

St James Pupil premium strategy statement (Primary)



School overview

Metric	Data
School name	St James Primary School
Pupils in school	631
Proportion of disadvantaged pupils	5% (31 as of November 2020)
Pupil premium allocation this academic year	£52075
Academic year or years covered by statement	2020-2022
Publish date	01 December 2020
Review date	01 November 2022
Statement authorised by	John Tutt
Pupil premium lead	Penny Wardell
Governor leads	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.
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	£52075
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores from starting points in KS2 Reading -0.4 or above	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing -0.4 or above	Sept 21
Progress in Maths	Achieve national average progress scores in KS2 Maths -0.4 or above	
Phonics	Achieve national average expected standard in phonics screening standard 82% by the end of Year 1 and 95% by the end of year 2	Sept 21
Other	Improve attendance of disadvantaged pupils to National average (95%) and engagement in home learning (during any closure or bubble step out) to 90%	Sept 21

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
Establish small group interventions for disadvantaged pupils 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	Increase in proportion of PP achieving GLD (data suppressed due to small numbers)
Early Literacy Support and additional phonics sessions for the children in Year 2.	Phonics outcomes align with national 82% Year 1 and 95% end of Year 2
A Fegans counsellor 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, supporting children's	Achievement targets are met

wellbeing. This teacher also leads some interventions.	
Additional Forest School sessions 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	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, lockdown and step out of bubbles or individuals 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	£48,075

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 music lessons, and can attend clubs,	Attendance and participation in wider curriculum matches all pupils.
Financial support to ensure all children can attend school trips, including the Year 6 residential school journey.	All eligible children attend all trips
To provide items of school uniform including PE kit each year where there is a difficulty for the parent(s) in paying.	All pupils have full PE kit and school uniform
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 is in line with all other pupils
Barriers to learning these priorities address	Impact of Covid, lockdown and step out of bubbles or individuals Parental engagement
Projected spending	£4000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development and training</p> <p>Impact of Covid, lockdown and step out of bubbles or individuals</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Accessing appropriate traded and core LA support around the recovery curriculum</p> <p>Virtual learning platform via Teams</p>
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	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.