

Pupil premium: 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

Pupil Premium Strategy 2016-17 Review: this provides an overall evaluation, with reference to assessment data

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 – overview

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		
what	description and detail	proportion paid for (of actual cost)	amount
total staffing	<p><i>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.'</i> Education Endowment Foundation, February 2014. https://goo.gl/8mKvLw</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Information from Education Endowment Foundation shows that those involved in small group tuition in the Early Years on average make 4 months' extra progress.</i></p> <p>https://goo.gl/yCcwyl</p>	15% 10%	£17,517 £11,678
continuing professional development	<p><i>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.</i></p> <p><i>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).</i></p> <p><i>Education Endowment Foundation evidence shows that following a mastery approach can mean pupils make 5 months' extra progress.</i></p> <p><i>Likewise, Education Endowment Foundation evidence suggests 5 months' extra progress for improved reading comprehension strategies.</i></p> <p><i>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.</i></p> <p><i>Education Endowment Foundation evidence suggests 5 months' extra progress for Early Years intervention.</i></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><i>Various resources are listed below, for use both at school and at home.</i></p> <p><i>Education Endowment Foundation evidence indicates that these can advance children's learning by 2 to 5 months.</i></p>	0%	£4,510
Tuition	<p><i>In addition to total staffing costs, we invest in private tuition for some disadvantaged pupils.</i></p> <p><i>Education Endowment Foundation evidence indicates that this can advance learning by 2 to 5 months.</i></p>	100%	£840 (1 teacher and 1 teaching assistant)
resources and activities	<p><i>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</i></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 2016-17, 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. <p>September 2017: We have yet to find a conveniently close private tuition venue, so this may not happen; we will continue in-school support after school.</p>
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. 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

			<p>forward, we will adapt the provision to incorporate test practice and inference.</p> <ul style="list-style-type: none"> 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. <p>September 2017: We will continue additional reading support following some CPD provided by Leeds LA. Of the two disadvantaged pupils in Y6, one reached expected standard in Reading; one made good progress but didn't reach expected standard.</p>
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 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 interventions 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 Feedback from teachers and parents</p>	<p>September 2017: 64% of Reception pupils reached a Good Level of Development; this was slightly lower than 2017 national and 2016 school figures, but overall the professional development was effective and had a positive impact; cohort-specific issues exacerbated the headline data.</p>

<p>Staff (Head of School and teaching staff) to spend dedicated time with parents / carers</p>	<p>To support the use of learning materials at home and to support parents with ideas and ways to support their child <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 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. <p>September 2017: support for parents beyond EYFS did not take place due to significant staff illness. A series of workshops are planned for 2017-18, led by new Teaching and Learning Leader (covering Reading, Maths in particular).</p>
<p>Supporting speaking, listening, reading and writing skills <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>			
<p>First News</p>	<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. The three copies of the newspaper are then sent home with the three children. 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

			<p>widen its current impact.</p> <p>September 2017: 82% of Year 2 children reached expected standard (higher than 2016 national and 2016 school figures. Very small cohort numbers at KS2 don't provide reliable data evidence.</p>
<p>Introduce Catch-Up Reading support, including the purchase of relevant tiered books</p>	<p>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></p>	<p>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.</p>	<ul style="list-style-type: none"> • Training for Catch-Up Reading support has been undertaken by support staff. Books have been ordered. <p>September 2017: Internal assessment data indicates that this is beginning to have a positive impact – a full year of this intervention is needed for stronger evidence.</p>
<p>Take children to book shops and / or libraries to buy / borrow books</p>	<p>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></p>	<p>Pupil feedback</p>	<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. <p>September 2017: Liaison with local library has happened to begin visits into school and visits to the library. Provision has begun to reward children with buying books on the internet to continue engagement in reading: reward for presentation and homework in assemblies, targeting where appropriate disadvantaged pupils</p>
<p>Explore possible comic books subscriptions.</p>	<p>To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i></p>	<p>Pupil feedback</p>	<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'.
<p>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)</p>	<p>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></p>	<p>Pupil feedback Attainment and progress in phonics.</p>	<p>September 2017: 100% of Year 1 pupils met the phonics screening threshold</p>
<p>Replenish resources for the teaching of phonics across KS1 and KS2</p>	<p>To boost early reading and writing skills. <i>Education Endowment Foundation</i></p>	<p>Sustain school's performance in the Year 1 phonics screening check, aiming for at least</p>	<p>September 2017: 100% of Year 1 pupils met the phonics screening threshold</p>

<p>For all teachers, professional development on reading and how to teach it effectively</p>	<p><i>evidence: 4 months' extra progress.</i></p> <p>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.</p> <p><i>Education Endowment Foundation evidence: 5 months' extra progress.</i></p>	<p>90% meeting the expected standard.</p> <p>Staff feedback</p> <p>Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading.</p>	<p>September 2017: training did happen, but significant staff absence prevented this from having a stronger impact on pupil outcomes; numbers are small in the Y6 cohort, meaning data analysis is not reliable</p>
<p>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.</p>	<p>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.</p> <p><i>Education Endowment Foundation evidence on catering for lots of learning styles: 2 months' extra progress.</i></p>	<p>Staff feedback</p> <p>Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Grammar, Punctuation and Spelling</p> <p>Longer term attainment and progress: a higher proportion of children at the end of Key Stage 2 reaching expected standards in Writing</p>	<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. <i>'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.</i> Lesson observations have taken place to assess the impact of these sessions. These will continue throughout term 2. <p>September 2017: training and other performance management, plus recruitment, has had a positive impact, though not yet on actual pupil outcomes</p>
<p>Supporting Maths skills</p> <p><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></p>			
<p>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)</p>	<p>To develop teachers' skills and approaches in the context of 'mastery' for Maths, and therefore improve learning outcomes for children in Maths.</p> <p><i>Education Endowment Foundation evidence: 5 months' extra progress.</i></p>	<p>Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Maths</p>	<p>September 2017: training and other performance management, plus recruitment, has had a positive impact, though not yet on actual pupil outcomes</p>
<p>Explore subscribing to a dedicated Maths program (eg Mathletics, IXL) for children to access in class and at home</p>	<p>To engage and boost boost maths skills in Key Stage 1 and Key Stage 2, at home and at school.</p> <p><i>Education Endowment Foundation evidence: 4 months' extra progress.</i></p> <p><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</i></p>	<p>Staff feedback on engagement and learning behaviour</p>	<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. <p>September 2017: Mathletics is bought for school but training is needed</p>

	<p><i>this level of usage was achieved, the study found:</i></p> <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 Mathematics'</i> <p><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></p>		
<p>Supporting learning in other subjects <i>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.</i></p>			
<p>Take children to theatre to view plays based on reading and buy the book to read afterwards</p>	<p>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></p>	<p>Pupil feedback forms and other pupil feedback</p>	<ul style="list-style-type: none"> <i>A group of ten children attended the Sleeping Beauty Rock 'n' Roll Pantomime in December:</i> <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. – Year 6 child</i></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 - Year 1 child.</i></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 - Year 5 child.</i></p>
<p>Provide disadvantaged children with subsidised music tuition through Leeds Music Education Partnership (ArtForms)</p>	<p>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></p>	<p>Pupil feedback</p>	<p>Guitar lessons begun in January, attended by eleven children (ten disadvantaged) with financial support from the Artforms Musical Bursary and a grant made by the St James' PTA. <i>"I have never seen a rock and roll pantomime before. The character played the instrument and sang whilst dancing. My</i></p>

			<i>favourite character was the prince – he was funny but serious at the same time.” - Year 5 child.</i>
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	September 2017: externally-run clubs took place during lunchtimes to ensure high take-up; our after-school choir club was attended by four disadvantaged pupils
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	September 2017: all children attended the residential and benefitted socially and emotionally
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	September 2017: support for parents beyond EYFS did not take place due to significant staff illness. A series of workshops are planned for 2017-18, led by new Teaching and Learning Leader (covering Reading, Maths in particular).
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	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).
Letterbox Club for three selected children, where a child receives at home each month (May – October) a parcel of literacy and numeracy materials	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	Attainment and progress – compare progress for the three selected children reaching age related expectations	3x Y5 (redacted)

	<p>move into the next school year</p> <p><i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i></p> <p>http://www.letterboxclub.org.uk/research-and-evaluation/</p>		
Time for federation leader to address housing issues for small number of individuals	To provide a home environment that is more conducive to effective learning	Attainment over time	Contribution and persuasion contributed to all three pupils being re-housed
<p>Supporting social and emotional aspects of learning</p> <p><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></p>			
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	September 2017: see above

Pupil Premium Strategy 2016-17 – review

What were the outcomes for disadvantaged pupils?

Early Years

In 2016-17, there were 14 children in the Reception cohort, with only one disadvantaged pupil.

Good level of development is the key measure of attainment used by the Department for Education. 64% of all pupils in 2016-17 reached a good level of development at St James' CE Primary; nationally, 71% did. The one pupil eligible for pupil premium did not reach a good level of development, although in previous years disadvantaged pupils have done.

The **average total points score** is another measure – this measures a broader scope of attainment. 36.5 is the average total points score for all pupils in 2016-17 at St James' CE Primary; nationally, it is 34.5. The score for the pupil eligible for pupil premium is 22.0.

Year 1 Phonics

The phonics screening check happens towards the end of Year 1. In 2016-17, there were 13 children in the Year 1 cohort, with only one disadvantaged pupil. 11 of the 13 pupils (85%) achieved the expected standard overall (nationally, 81% did); this includes the one disadvantaged pupil.

Key Stage 1 Reading, Writing and Maths

In 2015-16, there were three disadvantaged pupils in the Year 2 cohort out of a group of 11 in total.

Attainment

Children are given a scaled score based on teacher assessment, which is based on a teacher's ongoing assessments and informed by pupils' performance in end of key stage tests (known as SATs), except in Writing where there is no test. A score less than 100 indicates that a pupil is working at a lower level; a score between 100 and 109 is the expected level; a score of 110 or more indicates the pupil reached a higher level, or greater depth.

In **Reading**, all three disadvantaged pupils (100%) reached age-related expectations and one pupil (33%) achieved the higher level – greater depth. For the class as a whole, 82% reached the expected standard and 36% achieved the greater depth standard. Nationally, for all pupils, 76% reached the expected standard and 25% achieved the greater depth standard.

Similarly, in **Writing**, all three disadvantaged pupils (100%) reached age-related expectations although no pupils (0%) achieved greater depth. For the class as a whole, 64% reached the expected standard and 27% achieved the greater depth standard. Nationally, the figures are 68% and 16% respectively.

The figures are broadly the same in **Maths**. All three disadvantaged pupils (100%) reached age-related expectations and no pupils (0%) achieved greater depth. For the class as a whole, 82% reached the expected standard and 0% achieved the greater depth standard. Nationally, the figures are 75% and 21% respectively.

Key Stage 2 Reading, Writing and Maths

In 2016-17, the size of the Year 6 cohort was only five. Because of this, reference to disadvantaged pupils may mean the pupils are identifiable. We do not include here any data analysis to ensure the individuals remain anonymous.