

Pupil Premium Strategy Statement 2016 - 2017

Summary information					
School	St James CE Academy				
Academic year	2016 -2017	Total PP budget	£63,020	Date of this plan	Sept '16
Total number on roll	207	Number of pupils eligible for pp	56	Date of next pupil premium review	Jan '17

Current Attainment (based on Summer 2016 data)							
	% making expected progress in reading	% making expected progress in writing	% making expected progress maths	% at ARE in reading	% at ARE in writing	% at ARE in maths	% achieving ARE in reading, writing, maths
Year 3 feeder school data	Data not available			57%	43%	71%	43%
Year 4	77%	69%	77%	62%	54%	69%	54%
Year 5	63%	50%	50%	56%	44%	44%	31%
Year 6	91%	91%	100%	82%	73%	91%	73%

Barriers to future attainment (for pupils eligible for pupil premium, including high ability)	
In-school barriers	
A	A proportion of lower ability & middle ability disadvantaged pupils struggle to compute mentally or recall key number facts swiftly.
B	Disadvantaged boys are making less progress due to a need for spelling, grammar and punctuation skills to be developed further in order to improve outcomes in writing.
C	Inconsistent teaching/recruitment issues impacted on the progress & learning behaviours of pupils; particularly disadvantaged pupils in year 5 during academic year 2015-2016
D	Vulnerable pupils struggle to recognise or articulate their emotions & do not have the strategies to work independently or deal with conflict.
External barriers	
E	Attendance rates for middle ability & lower ability disadvantaged pupils impacts on overall progress – disadvantaged pupils

	92.9%, non-disadvantaged pupils 97.3% for academic year 2015 - 2016
F	Homework and in particular reading is not consistently completed at home; particularly by disadvantaged pupils.

Planned Expenditure Academic year 2016/17					
1) Quality of teaching for all					
Objectives	Cost	Desired outcomes	Action	Staff lead	Review date
Provide timely and relevant bespoke CPD for all staff.	£4,000	All eligible pupils will benefit from quality teaching in all curriculum areas to improve progress in reading, spelling and reasoning. Home learning tasks will be closely matched to the needs of all learners. All eligible pupils will have a strong support network & feel more able to recognise 'early warning signs' or ask for support when necessary. Weekly PSHE sessions will allow children to be able to express their views & develop strategies to promote their social, emotional, safety & well-being which will impact on progress.	Identify and plan bespoke CPD to improve reasoning skills in maths and reading. Review Home Learning tasks & resources. Provide CPD for Protective Behaviours. Implement the Jigsaw PSHE scheme.	Maths & English leads WSCB PSHE lead	Jan 2017
Provide high quality resources to enable eligible children to accelerate progress and close the gap against their peers.	£1,500	Increase the % of eligible children making strong progress from their different starting points to enable them to reach age related expectations or better in each year group. End of year data shows a 'diminishing of the gap' between eligible pupils and other pupils at the school so that by the end of Year 6, disadvantaged pupils achieve as well as their peers.	Purchase targeted resources for improving writing, reading and reasoning skills.	Maths & English leads	Jan 2017
Ensure eligible pupils receive timely, appropriate and targeted support to support individual learning needs.	£3,800	All eligible pupils will benefit from first quality teaching and targeted interventions to ensure they make at least expected progress from their individual starting points.	Provide qualified senior teacher support to monitor, track & ensure interventions are targeted for vulnerable children.	Deputy Head	Termly
Provide early intervention in year 3 to enable children to maximise progress in	£4,225	The majority of eligible pupils in year 3 make strong progress from their different starting points in reading, writing and maths.	Provide a Teaching Assistant for 1:1 and targeted small group intervention in Year 3.	Year 3 teachers	Jan 2017

reading, writing & maths.					
	£13,525				
2) Targeted support					
Provide additional support for targeted children in Reading, Writing & Maths; in year 5 to accelerate progress.	£8,449	Increase the % of eligible children making strong progress from their different starting points to enable them to reach age related expectations or better in each year group.	Provide a Teaching Assistant for 1:1 and targeted small group intervention in Year 5.	Deputy Head	Termly
Provide support for vulnerable pupils to enable them to access the curriculum and learning opportunities at school.	£8,003 £4,408	Improve attendance for all pupil premium and ensure the vast majority of disadvantaged pupils achieve 96% attendance and are in school on time. All eligible children will complete homework consistently. All eligible children will demonstrate positive learning behaviours and be ready to learn. All eligible children will have a support network which will improve their confidence & impact on outcomes.	Provide nurture and targeted small group intervention for vulnerable pupils. Set up a homework club Provide a weekly support group for all Service children.	Learning Mentor	Half termly
Provide additional support for targeted children in Reading, Writing & Maths; including pre-teach & intervention sessions to accelerate progress in Years 5 & 6.	£6,080	Increase the % of eligible children making strong progress from their different starting points to enable them to reach age related expectations or better in each year group. End of year data shows a 'diminishing of the gap' between eligible pupils and other pupils at the school so that by the end of Year 6, disadvantaged pupils achieve as well as their peers. When comparing disadvantaged pupils on roll with disadvantaged pupils nationally, the overall gap is diminishing.	Provide a qualified teacher for 1:1 and targeted small group intervention across the school.	Year 5 & 6 teachers	Half termly
	£26,940				
3) Other approaches					
Provide all eligible pupils and their families with family support & pastoral services as and when needed.	£17,937	Improve attendance and ensure the vast majority of disadvantaged pupils achieve 96% attendance and are in school on time. Protective Behaviours where necessary. Liaise with external agencies where necessary.	Release Learning Mentor from class responsibilities.	Learning Mentor	Termly
Provide vulnerable families with external agency support.	£1,400	Vulnerable families will receive advice/support to enable pupils to attend school and make progress in line with their peers.	Buy into Attendance Compliance Enforcement package.		Half termly

Provide outside agency input to support emerging needs of vulnerable pupils e.g. EMTAS, IDS, EIS & Educational Psychologist.	£6,228	All eligible children will receive appropriate support from staff with specific skills to enable them to make strong progress in all areas.	Identify barriers to learning and provide appropriate CPD or in-school support. Provide appropriate and rapid support from outside agencies.	SENCO	Half termly
Enable all eligible pupils to access enrichment activities if they choose.	£1,300	All eligible children who would like to participate in after school activities, trips or tuition lessons are able to do so.	Subsidise trips, music and extra-curricular activities for targeted children.	SLT	June 2017
	£26,865				
Total Spend	£67,330				

Review of expenditure 2016-2017			
Quality of teaching for all			
Objective	Action	Impact	Lessons learned
Provide timely and relevant bespoke CPD for all staff.	Purchased 'Jigsaw' scheme. CPD: Protective Behaviours, Jigsaw & Engaging Boys in Writing. Review Home learning.	Feedback from pupil questionnaires: 99% of children are now able to recognise their early warning signs. 99% of children now have a network to help them if they feel unsafe. 97% can now express their feelings to an adult if they are upset, worried or hurt. 99% parents who attended parents evening, say that their child is set regular, appropriate homework.	Although the majority of children complete Home Learning tasks there are still some pupils who do not engage. We will continue with the new Home Learning system but target pupils who do not complete homework or are persistent absentees.
High quality resources to enable eligible children to accelerate progress and close the gap against their peers.	Purchased Numicon and Spelling scheme. CPD from English and Maths leads to share high quality resources.	% of eligible children making strong progress has increased particularly in reading and maths. End of year data evidences gap has been diminished between eligible and other pupils at the school in year 6. Disadvantaged pupils RWM+ 73% Other pupils RWM+ 62%	Feedback from Pupil progress meetings show that the gap was closed in year 6 due to eligible pupils being consistently taught by their teachers and less reliance on interventions outside of class. Numicon has been successful where trialled but now needs to be embedded across the school. Embed the new spelling programme to increase spelling scores.
Eligible pupils receive timely, appropriate and targeted support for individual	TA's strategically timetabled. Individuals identified through half termly pupil progress	Teaching was judged as Good by OFSTED, January 2017. All staff can identify disadvantaged pupils. Books evidence that there is consistency for the majority of disadvantaged pupils.	Although interventions were tighter and bespoke some children were missing quality first teaching due to being withdrawn for too many interventions particularly during the afternoons. The role of the TA needs to be reviewed in order to make a bigger impact.

learning needs.	meetings.		
Provide early intervention in year 3 to enable children to maximise progress in reading, writing & maths.	Additional TA during the Autumn 2016. Booster teacher for reading in Summer term 2017. External moderation to Baseline.	<u>Year 3 progress:</u> Reading – 96% Writing – 85% Maths – 96% <u>Year 3 ARE:</u> Reading – 83% Writing – 62% Maths – 77%	Progress was good in Year 3 but in order to increase ARE some pupils identified will need to make accelerated progress in order to increase ARE for all pupils.

Targeted support

Objective	Action	Impact	Lessons learned
Additional support for targeted children in Reading, Writing & Maths; in year 5.	Booster teacher provision	<u>Year 5 Reading:</u> Previous year: 76% ARE: 77% <u>Year 5 Writing:</u> Previous year: 53% ARE: 61% <u>Year 5 Maths:</u> Previous year: 62% ARE: 71%	Consistent and good first quality teaching has improved learning behaviours across the cohort which has led to better outcomes for Year 5 pupils. This could be increased further with accelerated progress and less reliance on interventions. A high proportion of pupils required intervention outside of lessons and they would benefit from more time with the teacher. Booster teacher occasionally used for cover.
Support for vulnerable pupils across the school.	Learning Mentor support Nurture provision	OFSTED January 2017 recognised the value of nurture provision. Younger vulnerable pupils benefitted from afternoons spent in nurture with older pupils being better prepared for independent learning.	Although nurture provision works well for vulnerable pupils, some pupils became over-reliant on it. Where nurture has served its purpose, children need to be withdrawn gradually.
Additional support for targeted children		Gap diminished in year 6. End of year gap in Year 5 is 8%.	Although the gap has been diminished in year 6 and reduced in year 5, this needs to be sustained and consistent across the school.

Other approaches

Objective	Action	Impact	
Pastoral support for vulnerable families including external agency support.	Learning Mentor support. Early Help ACE	8 disadvantaged children have been supported by outside agencies throughout the year. 5/8 or 63% have made expected progress and in some places accelerated progress. 2 CLA – made accelerated progress in reading and maths.	Continue with nurture provision as this works really well. Attendance improved for disadvantaged pupils. Gap reduced from 4.4 to 2.3
Eligible pupils to access enrichment activities if they choose.	Subsidise activities, trips or tuition lessons for eligible pupils.	PP children access such activities in equal (sometimes even higher) numbers than other children. (Pupil Premium Review I. Dewes 11.07.17)	Continue with subsidies.