



## Pupil premium strategy statement

**Date:** 2019-20

**Person responsible:** Natalie Beatson

*This document is based on the National College for Teaching & Leadership / Teaching Schools Council template.*

Summary information			
<b>Total number of pupils:</b>	91 (inc Nursery)	<b>Date of most recent pupil premium review:</b>	07.06.17 (Noctua)
<b>Number of pupils eligible:</b>	33 pupils redacted for anonymity: [REDACTED]	<b>Date for next internal review:</b>	20.09.19; 17.01.20; 12.06.20; 18.09.20 (notes in this document are colour-coded to match each review)
<b>Total pupil premium budget:</b>	£49,140	<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. About one quarter of disadvantaged pupils have SEND. Slightly more boys than girls are in receipt of PP; all are white British.
<p>Like schools across the country, St James' CE Primary closed for all children other than those of essential workers and those deemed vulnerable in some way (in St James' case, there were two pupils who fell into this category). This has meant a valid review of impact can't be made. The actions and approach set out here will continue in 2020-21.</p>			

## Attainment (based on end of KS2 outcomes, 2020)

End of key stage 2 assessments (known as SATs) were cancelled in 2020 due to the coronavirus pandemic. The data below represents what we predicted in those assessments.

See below for 2019 data.

For Reading, Maths, and Grammar, Punctuation and Spelling, our assessments stem from some trial tests that children did. These tests were all previous SAT tests and were done under test conditions. They were marked and graded based on the thresholds for that particular test. As a result, the assessments below are likely to provide an accurate indication of outcomes in the national assessments in May.

For Writing, the assessment stems from teacher assessment, as it would do for the outcomes in May. Year 6 teachers across Sphere Federation and beyond met at various times in the Autumn and Spring term to review their assessments for children's writing. As a result, the teacher assessment for Writing is also likely to provide an accurate indication of end of year outcomes.

No progress measure is available because this relies on national data, and the way to calculate progress was due to change in 2020.

	<i>Pupils eligible for pupil premium (our school)</i>	<i>Pupils not eligible for pupil premium (2019 national average)</i>
<b>% achieving in Reading, Writing and Maths</b>	50%	71%
<b>% achieving in Reading</b>	75%	78%
<b>% achieving in Writing</b>	75%	83%
<b>% achieving in Maths</b>	50%	84%
<b>progress measure: Reading</b>	Our internal data shows that 100% made expected or better progress.	
<b>progress measure: Writing</b>	Our internal data shows that 100% made expected or better progress; 75% made rapid progress.	
<b>progress measure: Maths</b>	Although just one half reached the nationally expected level, our internal data shows that 75% made expected or better progress.	

**Attainment (based on end of KS2 outcomes, 2019)**

2019 data is included here because end of key stage 2 assessments (known as SATs) were cancelled in 2020 due to the coronavirus pandemic.

	<i>Pupils eligible for pupil premium (our school)</i>	<i>Pupils not eligible for pupil premium (national average)</i>
<b>% achieving in Reading, Writing and Maths</b>	67%	71%
<b>% achieving in Reading</b>	67%	78%
<b>% achieving in Writing</b>	67%	83%
<b>% achieving in Maths</b>	83%	84%
<b>progress measure: Reading</b>	-1.69	+0.32
<b>progress measure: Writing</b>	-0.75	+0.27
<b>progress measure: Maths</b>	+0.56	+0.37
<b>other significant attainment / progress information</b>	End of KS2 outcomes broadly match those of non-disadvantaged pupils nationally, although more needs to be done in Reading. Internal assessment data in 2017-18 showed good progress was made to narrow the gap in outcomes. This was evident in the high proportions of children who showed at least some accelerated progress – this is the impact of the substantial improvements in teaching. 2018-19 data indicates that progress has slowed, but progress for disadvantaged pupils is in-line with expected standards.	

Barriers to future attainment (for pupils eligible for pupil premium, inc higher ability)		Desired outcomes	
In-school barriers (issues to be addressed in school, such as poor oral language skills)		Desired outcomes	Success criteria (where there are multiple criteria, meeting all is the aim, meeting some will indicate relative success)
1	Poor oral language skills slow down progress in reading and writing (and increasingly research indicates other subjects, too).	<b>Improved oral language skills</b> for pupils eligible for PP.	Criteria 1: In Year 1, for children who have previously had speech and language support, proportions at age-related expectations in Reading and Writing increase.  Criteria 2: Our speech and language support provider is able to provide convincing evidence of progress.
2	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 <b>accelerated progress</b> and increase attainment.	In Year 3 and Year 5 (representative year groups), for children eligible for PP, proportions at age-related expectations increase.  Criteria 1: Reading  Criteria 2: Writing  Criteria 3: Maths
3	Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.	Through greater social and emotional support, <b>children are more ready and able to learn.</b>	Criteria 1: See above, plus other individual pupils  Criteria 2: Feedback from staff, children and parents (as appropriate) indicates engagement and achievement.
External barriers (issues which also require action outside school, such as low attendance rates)			
4	Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.	Even <b>greater engagement and enrichment</b> that stems from increased opportunities for cultural and curriculum visits / experiences.	Criteria 1: Pupil feedback indicates enriched learning experiences.  Criteria 2: Teacher observation confirms positive attitude.

Planned expenditure				
Academic year:		2019-20		
Intended outcome 1: Improved oral language skills for pupils eligible for pupil premium				
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?
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.	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/ Head of School and therapist.	KH, GB	half-termly
<b>Budgeted cost</b>				£3,325
Intended outcome 2: Accelerated progress for pupils eligible for pupil premium				
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?
Individual or small group interventions (eg Catch Up Reading, IDL): one to one small group TA support for reading within lessons	We want our children to catch up on specific gaps in their learning and/or be fluent readers across the curriculum, and practice leads to fluency. EEF evidence: EEF conclude TAs who provide purposeful support can have greater impact. EEF also indicate that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress.  Our TAs use intervention strategies such as Catch Up Reading. Existing internal data analysis shows the programmes we use in school have had	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. Assessment data is analysed.	KH	half-termly progress meetings

	positive impact to help pupils make accelerated progress. Some programmes are new.			
<b>Specialist Leader in Education support</b> Sustain recent improvements in quality first wave education	Having explored various initiatives and interventions since the introduction of pupil premium funding, we're increasingly convinced that quality teaching remains one of the most powerful ways to overcome barriers to learning. This matches recent conclusions from MPs: <i>'The government should rename the pupil premium the "social mobility premium" to encourage schools to spend the cash on <b>teacher development</b> and retention, a cross-party group of politicians has said...The call is based on the rationale that teacher quality is the biggest factor in disadvantaged pupils falling behind...The [group] pointed to a growing body of evidence which suggests the "single most important factor" in raising a disadvantaged pupil's attainment is the "quality of the teacher providing the instruction".'</i> <a href="https://schoolsweek.co.uk/re-focus-pupil-premium-on-teacher-retention-and-cpd-say-mps/">https://schoolsweek.co.uk/re-focus-pupil-premium-on-teacher-retention-and-cpd-say-mps/</a>	Regular monitoring of the School Improvement Plan which sets out initiatives for continued improvement in school. End of term assessments will indicate that sustained improvements in teaching impact on pupil outcomes.	DR working alongside the SLE	termly
<b>External tuition</b> Fees paid for weekly tuition <b>Additional tuition in school</b> Staff paid to provide additional support	EEF evidence: that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress. In school, some pupils have been identified as being individuals who would benefit	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	NB	termly

	most from additional tuition after-school from a private tuition company or in-school from staff.	assessments from the tuition company will be provided. These will supplement, but not replace, the regular gathering and analysis of assessment data.  In school: 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.		
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**Budgeted cost**    £31,891

**Intended outcome 3: Children are more ready and able to learn**

<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>Learning Mentor</b> (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.  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.	Learning Mentor has comprehensive schedule of support; schedule drawn up by Head of School working alongside classroom teachers.	NB, TS	termly and July 2020
<b>Extended services support</b> Invest in EPOSS extended services to address specific issues that may be affecting learning or readiness to learn.	As above	Head of School oversees support, identifying who may benefit and monitoring closely. Head of Federation is provided with data on the work of the extended services cluster to	NB	termly

		review support available and provided.		
<b>Budgeted cost</b>				£6,490
<b>Intended outcome 4: Greater engagement and enrichment for pupils eligible for pupil premium</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>
<p><b>Enrichment</b> Children across the school to participate in a wide variety of funded experiences: theatre visits; music lessons; large range of after-school clubs; Y6 residential; drama to enrich the curriculum</p> <p>Includes £1,000 for brass instrument tuition</p>	<p>EEF evidence: arts and sports engagement can lead to 2 months' extra progress. (There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.)</p> <p>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.</p> <p>Boys' motivation and attainment increases when they participate in drama/outdoor activity.</p> <p>Pupil feedback from last year was extremely positive.</p>	<p>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.</p> <p>Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences.</p> <p>Pupil feedback and teacher observation indicates enriched learning experiences.</p>	KH, KL	termly and July 2020
<b>Budgeted cost</b>				£6,677
<b>Total budgeted cost</b>				£48,383



Review of 2019-20		
Intended outcome 1: Improved oral language skills for pupils eligible for pupil premium		
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)
	<p>Like schools across the country, St James' CE Primary closed for all children other than those of essential workers and those deemed vulnerable in some way (in St James' case, there were two pupils who fell into this category). This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below.</p> <p>The actions and approach set out here will continue in 2020-21.</p>	
<p><b>Speech and language therapy</b> Talking House</p>	<p>Criteria 1: In Year 1, for children who have previously had speech and language support, proportions at age-related expectations in Reading and Writing increase.</p> <p>Criteria 2: Our speech and language support provider is able to provide convincing evidence of progress.</p>	<p>St James' CE Primary remains committed to ensuring that speech and language support is a priority in the early years of primary. Oracy is a fundamental skill that supports subsequent learning in all subjects, and it's clearly a fundamental life skill. Evidence from previous years' speech and language therapy is beginning to back this up, although it's clear that this action is one that is long-term rather than a 'quick fix'. Evidence across Sphere Federation also backs up the value of speech and language therapy.</p>
		<p><b>Actual cost</b> £4,512</p>

<b>Intended outcome 2: Accelerated progress for pupils eligible for pupil premium</b>		
<b>Chosen action / approach</b>	<b>Estimated impact</b> Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether we will continue with this approach)
	Like schools across the country, St James' CE Primary closed for all children other than those of essential workers and those deemed vulnerable in some way (in St James' case, there were two pupils who fell into this category). This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below. The actions and approach set out here will continue in 2020-21.	
<b>Individual or small group interventions</b> (eg Catch Up Reading, IDL): one to one small group TA support for reading within lessons	In Year 3 and Year 5 (representative year groups), for children eligible for PP, proportions at age-related expectations increase.  Criteria 1: Reading  Criteria 2: Writing  Criteria 3: Maths	Early indications (February) show that proportions at age-related expectations were broadly similar in Year 3. The same is true in Year 5, but with some individuals making rapid progress. Teacher assessments at the start of the year are typically cautious. End of Spring term and Summer term assessments did not take place. These usually reflect greater progress as pupils' learning is secured and they more confidently and accurately use and apply their knowledge and skills.
<b>External tuition</b> Fees paid for weekly tuition <b>Additional tuition in school</b> Staff paid to provide additional support		
		<b>Actual cost</b> £28,612

Intended outcome 3: Children are more ready and able to learn		
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)
	Like schools across the country, St James' CE Primary closed for all children other than those of essential workers and those deemed vulnerable in some way (in St James' case, there were two pupils who fell into this category). This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below. The actions and approach set out here will continue in 2020-21.	
<b>Learning Mentor</b> (Wednesdays, secondment from Sphere Federation partner school) develops emotional literacy through various targeted interventions eg for self-esteem, social skills	Criteria 1: See above, plus other individual pupils  Criteria 2: Feedback from staff, children and parents (as appropriate) indicates engagement and achievement.	The quotes from our January review indicate that supporting children's wellbeing more widely has a positive impact. Wider, longer-term Sphere Federation evidence backs this up.
<b>Extended services support</b> Invest in EPOSS extended services to address specific issues that may be affecting learning or readiness to learn.	<i>"When I get stressed Mrs Small can calm me down by playing some games with me. She always asks me if I'm alright. It has helped me with my learning and my playtimes. If she wasn't there I think I would be more stressed."</i> Y6 pupil  <i>"This year I've seen a huge improvement in [pupil's] confidence. Last year, he would often say he was thick and rubbish but he hasn't said it at all this year. He appears happier and less stressed."</i> Y6 class teacher	
		<b>Actual cost</b> £3,611

Intended outcome 4: Greater engagement and enrichment for pupils eligible for pupil premium		
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)
	Like schools across the country, St James' CE Primary closed for all children other than those of essential workers and those deemed vulnerable in some way (in St James' case, there were two pupils who fell into this category). This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below. The actions and approach set out here will continue in 2020-21.	
<b>Enrichment</b> Children across the school to participate in a wide variety of funded experiences: theatre visits; music lessons; large range of after-school clubs; Y6 residential; drama to enrich the curriculum	Criteria 1: Pupil feedback indicates enriched learning experiences.  T1 Y5/6 theatre trip to Leeds Playhouse 10.12.19 <i>"It was really good and all the actors remembered all their lines."</i> <i>"It was the first time I've been to Leeds Playhouse. It was fun because of all the music."</i>  Y6 pupil who has music lessons at Wetherby Music Centre. <i>"I'm really enjoying my drumming lessons. I have improved a lot and I practise at home. I performed in a concert to lots of people. I've made three new friends from the lessons."</i>  Criteria 2: Teacher observation confirms positive attitude.	The quotes from our January review help to evidence the enriching experiences that pupil premium funding can have. These experiences help to engage pupils, creating more positive attitudes towards school.
		<b>Actual cost</b> £5,712

	<b>Total budgeted cost</b>	£48,383
	<b>Actual spend</b>	£42,447
	<b>Difference</b>	underspend of £5,936 to be carried forward

#### **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/>