

# St James' Pupil Premium Strategy Statement (Primary)

## School overview

Metric	Data
School name	St James' CE Aided Primary School
Pupils in school	630
Proportion of disadvantaged pupils	6.5% (41 pupils 01 October)
Pupil premium allocation this academic year	£43,041
Academic year or years covered by statement	2021-2022
Publish date	01 October 2021
Review date	01 October 2022
Statement authorised by	John Tutt
Pupil premium lead	Penny Wardell
Governor lead	Jess Austen, Nicola Santaana

## Disadvantaged pupil progress scores for last published data set (2018)

Measure	Score
Reading	3.2
Writing	-1.0
Maths	-0.4

## Disadvantaged pupil performance overview for last academic year (2018)

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	40%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all disadvantaged pupils receive equality of opportunity through the school's Pupil Premium Promise
Priority 2	Deliver evidence-based support to develop pupil emotional wellbeing and resilience.
Priority 3	Implement a robust catch up plan for all vulnerable groups and those with wide achievement gaps

	(WAGs) to identify and address lost learning from the last two academic years, in particular maths and writing so that WAGs are closed by Summer 2022.
Barriers to learning these priorities address	Deliver evidence-based targeted interventions in support of learning gaps including speech and language, phonics and spelling.
Projected spending	£45,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores from starting points in KS1 Reading -0.4 or above	July 22
Progress in Writing	Achieve national average progress scores in KS2 Writing -0.4 or above	July 22
Phonics	Achieve national average expected standard in phonics screening standard 82% by the end of Year 1 and 100% by the end of Year 2 or 3 (unless child has SEN such as a SpLD)	June 22
Progress in Maths	Achieve national average progress scores in KS2 Maths -0.4 or above	July 22
Other	Improve attendance of disadvantaged pupils to National average (95%) and engagement in home learning (during any COVID isolation) to 90%	July 22

### Targeted academic support for current academic year:

- **Deliver evidence-based support to develop pupil emotional wellbeing and resilience.**
- **Deliver evidence-based targeted interventions in support of learning gaps including speech and language, phonics and spelling.**

Activity	Success criteria
Access to 'catch up' groups for Writing and Maths if falling behind age related expectations.	Gap for PP outcomes close by 10% minimum Progress of PP aligns with average -0.4 upwards (from starting points non-SEND)
To provide small group work for children in Year R with speech and language needs using Language Link, Speech Link and Talk Boost	Increase in proportion of PP achieving GLD
Additional phonics sessions for the children in Year 1, Year 2 and Year 3.	Phonics outcomes align with national 82% Year 1 and 95% end of Year 2
A Fegans counsellor one day a week working one to one with children who need emotional support to improve their wellbeing.	Achievement targets are met
A teacher within the school delivering Therapeutic Play two afternoons a week supporting children's wellbeing.	Achievement targets are met
Additional Forest School sessions one day a week to support vulnerable children.	Achievement targets are met
Accelerated Reader Programme, which has been demonstrated to engage reluctant readers, encourage regular reading at home and have a positive impact on outcomes in Reading. Regular opportunities for Reading 1:1 with an adult in EYFS and KS1.	Progress in reading aligns with national averages -0.4 upwards
Barriers to learning these priorities address	Ensuring enough time is given over to allow for staff professional development and training Impact of Covid isolation periods on staffing Ensuring enough time for school PP lead to monitor and support small groups as well as monitor the impact  SEND cross over for a minority of pupils

Projected spending	£30,000
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**Wider strategies for current academic year: Ensure all disadvantaged pupils receive equality of opportunity through the school's Pupil Premium Promise**

Activity	Success criteria
Financial support to ensure Pupil Premium children can take advantage of either after school sports clubs or in school music lessons	Increase the number of Pupil Premium children having access to wider curriculum clubs.
Financial support to ensure all children can attend school trips, including the Year 6 residential school journey.	All children able to attend all school trips.
To provide items of school uniform including PE kit each year.	All children have a full school uniform and PE kit.
Family Liaison Officer working with families and supporting children within the school, and an attendance officer who liaises with the school's leadership team.	Attendance for disadvantaged pupils in line with all other pupils.
Barriers to learning these priorities address	Impact of Covid isolation Parental engagement
Projected spending	£15,000

**Monitoring and Implementation**

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and training  Impact of Covid isolation periods	Use of INSET days and additional cover being provided by senior leaders Accessing appropriate traded and core LA support around the recovery curriculum  Virtual learning platform
Targeted support	Ensuring enough time for school PP lead to monitor and support small groups as well as monitor the impact	Capacity within SLT to cover
Wider strategies	Engaging the families facing most challenges	Working closely with FLO and outreach programmes

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Formal assessments did not take place last year. Progress in Reading on track but progress with Writing has been impacted by Covid.
Progress in Mathematics	Progress in Maths less impacted by Covid.
Phonics	Formal assessments did not take place but progress with phonics has been impacted by Covid.
Other - Attendance	Attendance of Pupil Premium pupils slightly improved in the year 20/21 when compared with the year 19/20.