



## 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			
<b>Total number of pupils:</b>	84 + 3 (Nursery) + 6 (First Steps)	<b>Date of most recent PP review:</b>	07.06.17 (Noctua)
<b>Number of pupils eligible:</b>	33 pupils	<b>Date for next internal review:</b>	21.09.18; 25.01.19; 07.06.19; 27.09.19 (notes below are colour-coded to match each review)
<b>Total PP budget:</b>	£43,560	<b>Characteristics:</b>	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.

<b>Current attainment (Based on end of KS2 outcomes, 2018)</b>		
<i>NB: This data is currently subject to change</i>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in Reading, Writing and Maths</b>	50%	70%
<b>% achieving in Reading</b>	75%	80%
<b>% achieving in Writing</b>	75%	83%
<b>% achieving in Maths</b>	50%	81%
<b>% achieving in Grammar, Punctuation and Spelling</b>	50%	82%
<b>progress measure: Reading (source – Perspective Lite)</b>	-3.0	+0.3
<b>progress measure: Writing (source – Perspective Lite)</b>	-0.2	+0.2
<b>progress measure: Maths (source – Perspective Lite)</b>	+0.3	+0.3
<b>other significant attainment / progress information</b>	<p>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.</p> <p>There are greater numbers working at age-related expectations than at the end of the previous year.</p> <p>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%.</p>	

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.	<b>Improved oral language skills</b> for pupils eligible for PP in Early Years and Year 1. <i>We will evaluate impact by end of year assessments which will measure attainment and progress.</i>	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.	<b>Increased opportunities for cultural and curriculum visits / experiences</b> funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group. <i>We will evaluate impact by gathering pupil feedback about their experiences.</i>	<p>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.</p> <p><i>Orienteering (09.10.18)</i> <i>"Orienteering was good exercise; you could see how fast you did. I learnt how to find things on a map." Y4</i></p> <p><i>Hobgoblin theatre company (05.10.18)</i> <i>"I learnt that the UK use to be ice. I learnt that the Stone Age was before Christ was born." Y4</i></p> <p><i>Y1/2 York castle (08.11.18)</i> <i>"We learnt that people in Victorian times had carriages. I liked all the things they put around the street like the horseshoes." Y2</i> <i>Y5/6 Bradford Media Museum 15.11.18</i></p> <p><i>Real Friends performance for Y5/6 raising awareness of mate and hate crime (17.01.19):</i> <i>"I really liked listening to Olivia's story about the hard times she experienced throughout school because of her autism. It was based on a real-life situation."</i></p> <p><i>West Yorkshire Playhouse drama workshops (28.01.19, 11.02.19, 25.02.19). All classes wrote a story following on from the drama workshop:</i> <i>"I liked the games at the start and I liked making stories up."</i> <i>"It helped me imagine the story."</i></p>

			<p>Y6 residential (20.05.19)  <i>"I liked the zip wire because it took me a long time to build up the courage to do it, but in the end I did. It made me feel proud of myself."</i>  <i>"My favourite thing was the raft building... This was really fun."</i>  <i>"My favourite thing was the sensory trail because we had to trust people. I really enjoyed the obstacle course because it was a challenge. "#</i></p> <p>05.07.19 Year 2 theatre trip: The tiger who came to tea.  <i>"I really wanted to see it again because it was so good."</i>  <i>"My favourite part was when the tiger came in. The costume was like an actual tiger."</i></p>
3	<p>Pupils are not always 'ready to learn' in class (if they are not in a secure place mentally/emotionally).</p>	<p>With the support and nurture of a learning mentor, pupils' can access learning in class because more of their <b>social and emotional needs</b> are met.  <i>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.</i></p>	<p>Those who have had support make equivalent progress in the year to their peers.  Teachers report and leaders observe effective learning behaviour.  Two referrals made to EPOSS (extended services) in Autumn term.</p> <p>One referral made to EPOSS in Spring 1.</p> <p>EPOSS work (28.02.19 - 09.05.19) done with group of pupils on relationships has had an impact: the group appear happier and there are fewer incidents of disagreements.  <i>"I learnt how to problem solve an argument and how important my friendship circle is. I learnt that I should think before I speak."</i></p> <p>2 x Y1 pupils who are having Learning Mentor support have increased their maths and reading scores from October to December 2018.  1 x Y1 pupil has made progress in small steps.</p> <p>Fewer Worry Box slips from Sept 2018 to December 2018 compared to previous year.  Children actively ask to speak to Learning Mentor about issues when she comes in.</p> <p>Warnings tracker reflects weekly behaviour.</p>

			<p>Summer 1 shows a reduction on behaviour compared to Aut 1 and Spring 1.</p> <p>25.06.19 (Y4 learning conversation about mental health): "When I talk to Mrs Small, I can tell her my sad feelings and I don't worry anymore."</p> <p>OFSTED July 2019  <i>"There have been fewer incidents of poor behaviour as the year has progressed. This is because the curriculum supports pupils to help them learn restorative strategies to maintain their friendships."</i></p>
4	<p>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).</p>	<p>Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make <b>accelerated progress</b> and increase attainment.  <i>We will evaluate impact by monitoring the attainment and progress data every half term.</i></p>	<p>Accelerated progress so that we close gaps.</p> <p>Year 4:  Writing  July 2018 4/5 ARE (age-related expectations)  December 2018 4/5 ARE  February 2019 4/5 ARE</p> <p>Reading  July 2018 4/5 ARE  December 2018 4/5 ARE  February 2019 4/5 ARE</p> <p>Maths  July 2018 4/5 ARE  December 2018 4/5 ARE  February 2019 4/5 ARE  4/5 still 4/5  (The remaining child has wider issues, which have an impact on learning.)</p> <p>Year 6:  Writing  July 2018 2/5 at ARE (age-related expectations)  December 2018 3/5 ARE  February 2019 3/5 ARE</p> <p>Reading  July 2018 2/5 ARE  December 4/5 ARE  February 2019 4/5 ARE</p>

Maths  
 July 2018 3/5  
 December 2018 3/5  
 Feb 2019 3/5 ARE

There has been an improvement in writing and reading. Maths has stayed the same.  
 Amount of children achieving ARE has stayed the same but their average point scores have increased.

1 x Y6 LA child attends private tuition (mainly maths).  
 Class teacher has noted a much-improved learning behaviour.  
*"I have been learning about time and division. I've also been doing long multiplication. It's helped me with my confidence and the people really help me when I don't understand."*

	End of Y5 July 2018	Y6 December 2018	Y6 February 2019
Reading	91	98	100
Writing	2	2	2
Maths	76	90	94

The Y6 pupil has made good progress in reading and maths.

Y6 Maths Booster (started in Sept 2018).  
*"I like booster because it helps me go over long multiplication and division. I like the small group because it's quiet."*

**Maths Booster (NB)**  
 Average score end of Y5 NFER: 93.8  
 Average score Y6 Autumn 1: 93.8  
 Average score Y6 Spring 1 99.3

	Y5 July 2018	Y6 December 2018 (SATs paper)	Y6 February 2019 (SATs paper)	Y6 SATs May
Pupil A	99	100	102	108
Pupil B	105	99	101	106
Pupil C	76	90	94	101

Pupil D	95	94	95	100
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All children have made progress since December 2018 data.

All children achieved age-related expectations in KS2 maths SATs 2019. They continued to make progress throughout the year, as seen in the table above.

### Reading Booster (MB)

Average score end of Y5 NFER: 94.6

Average score Y6 Autumn 1: 86.2

Average score Y6 Spring 1 99.5

An increase in the average point score for the five children who attend reading booster.

### RIC Baseline

Y5 average point score

Autumn 1: 94.8

Autumn 2: 103.5

Spring 1: 89.7

Summer 2: 104.7

Y6 average point score

Autumn 1: 96.9

Autumn 2: 104

Spring 1: 103.6

Summer 2: SATs 104

80% of Y6 disadvantaged pupils achieved age-related expectations in KS2 reading SATs.

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	<p>There is a growing bank of evidence that shows that children from disadvantaged backgrounds have more limited <b>vocabulary</b> and that this has substantial know-on effects for success at school and beyond. This matches our observations and assessments in school.</p>	<p>We begin to <b>enhance pupils' vocabulary</b> so that they are better able to access subsequent learning and become successful learners.  <i>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.</i></p>	<p>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).</p> <p>The vast majority of pupils make progress at least in line with children nationally.  <a href="#">Staff attended twilight on 12.11.18 led by MR and ML</a></p> <p><a href="#">Year 4 Writing</a>  <a href="#">July 2018 3/5 meeting FFT; Dec 2018 3/5 Reading</a>  <a href="#">July 2018 2/5 meeting FFT; Dec 2018 2/5</a>  Same amount of children reaching FFT from July to December in reading and writing.</p> <p><a href="#">Year 6 writing</a>  80% of disadvantaged pupils at ARE  80% of non-disadvantaged at ARE  3/5 disadvantaged pupils are meeting FFT targets.  <i>"I wandered the northern borders of my extraordinary kingdom for weeks on end. I wanted to leave my village (which was extremely uneventful) so I could go on a more compelling adventure."</i></p> <p>KS2 writing outcomes: 80% achieved age-related expectations.</p> <p>2019 OFSTED report directly comments on vocabulary: "The work of some pupils is exceptional, displaying a complexity of sentence structure, vocabulary and punctuation well above that expected for their age."</p>
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			



6	Lack of engagement with school from some parents/carers, and their perceptions of education.	<p><b>Parents are more engaged and involved</b> in their child's learning.  Children can be more effectively supported at home.  <i>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.</i></p>	<p>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.  Homework review (22.11.18): 6 x parents attended.  <i>"There was a willingness of individual and partner presentation showing deep thought of both the problems and answers to bullying."</i>  Watch us while we work (20.11.18) 3 x parents attended.  <i>"It was interesting to see the way my child is being taught different things. This will help me to form my questions at home when we are discussing different topics."</i>  Coffee morning (03.10.18) 8 x parents attended.  Coffee morning (12.18) 9 x parents of 12 children, of whom 4 disadvantaged.  Reading workshops (25.09.18) and (02.10.18) 3 x parents attended.</p> <p>Coffee morning (20.03.19): Holi and Easter crafts. 5 x parents attended; one child disadvantaged pupil.  Topic review (25.03.19). 4 x parents attended, two of whom are parents with children eligible for PP.  RSE meeting. 3 x parents attended, one of whom has disadvantaged pupils.</p>
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	<b>Love of reading</b> This includes: Substantial investment in school library books and checking in/out system  Visits to local library Purchase of First News newspapers	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.	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.	DR/NB/DO DH	half-termly progress meetings; July 2019 for overall conclusions

	CPD around teaching reaching reading with a view to promoting positive attitudes.	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.	Gain pupil feedback.  Monitor Reading assessment data.		
<b>5. Enhanced pupils' vocabulary</b>	CPD around vocabulary acquisition.	There is a growing bank of evidence that shows that children from disadvantaged backgrounds have more limited <b>vocabulary</b> 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
<b>Total budgeted cost</b>					£7,968
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b> EEF refers to Education Endowment Foundation	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>
<b>1. Improved oral language skills</b>	<b>Speech and language therapy</b> 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
<b>4. Accelerated progress</b>	<b>External tuition</b> Fees paid for weekly tuition.  <b>Additional tuition in school</b> 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.	NB/DR	September 2019

			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 so that we can identify children who are not attending.		
<b>4. Accelerated progress</b>	<b>Individual or small group interventions</b> (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
<b>3. Social and emotional needs are met</b>	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
<b>3. Social and emotional needs are met</b>	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

					<b>Total budgeted cost</b>	£31,472
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>	
<b>2. Increased opportunities for cultural and curriculum visits / experiences</b>	Children across the school to participate in a wide variety of funded experiences. Staff to offer a large range of after school clubs.	Studies of adventure learning consistently show positive benefits on 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.	All children in school including those entitled to pupil premium 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.	All teaching staff	termly and July 2019	
<b>6. Parents are more engaged and involved</b>	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	
<b>6. Parents are more engaged and involved</b>	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: <a href="https://goo.gl/RHg72r">https://goo.gl/RHg72r</a>	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	
					<b>Total budgeted cost</b>	£3,672

Review of expenditure			
Desired outcome	Reviewed 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
1	<p><b>Improved oral language skills</b> for pupils eligible for PP in Early Years and Year 1. <i>We will evaluate impact by end of year assessments which will measure attainment and progress.</i></p>	<p><b>We partially met the success criteria.</b> We did not meet the 75% figure for good level of development, but this was due to children leaving and joining, meaning quite a different cohort to the original one. Internal data does show good progress.</p>	<p><b>We will continue.</b></p> <p>£4,642</p>
2	<p><b>Increased opportunities for cultural and curriculum visits / experiences</b> funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group. <i>We will evaluate impact by gathering pupil feedback about their experiences.</i></p>	<p><b>We met the success criteria for enriching the learning experiences.</b> Pupil feedback for the visits and experiences was very good. It was clear not just from their prompted comments but their enthusiasm and sense of joy that the experiences are worthwhile. The experiences benefited other pupils, too.</p>	<p><b>We will continue.</b> The Real Friends visit to school was especially good so we will continue to seek out experiences that link to Living and Learning.</p> <p>£3,204</p>
3	<p>With the support and nurture of a learning mentor, pupils' can access learning in class because more of their <b>social and emotional needs</b> are met. <i>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.</i></p>	<p><b>We met the success criteria for supporting pupils' social and emotional needs.</b> Teachers have noticed improvements in learning behaviours in class with the children who have benefited from time with the learning mentor. Feedback from pupils has been very positive.</p>	<p><b>We will continue</b> to have a learning mentor one day a week.</p> <p>£3,178</p>
4	<p>Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make <b>accelerated progress</b> and increase attainment. <i>We will evaluate impact by monitoring the attainment and progress data every half term.</i></p>	<p><b>We partially met the success criteria for pupils to make accelerated progress .</b> End of KS2 attainment was above national. The pupils who attended 1:1 tuition and boosters benefited and did make progress.</p>	<p><b>We will continue</b> to have boosters after school. This year we intend to send two pupils for 1:1 external tuition. Due to the phonics and KS1 data being slightly below national, we are going to have KS1 boosters in Spring term.</p> <p>£2,830 + £30,593 (30% of total TA cost)</p>
5	<p>We begin to <b>enhance pupils' vocabulary</b> so that they are better able to access subsequent learning and become successful learners. <i>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</i></p>	<p><b>We met the success criteria for enhancing pupils' vocabulary.</b> 80% of KS2 pupils achieved age-related expectations in writing. It reported by OFSTED that the vocabulary used by children in their writing was 'well above that expected of their age'.</p>	<p><b>We will continue</b> to work on vocabulary through topic and science, as well as English.</p> <p>£1,456</p>

	<i>long-term focus in order to have lasting impact.</i>			
<b>6</b>	<p><b>Parents are more engaged and involved</b> in their child's learning. Children can be more effectively supported at home.</p> <p><i>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.</i></p>	<p><b>We partially met the success criteria</b> for parental engagement. The attendance of parents at workshops and coffee mornings was low throughout the year. However, the feedback from parents who did attend found them very useful and informative.</p>	<p><b>We will continue</b> to invite parents into school to take part in workshops and themed coffee mornings. We will target key families for the coffee mornings.</p>	£852
				<b>Actual spend</b> £446,755

#### **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/>