

# Pupil premium strategy statement

1. Summary information					
School	St James the Great Primary and Nursery School				
Academic Year	2017/18	Total PP budget	£76,560	Date for next internal review of this strategy	July 2018
Total number of pupils	503	Number of pupils eligible for PP	58		

2. Current attainment KS2 (data taken from FFT extended dashboard based on FSM6/not FSM6 30/9/17)		
	<i>Pupils eligible for PP (KS2:8, KS1:8)</i>	<i>Pupils not eligible for PP (KS2:52, KS1:51)</i>
% achieving age related expectations and above in reading (higher standard in brackets)	88% (13%)	87% (40%)
% achieving age related expectations and above in writing (higher standard in brackets)	88% (0%)	75% (13%)
% achieving age related expectations and above in maths (higher standard in brackets)	88% (0%)	88% (29%)
% achieving age related expectations and above in SPAG (higher standard in brackets)	88% (38%)	94% (46%)
% achieving age related expectations and above in reading, writing and maths	75% (0%)	73% (10%)
2a Current Attainment KS1 (data taken from FFT extended dashboard based on FSM6/not FSM6 30/1/17)		
% achieving age related expectations and above in reading (higher standard in brackets)	88% (13%)	84% (33%)
% achieving age related expectations and above in writing (higher standard in brackets)	75% (13%)	78% (24%)
% achieving age related expectations and above in maths (higher standard in brackets)	88% (25%)	80% (27%)
% achieving age related expectations and above in reading, writing and maths	75% (0%)	73% (20%)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school)</i>	
<b>A.</b>	Oracy not yet well enough developed or integrated into the curriculum for all pupils
<b>B.</b>	Pupils who have the potential to achieve age related levels or better across the board have significant gaps between the subject in which they have highest attainment and that in which they have the lowest

<b>C.</b>	Few higher attainers at end of FS and KS1 make accelerated progress, particularly in the areas of maths and writing
<b>D.</b>	Pupils do not have enough exposure through school to aspiration or inspiration in terms of careers, further education options etc
<b>E.</b>	A significant number of pupils who attract funding have special educational needs or are adopted
<b>External barriers (issues which also require action outside school)</b>	
<b>A.</b>	Challenging family circumstances and home environments
<b>B.</b>	Fewer cultural, enriching experiences
<b>C.</b>	Attendance and punctuality
<b>D.</b>	Less ambitious aspirations and lack of knowledge about opportunities ahead
<b>E.</b>	Challenges in terms of parental support in the areas of reading, writing and maths

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Maintaining reading fluency for pupils who attract PP funding (KS1 SATS, phonics test)	Higher percentage of PP pupils achieve expected standard at KS1
<b>B.</b>	Improvement in emotional well-being of pupils who attract PP funding (Boxall, Sand D, blob tree)	Those PP pupils who have been identified as potentially benefiting from support make good progress in this area
<b>C.</b>	Pupils who attract PP funding make accelerated progress at key stage one and key stage two, particularly in maths and writing and particularly those identified as more able pupils at end of FS and KS1 (KS1 SATS)	A significant increase in the number of PP pupils achieve higher standards
<b>D.</b>	Improved engagement of parents with school's approach to learning	Parents of PP pupils attend parents' evening, parent workshops and volunteer to hear readers
<b>E.</b>	Pupils who attract PP funding have a sound knowledge of grammatical constructions, punctuation and spelling by the end of key stage two	PP pupils perform equally well as non-PP pupils in end of key stage SPAG tests

5. Planned expenditure					
Academic year	2017/18				
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?	How will you ensure it is implemented well?	Staff lead	Review
Reading fluency continues to improve for all pupils	-Purchase of site licence for Lexia	-A number of schools in the Umbrella trust use Lexia and report a significant impact on the reading skills of pupils	-Inclusion Manager to set up training for staff and ensure that pupils get regular access to the programme	Mark Kenny ICT Lead	April 2018
	-Whole school approach to phonics teaching by continuing to use Read Write Inc as "scheme" -Rolling programme of training for staff	-Phonics test scores improving but not yet at optimum level -Research based approach with maximum impact in neighbouring school -Participation in Benchmark reading interventions should reduce over time	English Lead to monitor teaching and learning alongside "Reading Lead" -Benchmark reading intervention scheme monitored by English lead	Becky Williams English Lead	ongoing
Key indicators suggest improvements in pupil's emotional well-being	-Employment of a school based counsellor from CAMHS to provide personalised counselling, screening for ASD and ADHD and parental support for pupils with social, emotional and mental health needs -Ongoing ELSA provision for those who do not meet threshold for 1:1 counselling -Training for staff in the area of mental health -Assembly for pupils to make them for 'mental health aware'	-An increase in the number of pupils attending the <i>Lighthouse</i> (school based drop in) would suggest a greater number of children are experiencing anxiety about home and school related issues -Levels of emotional stress are observed in certain pupils -A number of adopted pupils in the school would benefit from targeted support to work through pre-adoption and post adoption issues -A number of pupils are affected by stress, separation anxieties, anxieties around long term goals and expectations, issues associated with young carers, issues associated with adoption and fostering	-Inclusion Manager to attend reviews with parents -Inclusion Manager to liaise with line manager and review provision termly -Inclusion Manager to get feedback from class teachers of targeted pupils -Comparison of assessments at start of intervention and end of intervention to be used to measure impact -Inclusion Manager to monitor ELSA caseload, feedback to parents through parents' meetings CPD lead to get feedback following training	Justine Wellington Inclusion Manager Mary McElhinney (ELSA)	April 2018
Key indicators suggest improved learning behaviour in participating pupils	-Trained Forest school lead employed to develop approach to outdoor education to provide enhanced experiences for pupils -Specialist TA employed to support vulnerable pupils in	-Links between outdoor education and positive behaviour are well researched -A number of pupils have a lack of experience of outdoor learning -A number of pupils need support developing optimum learning behaviours, a number of	-Inclusion Manager to measure impact through self esteem/Boxhall profile assessments	Justine Wellington Inclusion Manager New Forest School Lead	July 2018

	managing their behaviour. Due to staff mobility, a new member of staff will be trained to deliver this provision	pupils have self-esteem issues -Learning walks and classroom observations suggest that pupils classroom behaviour is good but at times passive		A Garcia Specialist TA	
<b>Pupils make good progress in writing and SPAG across the school</b>	-Purchase of site licence for Clicker 7 -ongoing staff training on use of Clicker -Whole staff training on teaching Alan Peat sentences	Facilitating the scaffolding of writing for lower attainers without a dult support has proved challenging for teachers Clicker 7 is a tried and tested programme that provides a range of different ways by which pupils can be supported to write cohesive texts	-ICT Lead to monitor use of Clicker and run workshops to ensure staff are fully versed in its functions -Literacy Lead and shadow to run staff meetings and teaching observations to demonstrate and coach staff individually in the use of Alan Peat sentences	Mark Kenny ICY Lead Becky Williams English Lead	June 2018
<b>Improved engagement of parents in the school's approach to learning</b>	-Half-termly parent workshops to support parents with their understanding of the curriculum - -Drop in SEN workshops and clinics -Research other ways of engaging and involving parents (eg parents forum, working parties, teaching English to parents, inviting parents to hear readers in the school)	-Parents are the first educators of their children and are experts in knowing their children. The benefits of engaging parents and giving them a voice in school policy and procedures is well known in educational research -The number of parents who have completed parent surveys, attended assemblies, helped on school trips, attended information sessions has dropped over recent years -Significant number of parents of adopted children seek advice and support on how to meet the needs of their children	-Inclusion Manager to monitor attendance at clinics, parents' evenings, workshops -Inclusion Manager to work with English lead in training and encouraging parents to hear readers -Inclusion Manager to carry out survey of parents who attend EAL sessions to assess their experiences	Becky Williams English Lead Justine Wellington Inclusion Manager	June 2018
<b>Improved engagement in learning and increased levels of motivation observed in pupils</b>	-Develop pupil profiles of pupils to identify key motivators, interests and hobbies, what supports them best in learning, extra-curricular activity, hopes and aspirations -Teachers to encourage a growth mindset through their teaching -Use of character education scheme of work and developed PSHE curriculum to develop resilience in pupils -Review of extra-curricular provision	-The benefits of involving pupils in decision making about their school and their learning are well researched and evidence based. -Pupils' level of engagement in learning will improve if key values and characteristics are developed as part of the curriculum -Engagement of pupils in vulnerable groups needs closer monitoring in order to assess the quality and variety in learning provision	-Inclusion Manager to monitor the allocation of key pupil responsibilities to ensure that pupils from all vulnerable groups are represented -Inclusion manager to develop a pupil profile format for teachers to use with pupils – these are to be added to Provision Mapping tool to ensure access to information -SMSC and PSHE mapping tool completed by teachers indicates a range of experiences across the school that are designed to develop positive learning behaviours and indicate engagement in learning	Inclusion manager Justine Wellington	July 2018
<b>Total budgeted cost</b>					£25000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Pupil premium provision is co-ordinated and planned and impact measures monitored	Proportion of Inclusion manager time to be allocated to the co-ordination and monitoring of provision and progress of PP pupils	-Support for PP pupils needs to be co-ordinated and responsive in light of information gained at pupil progress meetings -Inclusion Manager to use Provision Mapping tool to track support and its impact	-Headteacher and Deputy Headteacher to monitor through termly evidence based updates from Inclusion Manager -Pupil progress meetings suggest teachers have a firmer understanding of PP pupils in their class and the progress they are making	Chris Andrew Headteacher Lavinia Owen Deputy Headteacher	July 2018
Gaps in attainment between pupils' strongest and weakest subjects are narrowed, particularly for higher attainers and SEN pupils	Inclusion Manager to provide 1:1 tuition for identified PP pupils, targeting subject in which they are attaining less well	-Improvement in the percentage of pupils achieving age related levels in all three subjects but not achieving higher standards. Identification of a pupil's strengths and weaknesses and targeted provision will help to narrow the gap -Blocks of support are most effective when a clear goal and outcome are sought -Teachers to support Inclusion Manager in identifying gaps in learning and objectives not yet met	-Deputy Headteacher/Headteacher to monitor quality of tuition through observations Learning files to evidence progress in 1:1 tuition sessions -Teachers comment in pupil progress meetings on impact of tuition Pupil progress meetings to identify pupils who are not on track to meet standards in all three subjects Staff Meeting led by Lead for Potential Higher Attainers to assist teachers in identifying pupils who to target in order for them to achieve higher standards in all three core subjects	Lavinia Owen Deputy Headteacher Class teachers	July 2018
PP pupils make the same, if not better, progress than non-PP pupils, particularly in maths and writing	Booster groups for year 6 following the "keep up not catch up" model, pre-teaching and reinforcing concepts and skills learned in class	-National Curriculum based on premise that pupils will be scaffolded in order to meet the expectations of their year group. This means targeting support to ensure they do not fall behind and receive a adequate reinforcement in new concepts and skills	-Year 6 teachers to direct learning based on information gained from next steps marking. -Pupil progress meetings monitor progress of pupils and those identified as needing "pupil support" narrow the gaps in their attainment	Justine Wellington Inclusion Manager	July 2018
Reading fluency improves for targeted pupils and pupils make accelerated progress in reading	Employment of music specialist to teach drumming to PP and other pupils	-Research based intervention that links rhythm based learning with phonic knowledge and reading fluency. Reading ages to be used to measure impact.	-Inclusion Manager and Music Lead to carry out observations of session -Inclusion Manager to monitor impact	Justine Wellington Becky Williams Tony K	April 2018

	Inclusion Manager to target phonics to those who did not pass the phonics screening in year 1	-Read Write Inc and Rapid Phonics are both research based tools for the teaching of phonics and these will be used in order to deliver a multi-sensory approach to phonics teaching	Year Two teachers to monitor progress of pupils and ensure sessions happen four times a week	Tracey O'Connor Victoria Berry Justine Wellington	June 2018
	Teacher employed to teach targeted pupils in reading three times a week	-Smaller class sizes for guided reading support all children through having more adult attention -Quality input from teachers using Benchmark and real books has a significant impact on pupils' confidence in reading	-Inclusion Manager to monitor 1:1 interventions and feedback to staff member delivering intervention, Deputy Headteacher and Literacy Lead -Good practice to be shared	Justine Wellington Inclusion Manager	July 2018
More able writers are challenged and achieve greater depth at the end of key stage one and two	Teaching input targeted to develop the writing of those with the potential to achieve greater depth	-More able pupils need support and a suitable level of challenge in order to develop a writing portfolio that demonstrates more sophisticated sentence structures, vocabulary and text cohesion	-Regular book scrutiny to assess the progress and level of challenge offered to more able pupils -Assessment lead to monitor progress of pupils through assessments on target tracker -Teaching assistants to provide classroom support to enable teachers to target more able writers	Year 6 and year 2 teachers English Lead	July 2018
More able mathematicians are challenged and achieve greater depth at the end of key stage one and two	-More able maths boosters for years 2 and 6 -Additional provision to be set up for more able mathematicians (eg maths club)	-Class based interventions are the most effective way of addressing misconceptions and boosters can take the form of pre-teaching and "keep up" sessions in order to facilitate consolidated learning of more complex concepts for more able learners. -	-Year Two and Year Six teachers to initiate intervention through observations, progress analysis and next steps marking -Inclusion Manager to monitor delivery of sessions and enable good practice to be shared -MITA training for teaching assistants will improve their interactions and learning intervention with pupils – their line manager to monitor impact	Tracey O'Connor Victoria Berry (Year Two teachers) Becky Williams and Danny Hughes (Year Six teachers) Inclusion manager Justine Wellington	July 2018
<b>Total budgeted cost</b>					£30,000

<b>iii. Other approaches:</b> to include essential need (food, uniform, attendance and punctuality, settled home life), study need (learning behaviours, homework, special equipment) and aspirational need (knowledge of careers, inspiration, experiences)					
<b>Desired outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Essential needs are met for pupil premium pupils in terms of uniform, access to school trips, school lunches, extended day provision etc	Financial support provided for pupils whose families are in need and on request	Uniform monitoring suggests that some families have difficulties buying uniform as pupils grow. Some pupil premium pupils do not participate in residential trips and this is possibly due to financial reasons. (See internal data) Vulnerable families require financial support with after school provision	Class teachers to monitor uniform requests Office staff to keep record of spend and inform Inclusion Manager of requests for support with uniform Head teacher to inform parents of pupil premium pupils of funding and how it can be used to support residential trips	Mrs Mowbray (Uniform shop manager)	April 2018
Attendance and punctuality of pupil premium pupils improves	Attendance Lead to liaise with pupils, discuss issues around school attendance and emotional well being	Research suggests links with attendance and emotional well being	Monitor attendance data of all pupils through attendance and punctuality policy procedures	Inclusion Manager Justine Wellington	April 2018
Pupils complete and hand in their homework on time	Homework club to be run every lunchtime to support pupils who require assistance with homework or access to IT Parent workshops on how to support your child	A number of pupil premium pupils do not complete homework. Inclusion manager currently runs homework club but is not able to do every day due to other commitments	Inclusion Manager to monitor register of attendance and liaise with teachers to measure impact	Mr Kenny, Miss O'Connor, Mr Lascelles	April 2018
Pupils have an improved knowledge of potential careers and begin to develop their aspirations for the future	Summer term programme of speakers from varying professions to visit years 3 – 6	Work on pupil passports and PSHCE discussions suggest that pupils would benefit from a developed general knowledge and an increased knowledge of potential careers	Potential High Attainers Lead to review pupil profiles with regard to the aspirations and career hopes expressed by pupils Staff Meeting to highlight needs, encourage staff to make extended provision for more able learners	Justine Wellington	July 2018
<b>Total budgeted cost</b>					£20,000

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>See data published on website for 2016/7</b>

November 2017

