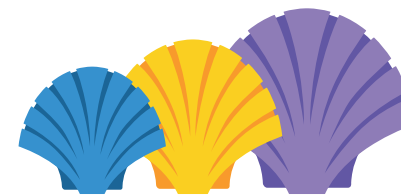


# St James' CE Primary

## Pupil Premium, 2017-18



**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, if teachers attend continuous professional development, all pupils benefit; if we invest in a resource for the classroom, 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 extra support and challenge in school or additional tuition out of school.

In the next few pages, you will find:

**Pupil Premium Strategy 2017-18 Overview:** this is a summary of how we will invest to make sure pupils have the best possible outcomes

**Pupil Premium Strategy 2017-18 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 2017-18 – 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.*

<b>total number of pupils eligible for pupil premium (deprivation):</b>		<b>24 x £1,320 = £31,680</b>	
<b>total number of pupils eligible for pupil premium (other):</b>		<b>£0</b>	
<b>total pupil premium allocation:</b>		<b>£31,680</b>	
<b>next review of pupil premium strategy:</b> (colour-coded notes used for review / outcomes; below, right hand column)		<b>24.11.17, 19.01.18, 25.05.18, 04.10.18</b>	
<b>what</b>	<b>description and detail</b>	<b>proportion paid for (of actual cost)</b>	<b>amount</b>
total staffing	<i>Evidence shows that targeted, structured support from teaching assistants (TAs) can have a positive impact. 'Teaching assistants can improve literacy and numeracy skills when they are deployed well.' Education Endowment Foundation, February 2014. <a href="https://goo.gl/8mKvLw">https://goo.gl/8mKvLw</a> Teaching and learning time across the week totals approximately 25 hours. Across the week, 15% (minimum) of TA time is to support and challenge disadvantaged pupils. This allocation equates to about 3.5 – 4.0 hours a week of dedicated additional one to one support from a teaching assistant. Information from Education Endowment Foundation shows that those involved in individualised instruction or small group tuition on average make 3-4 months' extra progress. <a href="https://goo.gl/yCcwyl">https://goo.gl/yCcwyl</a></i>	15% of all TAs exc learning mentor, exc HLTA	£16,462
learning mentor	<i>we invest in a Learning Mentor for all children, but we observe that disadvantaged pupils often present some social and emotional issues that act as a barrier to learning. 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).' Education Endowment Foundation: +4 months' progress (social and emotional support)</i>	100%	£2,214
continuing professional development	<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. 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). Education Endowment Foundation evidence shows that following a mastery approach can mean pupils make 5 months' extra progress. Likewise, Education Endowment Foundation evidence suggests 5 months' extra progress for improved reading comprehension strategies. 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. Education Endowment Foundation evidence suggests 5 months' extra progress for Early Years intervention.</i>	100%	£2,550 (LA package) £200 (meta-cognition) £2012 (feedback)
speech and language	<i>The Talking House (six days a year)</i>	50%	£769
reading	<i>Book Trust: Letterbox Club and Story Hunters</i>	100%	£1,245
learning resources	<i>Other resources are listed below, for use both at school and at home. Education Endowment Foundation evidence indicates that these can advance children's learning by 2 to 5 months.</i>	100%	up to £2,000
tuition	<i>In addition to total staffing costs, we invest in private tuition for some disadvantaged pupils. Plus overtime costs for staff Education Endowment Foundation evidence indicates that this can advance learning by 2 to 5 months.</i>	100%	£4,110
enriching activities	<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 relatively low cost. Education Endowment Foundation evidence indicates that these can have a small, positive impact on learning – around 2 months.</i>	up to 100%	up to £1,500
<b>total</b>			<b>£33,062</b>

## What barriers to learning do our children face?

***The tables below are anonymised. The table on the left presents a summary of the barriers to learning that each individual pupil faces, or appears to face. On the right is a list of the provision we have put in place to overcome the specific, individual barriers.***

[illegible]

## Pupil Premium Strategy 2017-18 – 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	review and outcomes																				
We plan to invest pupil premium money in the following):	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?																				
<b>Supporting individual pupils</b> 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.																							
Continue to provide the opportunities for tuition – externally and after school	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	<b>Y6 pupil has external tuition.</b> End of Y5: Attainment: R= 4, W=3, M=5, SPAG=4 Attainment: R= 4, W=4, M=5, SPAG=5  <b>Booster Classes Y6 (R, GPS and Maths)</b> <table><tr><td></td><td>Aut ARE</td><td>Spring ARE</td></tr><tr><td>Reading (7)</td><td>43%</td><td>57%</td></tr><tr><td>GPS (7)</td><td>67%</td><td>86%</td></tr><tr><td>Maths (6)</td><td>17%</td><td>67%</td></tr></table> <b>Booster Classes Y5 (Maths)</b> <table><tr><td></td><td>Aut ARE</td><td>Spring ARE</td></tr><tr><td>Maths (6)</td><td>17%</td><td>50%</td></tr></table> Much improved provision in Y5,6 plus tuition is having a positive impact. Continue in 2018-19.		Aut ARE	Spring ARE	Reading (7)	43%	57%	GPS (7)	67%	86%	Maths (6)	17%	67%		Aut ARE	Spring ARE	Maths (6)	17%	50%		
	Aut ARE	Spring ARE																					
Reading (7)	43%	57%																					
GPS (7)	67%	86%																					
Maths (6)	17%	67%																					
	Aut ARE	Spring ARE																					
Maths (6)	17%	50%																					
Embed reading comprehension strategies as a key feature of the school's additional support, both during school and as after-school support Invest in Reading Detectives as a new resources that focuses in particular on inference, a skill which we have found to be a barrier for learning amongst disadvantaged pupils	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	<b>Evidence from SIA visit that there is a range of reading comprehension skills being taught using a ranging of resources.</b> <b>Y6 63% on track to reach ARE. Take out the outliers (SEN pupil and pupil not been in the country for two years) and this would be 83%.</b> <b>End of Autumn data:</b> <table><tr><td></td><td>disadv</td><td>non-disadv</td><td>all</td></tr><tr><td>Y1</td><td>43%</td><td>60%</td><td>50%</td></tr><tr><td>Y2</td><td>33%</td><td>75%</td><td>64%</td></tr><tr><td>Y3</td><td>80%</td><td>83%</td><td>82%</td></tr><tr><td>Y4</td><td>60%</td><td>67%</td><td>64%</td></tr></table>		disadv	non-disadv	all	Y1	43%	60%	50%	Y2	33%	75%	64%	Y3	80%	83%	82%	Y4	60%	67%	64%
	disadv	non-disadv	all																				
Y1	43%	60%	50%																				
Y2	33%	75%	64%																				
Y3	80%	83%	82%																				
Y4	60%	67%	64%																				

			<table><tr><td>Y5</td><td>50%</td><td>80%</td><td>71%</td></tr><tr><td>Y6</td><td>75%</td><td>50%</td><td>63%</td></tr></table> <p>End of Spring data is below. Where there are drops, this reflects minor fluctuations in test scores; in reality, children are sustaining their performance.</p> <p>For accelerated progress, we are adopting RIC (part of a national Strategic School Improvement project). CPD delivered to staff March 2018. Teachers who have started to deliver RIC sessions have reported it is effective and provides focused reading outcomes. Observations by senior leaders show sharp learning focus.</p> <table><tr><td></td><td>disadv</td><td>Non-disadv</td><td>all</td></tr><tr><td>Y1</td><td>43%</td><td>60%</td><td>50%</td></tr><tr><td>Y2</td><td>33%</td><td>88%</td><td>64%</td></tr><tr><td>Y3</td><td>80%</td><td>67%</td><td>75%</td></tr><tr><td>Y4</td><td>20%</td><td>67%</td><td>46%</td></tr><tr><td>Y5</td><td>50%</td><td>70%</td><td>63%</td></tr><tr><td>Y6</td><td>25%</td><td>75%</td><td>50%</td></tr></table>	Y5	50%	80%	71%	Y6	75%	50%	63%		disadv	Non-disadv	all	Y1	43%	60%	50%	Y2	33%	88%	64%	Y3	80%	67%	75%	Y4	20%	67%	46%	Y5	50%	70%	63%	Y6	25%	75%	50%
Y5	50%	80%	71%																																				
Y6	75%	50%	63%																																				
	disadv	Non-disadv	all																																				
Y1	43%	60%	50%																																				
Y2	33%	88%	64%																																				
Y3	80%	67%	75%																																				
Y4	20%	67%	46%																																				
Y5	50%	70%	63%																																				
Y6	25%	75%	50%																																				
Dedicated time with teacher	<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 progress</p>	<p>Children are being identified and are having extra time with teacher during WUSU or assembly to meet needs of the child. Eg; two Y6 children have been identified and having extra input on times tables which is now having a positive effect on their learning behaviour and progress in maths.</p> <p>Extra teacher employed to teach Y5 one day a week so dedicated time can be spent with class teacher and Y6 pupils to prepare for SATs. Focus on reading, GPS and Maths.</p> <p>Average point score Y6 pupils:</p> <table><tr><td></td><td>Autumn</td><td>Spring</td></tr><tr><td>Reading</td><td>93.3</td><td>96.5</td></tr><tr><td>GPS</td><td>96.4</td><td>102.4</td></tr><tr><td>Maths</td><td>93.0</td><td>99.5</td></tr></table> <p>This additional dedicated time with disadv pupils is having an impact overall. We will continue to invest in additional teacher time in 2018-19. Y6 pupils have had dedicated time with teacher to improve arithmetic skills. The average point score for the whole cohort increased from 19.1</p>		Autumn	Spring	Reading	93.3	96.5	GPS	96.4	102.4	Maths	93.0	99.5																								
	Autumn	Spring																																					
Reading	93.3	96.5																																					
GPS	96.4	102.4																																					
Maths	93.0	99.5																																					

			to 32.1.
Invest in 'Talking House' speech and language support	To support individuals with specific language needs and to up-skill support staff to further develop these needs. <i>Education Endowment Foundation evidence: 5 months' extra progress can be made through oral language interventions.</i>	Individuals are assessed against speech and language targets Children with language needs would progress further and this would have impact on progress in other areas eg writing and reading	All EYFS staff attended CPD in February. The format involved an explanation of word level understanding. Giving staff various activities for each developmental stage. Many misconceptions were discussed and a greater understanding was gained from the training. Staff responses included: <i>"This training helped me gain more understanding of building children's vocabulary and understanding." "I found learning about the different word levels and activities very useful." "The training will help me when providing interventions for children who struggle to understand one step instructions." "We have been really impressed with the ideas she has given us to help engage young children in the development of their speech. Both early years' children have made very good progress."</i>  The impact has been noticed both in interventions and general classroom practice in the areas of provision. Staff are more aware of the demands that we put on children when asking them to follow an instruction. They are more careful in their use of language and the use of information carrying words.
<b>Supporting speaking, listening, reading and writing skills</b> <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>			
First News/Comic resources	To promote the use of language in social contexts so that children are more confident in talking about different things; develop vocabulary.	Pupil feedback / teacher feedback regarding confidence in class and contributions	<i>"I like the wordsearches in the magazines." Y5 "The newspapers go in depth with news stories and it helps me learn new words." Y5 pupil</i>  First News comprehension activities have been used more frequently in Spring term reading sessions. See data below.
Continue to implement Catch-Up Reading support package in more year groups	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	Analysis of reading attainment and progress of children with pupil premium, compared to class and national averages; pupil feedback forms and other pupil feedback;	<i>Autumn 2 2017 one pupil made progress from 1 point to 2 points.</i>  Y2: 3 out of 4 children made progress with their standardised scores. 1 child has improved on

	reading skills). <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	formal observation with focus on engagement and enjoyment	the teacher assessment from a 2 to a 3. Y3: 2 children involved, but limited progress in reading tests from Aut to Spring term.  RIC project may impact more, but we will continue this in 2018-19 for a broader evidence base.																																								
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	School library has been re-organised and each class are now having a reading session each week in there. New books to be bought in April 2018 (new budget).  Whole school visiting local library in Summer 1 and will be shown by a librarian how to use the library. Each child will borrow a book.  "I found out that I don't need to pay to get a Breeze card and I can borrow up to 20 books. I have borrowed a Japanese book and an art book." Y6 pupil																																								
Provide books to individuals	To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	Library books are now being taken home in addition to reading books.  Books being bought for rewards.																																								
Continue IDL 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	4 children have been using the IDL program: 1 child has made 10+ points progress in reading and GPS. 1 child has made 17 points progress in GPS. 1 child has made 4 points progress in GPS. 1 child is benefiting but impact is harder to evidence based on the child's SEN needs.																																								
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	"I have found the CPD on reading really helpful and it has given me some ideas on how to teach reading skills in different ways. " Teacher  Disadvantaged pupils <table border="1"><thead><tr><th colspan="5">Progress - % on track to meet</th></tr><tr><th colspan="5">Reading</th></tr><tr><th>Term:</th><th>0</th><th>1</th><th>2</th><th>3</th></tr></thead><tbody><tr><td>Y2 (3 pupils)</td><td>0</td><td></td><td>67</td><td></td></tr><tr><td>Y3 (5)</td><td>40</td><td></td><td>40</td><td></td></tr><tr><td>Y4 (5)</td><td>0</td><td></td><td>20</td><td></td></tr><tr><td>Y5 (4)</td><td>0</td><td></td><td>0</td><td></td></tr><tr><td>Y6 (4)</td><td>0</td><td></td><td>25</td><td></td></tr></tbody></table>	Progress - % on track to meet					Reading					Term:	0	1	2	3	Y2 (3 pupils)	0		67		Y3 (5)	40		40		Y4 (5)	0		20		Y5 (4)	0		0		Y6 (4)	0		25	
Progress - % on track to meet																																											
Reading																																											
Term:	0	1	2	3																																							
Y2 (3 pupils)	0		67																																								
Y3 (5)	40		40																																								
Y4 (5)	0		20																																								
Y5 (4)	0		0																																								
Y6 (4)	0		25																																								

			<table><tr><th colspan="5">Attainment - % at ARE+</th></tr><tr><th colspan="5">Reading</th></tr><tr><th>Term:</th><th>0</th><th>1</th><th>2</th><th>3</th></tr><tr><td>Y1 (7-1 pupils; GLD 33%)</td><td>33</td><td></td><td>43</td><td></td></tr><tr><td>Y2</td><td>67</td><td></td><td>33</td><td></td></tr><tr><td>Y3</td><td>80</td><td></td><td>80</td><td></td></tr><tr><td>Y4</td><td>0</td><td></td><td>20</td><td></td></tr><tr><td>Y5</td><td>25</td><td></td><td>50</td><td></td></tr><tr><td>Y6</td><td>25</td><td></td><td>25</td><td></td></tr></table> <p>In Table 1, three year groups show an increase in pupils making rapid progress (to meet FFT20 estimates).</p> <p>In Table 2, three groups show an increase in proportions working at age-related expectations.</p>	Attainment - % at ARE+					Reading					Term:	0	1	2	3	Y1 (7-1 pupils; GLD 33%)	33		43		Y2	67		33		Y3	80		80		Y4	0		20		Y5	25		50		Y6	25		25												
Attainment - % at ARE+																																																											
Reading																																																											
Term:	0	1	2	3																																																							
Y1 (7-1 pupils; GLD 33%)	33		43																																																								
Y2	67		33																																																								
Y3	80		80																																																								
Y4	0		20																																																								
Y5	25		50																																																								
Y6	25		25																																																								
For all teachers, 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 Y3,4 teachers to ensure a secure basis for Y5,6, where other aspects of writing, such as composition and effect, can be worked on with fewer gaps and concerns in grammar and punctuation skills. Therefore, in the longer term, to promote good writing skills <i>Education Endowment Foundation evidence on catering for lots of learning styles: 2 months' extra progress.</i>	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	<table><tr><td></td><td>disadv</td><td>Non-disadv</td><td>all</td></tr><tr><td>Y1</td><td>43</td><td>60</td><td>50</td></tr><tr><td>2</td><td>33</td><td>75</td><td>64</td></tr><tr><td>3</td><td>60</td><td>83</td><td>73</td></tr><tr><td>4</td><td>60</td><td>67</td><td>64</td></tr><tr><td>5</td><td>75</td><td>80</td><td>79</td></tr><tr><td>6</td><td>75</td><td>75</td><td>75</td></tr></table> <p>This table shows % of disadv and non-disadv children who are working at age-related expectations or above.</p> <p>Throughout the year, the staff have worked together to identify gaps in GPS, discuss and monitor actions.</p> <table><tr><td></td><td>disadv</td><td>non-disadv</td><td>all</td></tr><tr><td>Y1</td><td>43</td><td>60</td><td>50</td></tr><tr><td>2</td><td>33</td><td>75</td><td>64</td></tr><tr><td>3</td><td>80</td><td>67</td><td>75</td></tr><tr><td>4</td><td>80</td><td>67</td><td>73</td></tr><tr><td>5</td><td>75</td><td>80</td><td>75</td></tr><tr><td>6</td><td>50</td><td>75</td><td>63</td></tr></table> <p>The table above shows increases in proportions in two classes. However, there is evidence to indicate that the majority of children working below have actually made strong progress eg Y6 pupil who wasn't able to access a grammar test now scoring 87 (where standardised score is 100); Y5 pupil whose score has increased over the year from 82 to 92 and continues to improve and apply knowledge.</p>		disadv	Non-disadv	all	Y1	43	60	50	2	33	75	64	3	60	83	73	4	60	67	64	5	75	80	79	6	75	75	75		disadv	non-disadv	all	Y1	43	60	50	2	33	75	64	3	80	67	75	4	80	67	73	5	75	80	75	6	50	75	63
	disadv	Non-disadv	all																																																								
Y1	43	60	50																																																								
2	33	75	64																																																								
3	60	83	73																																																								
4	60	67	64																																																								
5	75	80	79																																																								
6	75	75	75																																																								
	disadv	non-disadv	all																																																								
Y1	43	60	50																																																								
2	33	75	64																																																								
3	80	67	75																																																								
4	80	67	73																																																								
5	75	80	75																																																								
6	50	75	63																																																								

## Supporting Maths skills

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.

Start Mathletics program in class and at home	To begin the Mathletics subscription in order to boost maths skills in Key Stage 1 and Key Stage 2. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Staff feedback on engagement and learning behaviour	<i>"I like Mathletics because it helps me challenge myself." Y5 pupil</i> <i>"Level 3 helped me with my adding and subtracting." Y6 pupil</i> <i>"I play Mathletics and I play against other people." Y2 pupil</i> <i>"It's helped me get better at taking away and times tables." Y2 pupil</i>																																								
CPD in order to use resources effectively for teachers with Karen Knepper KS2 teachers to visit another school in the federation to observe lead Maths teacher.	To boost understanding of Maths concepts and cater for different learning styles / needs. (Disadvantaged pupils may have had less exposure to activities and experiences that contribute to the development of conceptual understanding.)	Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Maths.	<p>More evidence of mastery teaching in Y5/6 books. SIA report Dec 2017</p> <p><i>'Pupil progress in maths is more tangible and this is because teachers are teaching concepts through a clear and lengthier learning journey that enables pupils to embed their learning.</i></p> <p>This table shows % of disadvantaged pupils at ARE.</p> <table><tr><th colspan="5">Maths</th></tr><tr><th>Term:</th><th>0</th><th>1</th><th>2</th><th>3</th></tr><tr><td>Y1</td><td>33</td><td></td><td>43</td><td></td></tr><tr><td>Y2</td><td>67</td><td></td><td>33</td><td></td></tr><tr><td>Y3</td><td>60</td><td></td><td>80</td><td></td></tr><tr><td>Y4</td><td>20</td><td></td><td>40</td><td></td></tr><tr><td>Y5</td><td>75</td><td></td><td>75</td><td></td></tr><tr><td>Y6</td><td>25</td><td></td><td>25</td><td></td></tr></table> <p>Three year groups show an increase in proportions working at age-related expectations from end of Autumn term to end of Spring term.</p> <p>However, there is evidence to indicate that the majority of children working below have actually made strong progress eg Y6 pupil has increased their score from 77 to 99 and another Y6 pupil has increased their score from 74 to 97.</p>	Maths					Term:	0	1	2	3	Y1	33		43		Y2	67		33		Y3	60		80		Y4	20		40		Y5	75		75		Y6	25		25	
Maths																																											
Term:	0	1	2	3																																							
Y1	33		43																																								
Y2	67		33																																								
Y3	60		80																																								
Y4	20		40																																								
Y5	75		75																																								
Y6	25		25																																								

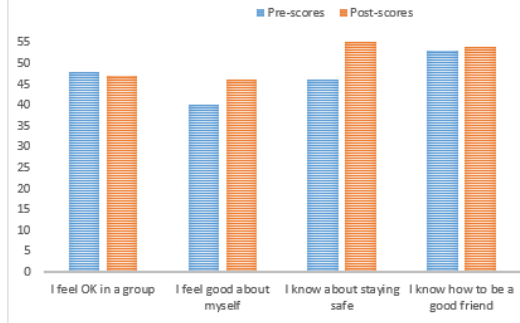
## Supporting learning in other subjects

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	Y5 and 6 Children visited West Yorkshire Playhouse in January 2018.  "I liked the play because we were all given a ticket to be part of the play." Y6 pupil "It was my first time at the theatre and I liked the fact it was all in front of you not like watching a movie." Y5 pupil "It made me want to do some acting myself." Y6 pupil  Y1 and 2 pupils visited West Yorkshire Playhouse in December 2017.  "I was excited to go to the theatre. It was so good because people were dressed up." Y1 pupil "I liked the theatre and I was happy because I liked the story." Y2 pupil "I liked it because it was funny and Crumble didn't know Christmas is real." Y2 pupil
Buy in services of various organisations: individual music tuition (guitar teacher) One-off educational theatre companies	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	"I'm enjoying my guitar lessons because we play rock songs. I'm getting better because I am playing harder music." Y5 pupil
Our own in-house after-school clubs are free subsidised by the PE premium.	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	Lego Club- 78% of Year 1 and 2 pupils have attended the after school Lego club.
Our pupils enjoy a residential Year 6. Disadvantaged pupils may have this subsidised. Other trips across the year may be 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	Eureka trip subsidised for a family in KS2 in Spring 2.
<b>Improving overall teaching</b> <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>			
CPD for school leaders around meta-cognition, to be cascaded to staff	To nurture children's 'learning' about learning, and therefore promote improved	Improved learning behaviour and outcomes over time	<b>SIA report December 2017- children showed improved learning behaviour</b>

	learning behaviour and learning awareness <i>Education Endowment Foundation evidence: 8 months' extra progress.</i>		<b>and were able to talk about their learning.</b> <b>R2 grids are promoting metacognition.</b> <i>"An SIA interview with a group of 6 children (3 each from Y5 and Y6) demonstrated their confidence in their metacognitive abilities to talk and reflect on learning. Through the exercise the children were able to demonstrate clarity in their learning journeys, the impact of improving their work using purple pens, the importance of responding to next steps and in an ability to recognise when work had been challenging."</i>
A series of after-school professional development around parental involvement in the Early Years Foundation Stage	To develop the quality of parental involvement in children's learning journeys <i>Education Endowment Foundation evidence: 3-5 months' extra progress.</i>	Greater quality and quantity of parents' assessments to be found in learning journeys (see our EYFS Development Plan)	7 parents attended the meetings from Foundation.  1 parent uses the email as a means of communication.  We have held 4 stay and play sessions on Fine motor control, phonics, maths and reading. Approx 50% of parents have attended these. The quality of contributions have improved with a greater emphasis on "learning" rather than photos of days out. Parents have been also commenting on the learning linked to classroom activities eg baking gingerbread men at home, recounting the story of the Little Red Hen for parents.
<b>Supporting learning at home</b> <i>From Annual Surveys of parents and 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 Moortown Primary, 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 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.	<b>2 x Watch us While we works:</b> Autumn Term we had 17 parents attend. Spring term we had 11 parents/grandparents attend. <b>1 x Homework review:</b> 13 parents <b>1 Topic Review:</b> 9 parents attended <b>1x Online safety workshop:</b> 3 parents attended <b>1 x Reading workshop</b> Foundation and KS1-Ks2- 4 parents

Offer Drop-In parent workshops for those parents who may be experiencing some challenges at home / with parenting	To provide support and guidance, improving social and emotional aspects, at an early stage – eg behaviour management at home; bedtime routines; healthy eating; mental health <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Parents/carers' attendance at the Drop-In sessions Garner feedback from parents/carers Longer-term, experience fewer parents/carers seeking help or advice too late	
Learning bags – resources to develop parent-child interaction and engagement in learning at home	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	<i>"My children loved them and they played the games at home. It's helped them with their homework." Y4 and 6 parent.</i>
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 move into the next school year <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> <a href="http://www.letterboxclub.org.uk/research-and-evaluation/">http://www.letterboxclub.org.uk/research-and-evaluation/</a>	Attainment and progress – compare progress for the three selected children reaching age related expectations	
Story Hunters (Year 4 selected children)  Get a quote	To provide opportunities for reading to be supported at home, encouraging children and their parents/carers to read more at home, giving enjoyment to children through owning their own books <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> <a href="https://www.booktrust.org.uk/whats-happening/blogs/2017/may/how-story-hunters-makes-a-difference-theres-a-real-buzz/">https://www.booktrust.org.uk/whats-happening/blogs/2017/may/how-story-hunters-makes-a-difference-theres-a-real-buzz/</a>	Attainment and progress – compare progress for the selected children reaching age related expectations	<i>60% of pupils who have had Story Hunters have made progress in Autumn Term 2017. 60% are on track to be ARE at the end of the year.</i>
<b>Supporting social and emotional aspects of learning</b> <i>At Moortown 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>			
Opportunities for all children 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	<i>Spring 1 Beck Project Y5- well-being workshops x 6 sessions.</i>

			<div><p>ST JAMES PRIMARY</p><table><thead><tr><th>Statement</th><th>Pre-scores</th><th>Post-scores</th></tr></thead><tbody><tr><td>I feel OK in a group</td><td>48</td><td>47</td></tr><tr><td>I feel good about myself</td><td>40</td><td>46</td></tr><tr><td>I know about staying safe</td><td>46</td><td>54</td></tr><tr><td>I know how to be a good friend</td><td>53</td><td>54</td></tr></tbody></table></div> <p>There was a big improvement in the children responses about feeling good about myself and staying safe, as shown in graph.</p> <p><i>“I learnt that I don’t need to be aggressive when I’m angry.”</i></p> <p><i>“The thing I most enjoyed about the sessions was when we wrote compliments about each other.”</i></p> <p><i>“I know that I can speak up now because of the sessions.”</i></p>	Statement	Pre-scores	Post-scores	I feel OK in a group	48	47	I feel good about myself	40	46	I know about staying safe	46	54	I know how to be a good friend	53	54
Statement	Pre-scores	Post-scores																
I feel OK in a group	48	47																
I feel good about myself	40	46																
I know about staying safe	46	54																
I know how to be a good friend	53	54																
Dedicated time with learning mentor  Get a quote	To support learning behaviour in class and to develop good social and emotional aspects of learning (eg self esteem, social skills). <i>Education Endowment Foundation evidence: 4 months’ extra progress.</i>	Learning walks in school which focus on learning behaviour	<p>The pupils who have been working with the learning mentor have shown improvements in behaviour. Y5 boys are demonstrating greater resilience in class and are more confident about their learning.</p> <p>Decrease in reports of incidents in the playground with a group of 4 girls in Y4 who the Learning Mentor has been working with in Autumn Term.</p> <p>An improvement with relationships and resilience with those children who have been having time with the learning mentor.</p>															

## Pupil Premium Strategy 2018-19 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	<i>To engage reluctant readers and promote a love of reading.</i>
Employ an additional teacher who works across Sphere Federation, providing expert, smaller teaching groups	<i>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.</i>
Continuing professional development on philosophy for children (P4C)	<i>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).'</i> <a href="https://goo.gl/D8tcPF">https://goo.gl/D8tcPF</a>
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)	<i>Attendance matters. We want all pupils to have high attendance, so they are in school enjoying and achieving as much as possible.</i>
Explore Achievement for All Schools Programme	<i>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.</i>