



## Pupil premium strategy statement

Date: 2020-21

Person responsible: David Roundtree / 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>     | 95 (inc Nursery)  | <b>Date of most recent pupil premium review:</b> | 07.06.17 (Noctua)   |
| <b>Number of pupils eligible:</b>  | 30 pupils<br>redacted for anonymity:<br>[REDACTED]                      | <b>Date for next internal review:</b>            | 18.09.20;<br><a href="#">review: 09.11.20</a><br>Subsequent reviews took place, but as a 'light touch' due to Covid. See 2021-22 document for a review of the 2020-21 year. |
| <b>Total pupil premium budget:</b> | £39,315<br><br>plus 2019-20 underspend (£5,936)<br><br><b>= £45,251</b> | <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.           |

Like schools across the country, St James' CE Primary closed from March 2020 to July 2020 for all children other than those of essential workers and those deemed vulnerable in some way. This meant a valid review of the 2019-20 strategy and its impact couldn't be made. The actions and approach set out here are broadly similar to those in 2020-21.

## 2019-20 review (1)

See previous year's Pupil Premium Strategy Statement for full review.

### 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<br/>(our school)</i>  | <i>Pupils not eligible for pupil premium<br/>(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. |  |

## 2019-20 review (2)

### 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<br/>(our school)</i>   | <i>Pupils not eligible for pupil premium<br/>(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> | <p>End of KS2 outcomes broadly match those of non-disadvantaged pupils nationally, although more needs to be done in Reading.</p> <p>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.</p> |   |

## 2020-21 overview

| Barriers to future attainment<br>(for pupils eligible for pupil premium, inc higher ability)                |  | Desired outcomes  |   |
|---|--|---|---|
| <b>In-school barriers</b><br>(issues to be addressed in school, such as poor oral language skills)          |  | <b>Desired outcomes</b>   | <b>Success criteria</b><br>(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.  | <b>Criteria 1:</b><br>In Year 1, for children who have previously had speech and language support, proportions at age-related expectations in Reading and Writing increase.<br><b>Criteria 2:</b><br>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 all year groups, for children eligible for PP, proportions at age-related expectations increase.<br><b>Criteria 1:</b> Reading<br><b>Criteria 2:</b> Writing<br><b>Criteria 3:</b> 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>   | <b>Criteria 1:</b><br>See above, plus other individual pupils<br><b>Criteria 2:</b><br>Feedback from staff, children and parents (as appropriate) indicates engagement and achievement.   |
| <b>External barriers</b><br>(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.   | <b>Criteria 1:</b><br>Pupil feedback indicates enriched learning experiences.<br><b>Criteria 2:</b><br>Teacher observation confirms positive attitude.  |
|   | Covid-19 pandemic meant schools closed for all children (other than those of essential workers and those deemed vulnerable in some way). Pupils missed four months of learning in school (and possibly subsequent periods in 2020-21 year).  | Through effective use of pupil premium and catch-up strategies (using catch-up premium to fund), pupils make <b>accelerated progress</b> thus enabling them to catch up on lost learning. (See point 2, above.) | See point 2, above.<br><br><b>In the notes below, additional actions funded by catch-up premium are noted in blue.</b>  |

## 2020-21 detail

| 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?<br>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<br>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.  | NB, GB     | half-termly                         |
| <b>Budgeted cost</b>   |  |   |            | £3,150                              |
| Intended outcome 2: Accelerated progress for pupils eligible for pupil premium   |  |   |            |                                     |
| Chosen action / approach   | What is the evidence and rationale for this choice?<br>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<br>(eg Catch Up Reading, IDL):<br>one to one<br>small group<br>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.<br><br>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. | NB         | half-termly progress meetings       |

|  |   |   |        |                               |
|--|---|---|--------|-------------------------------|
|  | positive impact to help pupils make accelerated progress. Some programmes are new.  |   |        |                               |
| <b>As above, but delivered by teacher in school</b>  | As above.<br>A Sphere Federation teacher will be used, part-funded by pupil premium and part-funded by Covid catch-up premium.  | As above.   | LV     | half-termly progress meetings |
| <b>External tuition</b><br>Fees paid for weekly tuition<br>Action suspended due to Covid-19 related issues.<br><br><b>Additional tuition in school</b><br>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 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.<br><br>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. | NB     |                               |
| <b>Meta-cognition and memory</b><br>Some CPD to develop teachers' skills.  | EEF evidence: that greater emphasis on meta-cognition can lead to 7 months' additional progress.  | Regular reviews amongst teachers on the impact on their own practice.   | NB     | termly progress meetings      |
| <b>Home learning</b><br>Providing bags with home learning resources (books, exercise books, writing materials, learning resources...).   | We've used this approach in the past and it was well-received.  | The approach was time-consuming to prepare. This time, we'll coordinate this more efficiently across Sphere Federation to organise bags for Early Years, KS1 and KS2.   | CW, KH | mid-year                      |
| <b>Budgeted cost</b>   |   |   |        | £34,280                       |

| Intended outcome 3: Children are more ready and able to learn   |  |   |            |                                     |
|---|--|---|------------|-------------------------------------|
| Chosen action / approach  | What is the evidence and rationale for this choice?<br>EEF refers to Education Endowment Foundation  | How will we ensure it is implemented well?  | Staff lead | When will we review implementation? |
| <b>Learning Mentor</b><br>(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.<br><br>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(ren) 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.<br><i>Following school closure, we have increased the hours for Learning Mentor to address children's increased social / emotional issues; increased hours are paid for using Covid-19 catch-up premium.</i> | NB, TS     | termly and July 2020                |
| <b>Extended services support</b><br>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 review support available and provided.  | NB         | termly                              |
| <b>Bagel Bar subsidy</b><br>St James' CE Primary receives part-funding for this provision. Pupil premium to subsidise the remaining part.   | As above   | Head of School oversees support.  | NB         | termly                              |
| <b>Budgeted cost</b>  |  |   |            | £7,058                              |
| Intended outcome 4: Greater engagement and enrichment for pupils eligible for pupil premium   |  |   |            |                                     |
| Chosen action / approach  | What is the evidence and rationale for this choice?<br>EEF refers to Education Endowment Foundation  | How will we ensure it is implemented well?  | Staff lead | When will we review implementation? |
| <b>Enrichment</b>   | EEF evidence: arts and sports engagement can lead to 2   | All children in school including those entitled to pupil premium  | NB         | termly and July 2020                |

|  |   |   |               |   |
|--|---|---|---------------|---|
| <p>Children across the school to participate in a wide variety of funded experiences:<br/> theatre visits;<br/> music lessons;<br/> large range of after-school clubs;<br/> Y6 residential;<br/> drama to enrich the curriculum<br/> This will continue, but due to Covid-19 related issues, activities will be virtual and much reduced.<br/> To supplement this provision in light of the fact children can't make actual visits, we'll invest in more books for the library. This will enhance reading skills, engagement in reading, and pupils' cultural capital (see notes below).</p> <p>Includes £1,000 for brass instrument tuition<br/> Action suspended due to Covid-19 related issues.</p> | <p>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>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> |               | <p>17.11.20: virtual tour of Leeds City Museum:<br/> <i>'I found it fun because it was the first time I got to see a mummified person.'</i> (Y6 pupil)<br/> <i>'It was interesting because I found out a lot of things I didn't know about.'</i> (Y6 pupil)</p> |
| <p><b>Enrichment / cultural capital</b><br/> As part of the home learning bags (see above), we'll include a range of fiction and non-fiction books.</p>  | <p>The books will complement some of the learning objective in our Curriculum Statements and Reading Curriculum Statement. These are planned to enhance pupils' knowledge and appreciation of culture (cultural capital).</p>   | <p>We'll coordinate this efficiently across Sphere Federation to organise home learning bags for Early Years, KS1 and KS2.</p>  | <p>CW, KH</p> | <p>mid-year</p>   |
|  |   |   |               | <p><b>Budgeted cost</b> £2,214</p>  |
|  |   |   |               | <p><b>Total budgeted cost</b> £46,702</p>   |
| <p>(exceeds allocation by £1,451, which will be absorbed by funding elsewhere if savings are not made during the course of the year)</p>   |   |   |               |   |