and other pupil feedback; formal observation with focus on engagement and enjoyment.	only by Year 5/6 (5 children). <ul style="list-style-type: none"> • Training for Catch-Up Reading support has been undertaken by support staff. Books have been ordered. • Books for catch-up reading are now used in school. <i>'It is having an amazing impact on the reading of the children. A child in Year 2 (disadvantaged) has moved up one stage in his reading since starting about 8 weeks ago. He has found a love for reading to the extent where he was upset when it wasn't his day to do catch-up reading.'</i> – Teacher (Year 1/2). <i>'Catch-up reading is impacting greatly the speech and language of a child in Year 2.'</i> Teaching Assistant.
Take children to book shops and / or libraries to buy / borrow books	Building on the modest success of theatre trips (see below) where reading has been encouraged, to engage reluctant readers and promote a love of reading. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	<ul style="list-style-type: none"> • Teachers have been encouraged to take children to visit the local library as well as to take disadvantaged and non-disadvantaged children to purchase books. • A program of events provided by the Leeds Library Service has been given to all teachers (see email) to encourage visits to the library. • Teachers have confirmed commitment to this initiative. • Following World Book Day, our competition winners (four children - three disadvantaged) were taken to purchase books. <i>'I chose 'Seventy-Eight Story Treehouse' because it looked really interesting and I wanted to find out what happened in the tree house. I can't wait to read it. I think I'll really enjoy.'</i> – Year 4. <i>'I came to school as the Mad Hatter. I think he is really fun. I chose Beauty and Beauty. I've watched the film before and I wanted to know what the book was like. I liked the part when the Beast turned into a Prince.'</i> - Year 1
Explore possible comic books subscriptions.	To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	<ul style="list-style-type: none"> • Following the success of comic books in the other federation schools, investigations are taking place into the costings of supplying a regular (weekly) subscription of comic books to St James'. • The school will be receiving science

			comics, currently used as Scholes, from term 3.1. Six copies will be delivered each week for Key Stage Two.
Provide books to individuals to promote a love for reading	To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	<ul style="list-style-type: none"> A disadvantaged pupil in Year 6 showed a particular interest in the Horrid Henry series. The school has since purchased these books. 'My favourite story was 'The Robot and the Mad Professor'. Peter plays the Mad Professor and Henry plays the robot. They both get into lots of trouble with Peter telling Henry what to do. I have really enjoyed the books so far and can't wait to read the next one – The Zombie Vampire.' – Year 6 child
Implement Lexia program in class and at home (part-funding from pupil premium funds)	To continue this three year contract in order to boost reading and writing skills in Key Stage 1 and, where needed, Key Stage 2. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Attainment and progress in reading and writing.	
Continue subscription to Phonic Play (games and activities which is directly relate to the phases of letters and sounds) (part-funding from pupil premium funds)	To boost reading and writing skills in Key Stage 1 (and therefore, long-term, Key Stage Two). <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Pupil feedback Attainment and progress in phonics.	
Explore ways that out of school club can develop more purposeful literacy skills	To boost reading and writing skills. <i>Education Endowment Foundation evidence: 4 months' extra progress</i>	This is an investigative action to explore its potential; some monitoring and evaluation is planned.	
Replenish resources for the teaching of phonics across KS1 and KS2	To boost early reading and writing skills. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Sustain school's performance in the Year 1 phonics screening check, aiming for at least 90% meeting the expected standard.	
For all teachers, professional development on reading and how to teach it effectively	To address the new, higher demands in the National Curriculum for higher-level reading skills and therefore have a positive impact on older children's reading outcomes. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Staff feedback Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading.	
For some teachers (whole school and additional for KS2), professional development on grammar and punctuation and how to teach it effectively, in an engaging way.	To address some gaps and misconceptions in grammar, and to ensure that this aspect of the curriculum is taught in a fun way to ensure children are enjoying and achieving. This will be for all teachers, and in KS2 there will be additional professional development which reflects the new, higher demands in the National Curriculum. Children will have a more secure understanding and therefore other aspects of writing, such as composition and effect, will be improved.	Staff feedback Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Grammar, Punctuation and Spelling Longer term attainment and progress: a higher proportion of children at the end of Key Stage 2 reaching expected standards in Writing	<ul style="list-style-type: none"> In term 1.2, professional development meetings, led by David Owen (Moortown Primary), focused around grammar and punctuation, have been attended by all teachers from EYFS to Year 5 / 6. 'The PDM sessions led by David have widened my knowledge of grammar which has impacted on my teaching in English as a result' – St James' CE Primary teacher. Lesson observations have taken place to

	<i>Education Endowment Foundation evidence on catering for lots of learning styles: 2 months' extra progress.</i>		assess the impact of these sessions. These will continue throughout term 2.
Supporting Maths skills <i>Disadvantaged pupils may have limited opportunities to use and apply number and other mathematical concepts. This could be the result of limited time to spend on books, lack of time or lack of interest. A 'fear' of Maths might also be a significant barrier, meaning parents / carers choose to avoid talking about number and end up not enthusing about Maths as they might about a book.</i>			
A series of after-school professional development on a mastery approach to Maths teaching and learning (an approach advocated by many education experts and practiced in East Asian countries)	To develop teachers' skills and approaches in the context of 'mastery' for Maths, and therefore improve learning outcomes for children in Maths. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Maths	
Explore subscribing to a dedicated Maths program (eg Mathletics, IXL) for children to access in class and at home	To engage and boost maths skills in Key Stage 1 and Key Stage 2, at home and at school. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i> <i>'The study found that schools that made regular use of Mathletics did significantly better on a range of measures, compared to schools that did not use Mathletics. Regular use...was defined as pupils completing three or more curriculum activities per week (equating to as little as 20 minutes). Where this level of usage was achieved, the study found:</i> <ul style="list-style-type: none"> <i>more pupils making at least two levels of progress</i> <i>more pupils achieving at least a Level 4</i> <i>more pupils achieving a Level 5 or 6 compared to schools that did not use Mathletics'</i> <i>'Mathletics and the relationship to achievement at Key Stage 2 in England', Dr Jenni Ingram, Prof Steve Strand, Marc Sarazin, as reported in 'How does technology in classrooms raise standards', Jayne Warburton, Primary Mathematics, Spring 2017, Volume 21</i>	Staff feedback on engagement and learning behaviour	<ul style="list-style-type: none"> In term 1.2, the Head of School investigated the costings and impact of iXL when trialled at Moortown Primary (see emails). iXL does not have the desired impact for its cost. Mathletics will be trialled at the school in February. In term 3.1 Mathletics was purchased for the school. It is being implemented across all classes. Awards will be presented in achievement assembly to celebrate achievements in using this program. The program will also be used within all classes, particularly Key Stage Two, to support fluency of all children.
Explore use of IXL in the out of school club	To boost maths and reasoning skills. <i>Education Endowment Foundation evidence: 4 months' extra progress</i>	This is an investigative action to explore its potential; some monitoring and evaluation is planned	<ul style="list-style-type: none"> With the leader of OoSC on long term sick throughout most of term 2.2 and part of 3.1, it was decided to postpone any use of additional learning programs until term 3.2 when Mathletics can be introduced to the club.

Supporting learning in other subjects

Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.

Take children to theatre to view plays based on reading and buy the book to read afterwards	To develop a love of reading and possibly to promote discussions about reading at home; qualitative information indicates a positive effect on reading (therefore having a positive effect on pupils' cultural development, part of SMSC). <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback forms and other pupil feedback	<ul style="list-style-type: none"> A group of ten children attended the Sleeping Beauty Rock 'n' Roll Pantomime in December: <p><i>'This is the first time I have seen a panto... The characters always put expression in their voices. I could do this next time I read or act something out in class.'</i> – Year 6 child</p> <p><i>'I liked seeing the instruments. The lady that played the trumpet was my favourite. I would like to play the trumpet now.'</i> - Year 1 child</p> <p><i>'I have never seen a rock and roll pantomime before. The character played the instrument and sang whilst dancing. My favourite character was the prince – he was funny but serious at the same time.'</i> - Year 5 child</p> <ul style="list-style-type: none"> A visit in April to see David Walliams' Gangster Ganny has been organised for Year 4/5 children (five disadvantaged).
Provide disadvantaged children with subsidised music tuition through Leeds Music Education Partnership (ArtForms)	To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC). <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback	<ul style="list-style-type: none"> Guitar lessons began in January (with a break in April) attended by eleven children (ten disadvantaged) with financial support from the Artforms Musical Bursary and a grant made by the St James' PTA. <p><i>'I think guitar is awesome. It's like recorder but a little harder. We have learnt how to read music and to play the 'James Bond' theme tune. We are now practising Ode to Joyful Rock.'</i> – Year 6 child</p> <p><i>'It is fun learning guitar. I take my guitar home to practise. I have started learning how to read music.'</i> – Year 3 child</p> <p><i>'I like to learn different music with my guitar – it is really fun. Each time we have learnt one piece of music we get to choose another piece to learn.'</i> – Year 4 child</p>

			<i>'I like how the teacher plays a tune on the guitar and we have to guess what country the music comes from. Those are a bit too hard to learn but we have learnt some really good tunes. I have learnt the note E, G, F and A.'</i> – Year 4 child
Our own in-house after-school clubs are free to all (funded by the PE premium). However, a small contribution from pupil premium will be used to pay for disadvantaged pupils who participate in clubs run by external providers.	To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind. <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback	
Our pupils enjoy a residential in Year 6. Disadvantaged pupils may have partly this subsidised.	To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development, part of SMSC). <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	
Improving overall teaching <i>We always want to improve our own teaching. Investing in effective continuing professional development for teachers will lead to better teaching and learning for all, including for disadvantaged pupils.</i>			
<i>(Initiatives including continuing professional development in 2016-17 has been listed elsewhere, since it focuses on specific learning.)</i>			
Supporting learning at home <i>From surveying parents and discussions with children, we know all parents want more ways to support their child at home; using money from pupil premium funds, we can support those from disadvantaged backgrounds. At St James' CE Primary School, we find that some parents / carers feel unable to support learning or participate in school life – this can act as a barrier to their child enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.</i>			
Offer parent workshops, coffee mornings (focus: homework, learning resources, learning strategies etc.) and focused invites to open mornings.	To provide more opportunities for parents / carers to talk to staff and spend time in school; to provide resources to support homework activities. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Attendance at workshops and coffee mornings and parental feedback about impact it has had	<ul style="list-style-type: none"> In term 3.1, the Head of School will ask parents / carers of all children in Key Stage One and Two what types of parent workshops they would like the school to offer. He will also look at times for these workshop as some parents / carers have suggested that the timings of previous workshop have not been appropriate for all parents, particularly working parents.
Learning bags – resources to particularly focus on maths and reasoning	To provide opportunities for learning to be supported at home with parents and to help engage parents in the whole experience <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i>	Attainment and progress – more children reaching age related expectations Staff feedback on engagement and learning behaviour	<ul style="list-style-type: none"> Following the arrival of the resources, learning bags are to be handed out at the next parents' evening in February to both disadvantaged and lower-attaining non-disadvantaged children (see learning bag resources' order form).
Explore the possibility of introducing Family Learning	To provide opportunities for families to develop strategies to engage with their child's learning. <i>Education Endowment Foundation evidence</i>	This is an investigative action to explore its potential; some monitoring and evaluation is planned alongside parent / carer feedback.	

	<i>around parental support: 3 months' extra progress.</i>		
Letterbox Club for three selected children, where a child receives at home each month (May – October) a parcel of literacy and numeracy materials	<p>To provide opportunities for learning to be supported at home: Can significantly improve children's reading and numeracy Encourages children and their parents/carers to read and play games together Gives enjoyment to children through owning their own books Supports children over the summer as they move into the next school year</p> <p><i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> http://www.letterboxclub.org.uk/research-and-evaluation/</p>	Attainment and progress – compare progress for the three selected children reaching age related expectations	<p>2 x Y5, 1 x Y3:</p> <p>(redacted)</p>
Supporting social and emotional aspects of learning <i>At St James' CE Primary School, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress eg behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems</i>			
We will part-fund opportunities for disadvantaged pupils to partake in educational visits and other experiences	To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.	Attendance on visits Pupil feedback Outcomes in Topic Books	

Pupil Premium Strategy 2017-18 and beyond – ideas

How might we invest in the future to make sure pupils continue to have the best possible outcomes?

This table outlines ideas that we might pursue in the future. (These ideas are added to in the course of the year.)

Idea / challenge	rationale
Disadvantaged pupils play active part in choosing books to replenish the school library and / or class library stock	To engage reluctant readers and promote a love of reading.
Employ an additional teacher who works across Sphere Federation, providing expert, smaller teaching groups	Education Endowment Foundation findings indicate that smaller class sizes has a moderate impact on learning but at a high cost. However, the teacher could be used as a resident long-term 'supply teacher' across the three schools in Sphere Federation, therefore reducing supply teacher costs and staff absence insurance costs. This would mean money saved can be re-invested in provision for disadvantaged pupils.
Continuing professional development on philosophy for children (P4C)	Education Endowment Foundation evaluation notes: 'P4C had a positive impact on pupils' Key Stage 2 (KS2) progress in reading and maths. This is significant in that P4C was not explicitly focused on improving KS2 outcomes, yet managed to lift maths and reading attainment relative to 'business as usual'. It is also important to note that the gains in KS2 were greater in all subjects for students eligible for free school meals (FSM).'
Continue to explore ways to increase attendance amongst disadvantaged pupils so that it is at least in line with other pupils (a school and national issue)	https://goo.gl/D8tcPF
Explore Achievement for All Schools Programme	Attendance matters. We want all pupils to have high attendance, so they are in school enjoying and achieving as much as possible.
Invest in Mathletics to boost fluency and overall achievement in Maths, as a way to provide targeted practice, support and challenge for disadvantaged pupils; additional benefit is that it might allow teachers in our mixed age classes to adopt a stronger mastery approach by teaching year groups, whilst others practise using Mathletics	Claims of a five-year track record for accelerating progress and attainment in the lowest-achieving 20% group of learners, using a direct-delivery coaching model. 'The study found that schools that made regular use of Mathletics did significantly better on a range of measures, compared to schools that did not use Mathletics. Regular use...was defined as pupils completing three or more curriculum activities per week (equating to as little as 20 minutes). Where this level of usage was achieved, the study found: <ul style="list-style-type: none"> • more pupils making at least two levels of progress • more pupils achieving at least a Level 4 • more pupils achieving a Level 5 or 6 compared to schools that did not use Mathletics' ' <i>Mathletics and the relationship to achievement at Key Stage 2 in England</i> ', Dr Jenni Ingram, Prof Steve Strand, Marc Sarazin, as reported in ' <i>How does technology in classrooms raise standards</i> ', Jayne Warburton, Primary Mathematics, Spring 2017, Volume 21
Subscribe Y4 pupils for Story Hunters (BookTrust): http://www.booktrust.org.uk/programmes/primary/storyhunters/ Every Story Hunters pupil to get a monthly personalised pack of books and activities for a six-month period. Every pack includes at least two carefully chosen books, plus engaging games and resources that children can share with their families.	<i>Reading for pleasure can have a dramatic impact on a child's educational outcomes and wellbeing.</i> <i>To encourage a love of reading and to develop confidence and engagement.</i> <i>Based on the award-winning Letterbox Club model.</i> <i>May also help to build home-school links.</i> <i>Template surveys to monitor impact will be provided by BookTrust.</i>