

## St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

### Context of school

At St James' Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge. Our dedication and commitment to learning that make the difference between success and failure and we are determined to ensure that our children are given every chance to realise their full potential. We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

St James' C of E Primary School is a Voluntary Controlled school, located in the market town of Wetherby, on the north-eastern outskirts of Leeds. The school is part of a federation which also includes Scholes (Elmet) primary School. The school is much smaller than average, with about 10 children in each year group. The Office for National Statistics 'indices of deprivation' indicate that the neighbourhood in which the school is located has overall levels of deprivation that are above average; with the 'total deprivation' index on the 32nd centile (where 1st centile is the most deprived).

☐ The 2014-15 Pupil Premium funding allocation was based on 38.4% of the school population being eligible for Free School Meals (FSM) at some point in the last 6 years. This is higher than the national rate of 26.7%.

☐ However, figures from the Spring 2015 census reveal that there were no children attending the school (at that time) who live in areas considered to be amongst the 3%, 10% or 20% most deprived in the country. These data may provide evidence that although the school itself is located in a relatively deprived area, it is drawing few, if any, children from areas of extreme deprivation.

☐ Pupil mobility rates at the school are much higher than national rates. RAISEOnline (2014) states that only 69.5% of the children in the school were admitted within the normal admissions window, compared to 85.9% nationally.

☐ According to RAISEOnline (2014), levels of Special Educational Needs (SEN) are close to national, with 9.9% of the children in the school recorded on the SEN register at School Action+ or statemented, compared to 7.7% nationally.

☐ The proportions of children from Black and minority ethnic (BME) backgrounds and those with English as an additional language (EAL) are slightly below average, at 18.6% and 15.3% respectively, according to RAISEOnline 2014.

☐ Attendance rates at the school were below the national average in 2012, but have been in line with national in 2013 and 2014. Overall absence was 3.9% in 2014.

### **2014/15 EYFSP Pupil Groups**

☐ There were 7 girls in this year group and all of them achieved GLD. However, only 3 (42.9%) of the 7 boys achieved GLD. The 'gender gap' in attainment in this cohort is larger than average, but the effect of small cohort sizes on percentage figures should be borne in mind throughout this report; for example in this year group, 1 child represents over 7% of the cohort.

☐ Three of the children were identified as currently eligible for Free School Meals (FSM) and all of them achieved GLD. This means that, as a group, their attainment exceeded both that of Leeds FSM children (44% GLD), national FSM children in 2014 (45% GLD) and their non-FSM eligible classmates (64% GLD).

☐ There were 2 children with SEN in the cohort, who were registered as 'School Action+'. One of these children achieved GLD. In Leeds, 24% of children at 'School Action+' achieved GLD.

☐ In Leeds the percentage of summer-born children achieving GLD is over 20%pts lower than that of autumn born children. The gap between autumn and summer-born children. In this group was even more pronounced, with all of the autumn born children achieving GLD but only 2 out of the 5 summer-born children (40%) achieving GLD. It should be noted that the attainment of the summer born children at St James' is not far off the average for summer-born children in Leeds (49%).

☐ There was 1 child identified as having English as an additional language, who did achieve GLD.

☐ At this point in time, there is no ethnicity data available from the LA for this key stage.

## St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

### 2014/15 Key Stage 1 Pupil Groups

☒ There were 5 boys and 5 girls in the cohort and there was little difference in their attainment rates, with boys scoring 16.5pts on average, and girls scoring 16.2pts. Boys' attainment was well above the average for boys in Leeds (15.3pts) and the girls matched the average performance for Leeds girls (16.1pts).

☒ There was only 1 child eligible for FSM in this year group and his APS of 19.0 was significantly higher than the 14.6pts scored by FSM children nationally in 2014 (as well as being significantly higher than that of his classmates).

☒ 2 children (20%) were eligible for Pupil Premium (PP) funding. Their APS was 16.3pts, much higher than that of PP children across Leeds (14.1pts) and the attainment of Disadvantaged1 children nationally in 2014 (14.6pts). There was virtually no gap between the PP and non-PP children was 0.1pts; the equivalent 2014 national gap was 1.8pts.

☒ There were no children identified as being from BME backgrounds.

☒ One child was recorded on the SEN register, at 'School Action'. His APS of 14.3pts, was well below that of the other children in the year group, but 2.4pts above the Leeds average for similar children and 1.5pts above last year's equivalent national figure.

### 2014/15 Key Stage 1 Average Point Score trend

☒ For the three year period 2011-2013, the KS1 APS at St James' had been consistently 2-3pts below national averages, then in 2014 attainment improved considerably, rising by over 2pts. In 2015, it has improved again, increasing by almost another 2pts, to 16.3pts. This level of attainment is the highest it has ever been at St James', based on available data and is considerably higher than the provisional Leeds figure of 15.6pts and the national figure (15.9pts in 2014).

☒ The APS for Reading is 17.4, up from 14.8 last year.

☒ The APS for Writing is 14.8, up from 13.6 last year.

☒ The APS for Maths is 16.8, up from 14.8 last year.

### 2014/15 Key Stage 2 Pupil Groups

☒ There were 6 girls and only one boy in this year group. The girls' APS was 27.5pts and the boy's was 27.0pts; both slightly below the average scores for boys (28.2pts) and girls (28.3pts) in Leeds this year.

☒ 2 of the children in this cohort were recorded as being eligible for FSM; their APS of 29pts was well above that of FSM children in Leeds (25.9pts) and FSM children nationally in 2014 (27.0pts).

☒ There were 3 PP children and their APS of 28.0pts was higher than both the Leeds PP figure (26.6pts) and last year's national figure for 'Disadvantaged'2 children (27.0pts). These children also out-performed their non-PP classmates by 1.0pts, in contrast to the 'usual' pattern; in Leeds the gap between PP and non-PP was 2.6pts and last year's national gap was 2.4pts.

☒ 1 child was from a BME background ('White Other' heritage). This child achieved L4 in maths, but not in reading or writing and their APS was therefore well below the national average for BME children and their class mates.

☒ There were no children in the year group recorded as having SEN.

### 2014/15 Key Stage 2 Average Point Score

☒ In 2013, theKS2 APS for St James' (23.4pts) was judged to be significantly below the national average of 28.3pts. In 2014 it saw a significant improvement, reaching 27.0pts and has risen again in 2015, to 27.4pts. This level of attainment remains well below the provisional Leeds figure for 2015 of 28.2pts and last year's national figure of 28.7pts.

☒ The APS for reading has dropped from 27.6pts to 27.0pts, compared to 28.4pts for Leeds and 29.0pts nationally in 2014.

☒ Writing has improved, from 25.2pts last year to 27.0pts in 2015. Again, this is just below the provisional Leeds result of 27.7pts and last year's national figure of 27.9pts.

☒ The APS in maths has risen from 27.6pts to 27.9pts. Across Leeds, children averaged 28.4pts and last year's

## St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

national figure was 29.0pts.

☑ The APS achieved in the Grammar, Punctuation & Spelling (GPS) test (which does not contribute to the overall APS), has improved, from 26.4pts to 27.9pts. As with the other subjects, attainment in GPS is just below average performance in Leeds (28.7pts) and last year's national figure (28.6pts).

☑ With only 7 children in this year group, it is worth noting again that performance data based on small cohorts can be highly volatile and that caution should be exercised when interpreting the figures. Each child in this year group represents 14% of the total cohort and year-on-year changes should be viewed in this context.

### Summary

☑ The demographic data for St James' primary school indicate that it is located in an area that has slightly higher than average deprivation, but that few, if any children live in areas of extreme deprivation. The small size of the cohorts within the school leads to volatility in the performance data and caution should be exercised in interpreting the figures.

☑ Outcomes at the Early Years Foundation Stage have improved from being below national two years ago, to being well above national this year.

☑ KS1 attainment has reached a record high this year and is well above national averages, after being significantly below a few years ago. There is a proportion of children reaching L3+ varies across the subjects.

☑ L4+ attainment has been sustained this year, after a significant improvement in 2014.

<b>Our most recent results compared to national figures:</b>					
<b>Attainment 2015</b>	<b>All</b>	<b>Boys</b>	<b>Girls</b>	<b>PP*</b>	<b>National</b>
% with a <b>GLD</b> at the end of EYFS	71	43	100	100	66
% achieving the national standard in <b>phonics</b> by end of year 1	39	33	43	25	77
% L2+ in <b>reading</b> at the end of year 2	100	100	100	100	90
% L2B+ in <b>reading</b> at the end of year 2	100	100	100	100	82
% L2+ in <b>writing</b> at the end of year 2	100	100	100	100	88
% L2B+ in <b>writing</b> at the end of year 2	70	60	80	100	70
% L2+ in <b>maths</b> at the end of year 2	100	100	100	100	93
% L2B+ in <b>maths</b> at the end of year 2	80	100	60	50	82
% L4+ in <b>reading</b> at the end of year 6	71	100	67	67	89
% L4B+ in <b>reading</b> at the end of year 6	57	0	67	33	80
% L4+ in <b>writing</b> at the end of year 6	86	100	83	100	87
% L4B+ in <b>writing</b> at the end of year 6	86	100	83	100	87
% L4+ in <b>mathematics</b> at the end of year 6	100	100	100	100	87
% L4B+ in <b>mathematics</b> at the end of year 6	71	100	67	67	77
% L4+ in <b>R,W and M</b> at the end of year 6	71	100	67	67	80
% L4+ in <b>SPG</b> at the end of year 6	71	100	67	67	80
<b>Progress 2015**</b>					
% expected progress for <b>reading</b> from key stage 1 to key stage 2	83	100	80	67	91
% better than expected progress for <b>reading</b> from key stage 1 to key stage 2	33	100	20	33	33
% expected progress for <b>writing</b> from key stage 1 to key stage 2	83	100	80	100	94
% better than expected progress for <b>writing</b> from key stage 1 to key stage 2	33	100	20	33	36
% expected progress for <b>mathematics</b> from key stage 1 to key stage 2	100	100	100	100	90
% better than expected progress for <b>mathematics</b> from key stage 1 to key stage 2	17	0	20	0	34
<b>Personal development, behaviour and welfare 2014***</b>					
% Attendance of statutory age children and pupils	96.1	95.9	96.3	94.8	96.1

## St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

% Persistent Absence	3.2	3.1	3.3	8.3	2.8
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Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

### Recent initiatives and improvements

- Development of library area in the central part of KS2.
- Second phase of the ipad programme to improve provision across the school.
- Open access for all pupils to use ipads and other technologies.
- Introduction to 'clever touch' technology in KS2.
- New software/apps to support the curriculum.
- Implementation of a vibrant new curriculum
- General update of resources to support the new curriculum.
- A focus on raising attainment in maths of the weakest children in each cohort.
- Improvement of the quality of teaching and learning in reading with particular focus on inferential understanding.
- Implementation of the SEN (Special Educational Needs) Code of Practice.
- Improvement of attainment of Foundation 2 children who were below age related expectation with a particular focus on reading.
- Introduction to a new approach to the teaching of PE
- New baseline for Early Years
- Stay and play sessions in Early Years
- Introduction of an emailing system to support Early Years pupil profiles.
- Introduction of a new data tracking software system.
- New report format for reporting to parents in the summer term (without levels)
- Upgrading of air extractor canopy in the school kitchen
- Introduction of a new handwriting programme in Key Stage One
- Toddler provision extended to two morning sessions
- Two year old provision in place
- Increased number of after school clubs
- 'Good' outcome from the SIAMS Inspection

## St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

Objectives of Pupil Premium Spending	
<p>Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but historically levels of attainment are lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.</p> <p>The Sutton Trust Report summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide interventions which predominantly focus on improving feedback, developing metacognition and self-regulation and increasing parental engagement. We will set up a system of lead teachers across the federation to increase the % of outstanding teaching across the schools, share best practice and provide targeted support and intervention for pupils. In addition to this we will focus on earlier intervention, increasing a range of interventions on offer in EYFS, KS1 and KS2. We will also introduce BLP (Building Learning Power) in support of children taking more responsibility for their learning.</p>	
Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	<b>78 main school plus 14 F1 = 92 (in addition there are 4 2 year olds)</b>
Total number of pupils eligible for PPG	<b>28</b>
<b>Total amount of PPG received</b>	<b>£36960 plus EY funding £300</b>

Nature of support	
Focus on Learning in the curriculum	<b>65%</b>
Focus on social, emotional and behaviour	<b>20%</b>
Focus on enrichment beyond the curriculum	<b>15%</b>
<p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Increase % of children working at age related expectations in reading, writing and maths.</li> <li>• Support children with their soft skills</li> <li>• Encourage more children to attend after school clubs</li> </ul>	

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
6  Six Children	One to one support in Maths and English	£11,300	Children individually targeted for support in English and maths. Adult support to be given. Precision teaching
	Group support for extension work with maths and English	As above	To support the more able children to exceed national expectations at a mastery level.
	Support children to access the wider curriculum		Development of social skills and the broader curriculum
	Support children with challenging behaviours	£280 – 1 hour per week for a six week programme	To support behaviour through an emotional literacy approach – one to one

### St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
5  Three Children	Differentiated tasks, quality first teaching, pre and post learning	£11,300	Identify and support children with the development of key skills in maths and literacy
	Targeted support - Intervention with the intervention manager	As above	Development of social and emotional skills
	Children working with a TA with 1-1 intervention	As above	Individual and small/groups of targeted children
	Emotional/behavioural support throughout the day to support transitioning	£4324	Ensure positive outcomes for emotional health and wellbeing.

Record of Pupil Premium Grant spending by item/project 2015-2016			
Year group	Item Project	Cost	Objective
Year 4  Five children	Small group daily phonics session- revision of later stages	£1520	Small group work to extend children's phonics knowledge.
	Small group Maths and English (SPaG) sessions	£1216	To improve levels of attainment in maths and English.
	1:1 reading sessions with targeted children.	£1216	To improve levels of attainment in reading.
	1-1 work with children for PSHE	£1520	To encourage confidence and engagement with learning.
	Small group handwriting sessions	£1520	To secure confidence to be able to write more fluently which supports the raising of attainment
	Daily catchup intervention with Interventions Manager – pre and post learning	£1710	To close the gap from daily lessons

Record of Pupil Premium Grant spending by item/project 2015-2016			
Year group	Item Project	Cost	Objective
Year 3  Two children	Small group daily phonics session- revision of later stages	£1520	Small group work to extend children's phonics knowledge.
	Small group Maths and English (SPaG) sessions	£1216	To improve levels of attainment in maths and English.

## St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

	1:1 reading sessions with targeted children.	£1216	To improve levels of attainment in reading.
	1-1 work with children for PSHE	£1520	To encourage confidence and engagement with learning.
	Small group handwriting sessions	£1520	To secure confidence to be able to write more fluently which supports the raising of attainment
	Daily catchup intervention with Interventions Manager – pre and post learning	£1710	To close the gap from daily lessons

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
Year 2  Six children	Precision teaching for Literacy	£11,300 One full time TA – 1-1 and small group support	Development of key skills in literacy <b>Literacy</b> -Daily reading -Precision teach every after noon to embed learning -Teaching of High Frequency Words - Teaching of phonics
	Precision teaching for Mathematics		Development of key skills in mathematics <b>Mathematics</b> - <b>Daily fluency support (= + x)</b>

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
Year 1  Four children	Precision teaching for Literacy	£11,300 One full time TA – 1-1 and small group support	Development of key skills in literacy <b>Literacy</b> -Daily reading -Precision teach every after noon to embed learning -Teaching of High Frequency Words - Teaching of phonics
	Precision teaching for Mathematics		Development of key skills in mathematics <b>Mathematics</b> - <b>Daily fluency support (= + x)</b>

## St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

	1-1 and small group support for core subjects One to one reading support.	As above	Development of key skills in reading. Addition reading materials.

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
Foundation 2  One child	Small intervention group activity on phonics work	£300	To boost learning potential

Total PPG received	£36,960 Plus EY funding £300
Total PPG expenditure	£67,508
PPG remaining	-£30,248
Deficit made up from SBS	£30,248

### Performance of disadvantage children at the end of Key Stage 2 Teacher Assessment

	2015	2016	2017	2018
% of Pupil premium children achieving level 4 in reading.	50%			
% of Pupil premium children achieving level 4 in writing.	100%			
% of Pupil premium children achieving level 4 in maths.	100%			
% of Pupil premium children making 2 levels of progress in English.	100%			
% of Pupil premium children making 2 levels of progress in maths.	100%			

### Implications for Pupil Premium spending in 2015-2016

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

#### **Key Principles**

***Building Belief*** - We will provide a culture where:

## St James SE Primary School Pupil Premium Planned Expenditure 2015-2016

- ☐☐staff believe in ALL children
- ☐☐there are “no excuses” made for underperformance
- ☐☐staff adopt a “solution-focused” approach to overcoming barriers
- ☐☐staff support children to develop “growth” mindsets towards learning

**Analysing Data** - We will ensure that:

- ☐☐All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- ☐☐We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

**Identification of Pupils** - We will ensure that:

- ☐☐ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ☐☐ALL staff are aware of who pupil premium and vulnerable children are
- ☐☐ALL pupil premium children benefit from the funding, not just those who are underperforming
- ☐☐Underachievement at all levels is targeted (not just lower attaining pupils)
- ☐☐Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

**Improving Day to Day Teaching** - We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- ☐☐Set high expectations
- ☐☐Address any within-school variance
- ☐☐Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- ☐☐Share good practice within the school and draw on external expertise
- ☐☐Provide high quality CPD
- ☐☐Improve assessment through joint levelling and moderation

**Increasing learning time** - We will maximise the time children have to “catch up” through:

- ☐☐Improving attendance and punctuality
- ☐☐Providing earlier intervention (KS1 and EYFS)
- ☐☐Extended learning out of school hours

**Individualising support**

*“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”*

We will ensure that the additional support we provide is effective by:

- ☐☐Looking at the individual needs of each child and identifying their barriers to learning
- ☐☐Ensuring additional support staff and class teachers communicate regularly
- ☐☐Using team leaders to provide high quality interventions across their phases
- ☐☐Matching the skills of the support staff to the interventions they provide
- ☐☐Working with other agencies to bring in additional expertise
- ☐☐Providing extensive support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence

**Going the Extra Mile** - In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.