Pupil premium strategy statement (primary)

Date: 2018-19

Person responsible: Natalie Beatson

This document is based on the National College for Teaching & Leadership / Teaching Schools Council template; 'PP' refers to pupil premium

Summary information			
Total number of pupils:	84 + 3 (Nursery) + 6 (First Steps)	**Date of most recent PP review:**	07.06.17 (Noctua)
Number of pupils eligible:	29 pupils	**Date for next internal review:**	21.09.18, 25.01.19, 07.06.19, 27.09.19
Total PP budget:	£43,560	**Characteristics:**	St James' CE is located in the affluent town of Wetherby, but in an area which has for many years been subject to deprivation much higher than surrounding areas. More boys than girls are in receipt of PP; all are white British.

Current attainment (Based on end of KS2 outcomes, 2018)		
NB: This data is currently subject to change	*Pupils eligible for PP (our school)*	*Pupils not eligible for PP (national average)*
% achieving in Reading, Writing and Maths	50%	70%
% achieving in Reading	75%	80%
% achieving in Writing	75%	83%
% achieving in Maths	50%	81%
% achieving in Grammar, Punctuation and Spelling	50%	82%
progress measure: Reading (source – Perspective Lite)	-3.0	+0.3
progress measure: Writing (source – Perspective Lite)	-0.2	+0.2
progress measure: Maths (source – Perspective Lite)	+0.3	+0.3
other significant attainment / progress information	Internal assessment data shows good progress has been made in 2017-18 and therefore we are beginning to narrow the gap in outcomes. This is evident in the overall proportions of children who showed at least some accelerated progress: 37% in Reading; 48% in Writing; and 56% in Maths. Proportions of disadvantaged pupils reaching aspirational targets (derived from Fischer Family Trust 20 estimates) increased in 2017-18 in nearly all cases, although proportions in Year 5 do not increase as well as other cohorts – we will address this in Year 6. There are greater numbers working at age-related expectations than at the end of the previous year. In 2016-17, attendance for disadvantaged pupils was lower than other pupils in school. Initiatives, some of which used a small amount of pupil premium funding, have been very successful: attendance for disadvantaged pupils was 98.0% and for others 96.1%.	

Barriers to future attainment (for pupils eligible for PP, inc higher ability)		Desired outcomes	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*		*Desired outcomes and how they will be measured* (bold text acts as a subtitle for subsequent table)	*Success criteria*
1	Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	**Improved oral language skills** for pupils eligible for PP in Early Years and Year 1. *We will evaluate impact by end of year assessments which will measure attainment and progress.*	Pupils eligible for PP in Early Years make rapid progress by the end of the year so that over 75% of pupils eligible for PP broadly meet age related expectations.
2	Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.	**Increased opportunities for cultural and curriculum visits / experiences** funded by school for pupils eligible for PP; these impact positively om pupil achievement for this group. *We will evaluate impact by gathering pupil feedback about their experiences.*	Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. Pupil feedback and teacher observation indicates enriched learning experiences.
3	Pupils are not always 'ready to learn' in class (if they are not in a secure place mentally/emotionally).	With the support and nurture of a learning mentor, pupils' can access learning in class because more of their **social and emotional needs** are met. *We will evaluate impact by monitoring the attainment and progress data for these children, and by observation of the social and emotional aspects of their learning.*	Those who have had support make equivalent progress in the year to their peers. Teachers report and leaders observe effective learning behaviour.
4	Previous limited progress as indicated by the higher proportion who are lower attainers amongst pupils eligible for PP as a whole. This could be due to a lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make **accelerated progress** and increase attainment. *We will evaluate impact by monitoring the attainment and progress data every half term.*	Accelerated progress so that we close gaps. The difference between proportions of disadvantaged and non-disadvantaged pupils across school making progress is closed, as measured by those meeting FFT20 estimates in Reading, Writing and Maths combined (currently 19 % points difference). There is an increase in proportions of pupils who have made accelerated progress in Reading, Writing and Maths separately, as measured by movement in teacher assessment bands (currently 37%, 48% and 56% respectively. The vast majority of pupils make progress at least in line with children nationally with the same starting point, as measured by end of KS2 outcomes.

5	There is a growing bank of evidence that shows that children from disadvantaged backgrounds have more limited **vocabulary** and that this has substantial know-on effects for success at school and beyond. This matches our observations and assessments in school.	We begin to **enhance pupils' vocabulary** so that they are better able to access subsequent learning and become successful learners. *We will evaluate impact by monitoring the attainment and progress data at the end of this, the first year of what we expect will be a long-term focus in order to have lasting impact.*	The difference between proportions of disadvantaged and non-disadvantaged pupils across school making progress is closed, as measured by those meeting FFT20 estimates in Reading and Writing separately (currently 16 % points and 10 % points difference). The vast majority of pupils make progress at least in line with children nationally.
External barriers *(issues which also require action outside school, such as low attendance rates)*			
6	Lack of engagement with school from some parents/carers, and their perceptions of education.	**Parents are more engaged and involved** in their child's learning. Children can be more effectively supported at home. *We will evaluate impact by monitoring engagement in school life such as attendance at learning workshops, and by viewing any available feedback in annual surveys.*	Any increase in attendance of parents/carers at workshops/learning walks. All testimonials from parents/carers are positive. Annual survey of parents reflects favourably on how involved parents feel.
7	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	Outcomes for points 1, 2, 3 and 4 help to address this.	

Planned expenditure					
Academic year:	**2018-19**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?** EEF refers to Education Endowment Foundation	**How will we ensure it is implemented well?**	**Staff lead**	**When will we review implementation?**
1. Improved oral language skills	**'Closing the word gap'** research project (Strategic School Improvement Fund through Noctua Teaching School Alliance)	EEF evidence: 5 months' extra progress can be made through oral language interventions and 5 months' extra progress through Early Years interventions	The project will be led by our Early Years federation lead. Full CPD is provided. A high level of on-going support is provided. Baseline assessment information and subsequent assessments will take place to monitor progress.	DR/GB	June 2019
4. Accelerated progress	**'RIC – retrieve, interpret, choice'** research project (Strategic School Improvement Fund through Noctua Teaching School Alliance)	EEF evidence: 6 months' extra progress can be made through reading comprehension strategies To improve reading skills, particularly targeted at Years 5 and 6 pupils. Data analysis shows there are more pupils who are lower attaining in reading and writing compared to Maths.	Full CPD is provided: federation leads attend then cascade to all. A high level of on-going support is provided. Resources accessed through RIC website. RIC shared with parents in reading workshops. Baseline assessment information and subsequent assessments will take place to monitor progress.	DR/NB/ DO/MM	half-termly progress meetings; July 2019 for overall conclusions
4. Accelerated progress	**Love of reading** This includes: Substantial investment in school library books and checking in/out system Visits to local library Purchase of First News newspapers CPD around teaching reaching reading with a	To improve reading skills. Data analysis shows there are more pupils who are lower attaining in reading and writing compared to Maths. Internal assessment analysis shows there are some cohorts / groups where Reading is a particular weakness. Reading is a National Curriculum subject and the love of reading is at the core of happy and healthy learners – this is our school mission.	School library and town library trips are non-negotiable. Twilight training for teaching staff led by federation English lead is followed up with monitoring and evaluation in school. Resources shared. Monitor use of the library and in particular the data for book loans. Gain pupil feedback. Monitor Reading assessment data.	DR/NB/DO DH	half-termly progress meetings; July 2019 for overall conclusions

	view to promoting positive attitudes.				
5. Enhanced pupils' vocabulary	CPD around vocabulary acquisition.	There is a growing bank of evidence that shows that children from disadvantaged backgrounds have more limited **vocabulary** and that this has substantial know-on effects for success at school and beyond. We want our teachers to be better-equipped to address this.	Key leaders across the federation attend quality CPD. They cascade to teaching staff. Teaching and learning is monitored and evaluated in school through lesson observations and book scrutinies. Assessment data is analysed.	DR/NB/DO	July 2019 for conclusions from the first year
				Total budgeted cost	£7,968

ii. Targeted support

Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?** EEF refers to Education Endowment Foundation	**How will we ensure it is implemented well?**	**Staff lead**	**When will we review implementation?**
1. Improved oral language skills	**Speech and language therapy** Talking House	EEF evidence: 5 months' extra progress can be made through oral language interventions and 5 months' extra progress through Early Years interventions. Current Early Years cohorts have a strong need for additional Speech and language therapy.	Evidence across the federation shows that this intervention, when it happens regularly and is supported by staff in school, has a positive impact. Regular discussions and reviews between teaching staff, EYFS Leader and therapist.	GB	termly
4. Accelerated progress	**External tuition** Fees paid for weekly tuition. **Additional tuition in school** Staff paid to provide additional support.	EEF evidence: those involved in one-to-one or small group tuition on average can make 4-5 months' extra progress. In school, some pupils have been identified as being individuals who would benefit most from additional tuition after-school from a private tuition company or in school from staff.	External: Children will be chosen specifically for this tuition considering if they will attend regularly and whether parents will be committed to taking them each week. Regular assessments from the tuition company will be provided. These will supplement, but not replace, the regular gathering and analysis of assessment data. Staff will liaise with class teachers to make sure learning is appropriate and any issues or misunderstandings are being addressed. A register will be kept	NB/DR	September 2019

			so that we can identify children who are not attending.		
4. Accelerated progress	**Individual or small group interventions** (eg Catch Up Reading, IDL)	EEF evidence: those involved in one-to-one or small group tuition on average can make 4-5 months' extra progress. Existing internal data analysis shows the programmes we use in school have had positive impact to help pupils make accelerated progress. Some programmes are new.	Our tracking system records all interventions so we can measure impact closely. Termly pupil progress meetings. Teachers will ensure that the interventions are planned into the weekly timetable. Teachers' performance management includes success criteria to reduce % working below expectations. Some observation and professional development of support staff to increasingly hold TAs to account for their work.	NB/DR	half-termly progress meetings
3. Social and emotional needs are met	Learning Mentor (Wednesdays, secondment from Sphere Federation partner school) develops emotional literacy through various targeted interventions eg for self-esteem, social skills	EEF evidence: that those involved in social and emotional support can make 4 months' extra progress.	Those who have had support make equivalent progress in the year to their peers. Teachers report and leaders observe effective learning behaviour. Monitor behaviour records.	NB/TS	termly and July 2019
3. Social and emotional needs are met	Invest in extended services to address specific issues that may be affecting learning or readiness to learn.	EEF evidence: those involved in behaviour support on average can make 3 months' extra progress: behaviour interventions enable emotional issues to be addressed so that the child / children are more likely to be engaged when in school.	There is a commitment that this will happen on a weekly basis and that it will be facilitated by school where needed.	NB	termly
				Total budgeted cost	£31,472

iii. Other approaches

Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will we ensure it is implemented well?**	**Staff lead**	**When will we review implementation?**
2. Increased opportunities for	Children across the school to participate in a	Studies of adventure learning consistently show positive benefits on	All children in school including those entitled to pupil premium	All teaching staff	termly and July 2019

cultural and curriculum visits / experiences	wide variety of funded experiences. Staff to offer a large range of after school clubs.	academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress. Boys' motivation and attainment increases when they participate in drama/outdoor activity. Pupil feedback from last year (see 2017-18 PP plan) was extremely positive.	will access a wide variety of educational and residential trips and visitors which will impact upon their confidence, resilience, social skills as well as academic progress. Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. Pupil feedback and teacher observation indicates enriched learning experiences.		
6. Parents are more engaged and involved	Increase even more the events for parents. Continue workshops and open sessions in school. Introduce monthly coffee mornings to engage parents in school life. Explore ways to motivate parents to attend even more.	EEF evidence: parental engagement can lead to 3 months' extra progress.	Clear and increased communication to parents: website posts, emails and texts to inform. Monitor attendance of learning workshops/learning mornings and coffee mornings. Feedback forms from parents. Annual parent survey.	NB	after each event
6. Parents are more engaged and involved	Resources to support at home. (Letterbox Club and our own learning bags)	EEF evidence: parental engagement can lead to 3 months' extra progress. BookTrust evidence, listed on website: https://goo.gl/RHg72r	Delegate staff to order and to organise Letterbox. Those who have had support make equivalent progress in Reading to their peers.	NB/SQ/RA	July 2019
				Total budgeted cost	£3,672

Review of expenditure				
Previous Academic Year:				
i. Quality of teaching for all				
Desired outcome	**Chosen action/app**		ntinue with this approach)	**Cost**
ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether we will continue with this approach)	**Cost**
iii. Other approaches				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether we will continue with this approach)	**Cost**

We are changing our documentation for pupil premium strategy. This document matches formats recommended by the National College for Teaching & Leadership and Teaching Schools Council.

For review of 2017-18 expenditure, see the 2017-18 Pupil Premium Provision and Evaluation.

For 'headline' figures of impact, see also in this document the Current attainment (based on end of Key Stage 2 outcomes, 2018).

Additional detail
Any additional information which we have used to inform the statement above.
Our full strategy document can be found online at: https://www.stjameswetherby.leeds.sch.uk/find-out/pupil-premium/