

## St James' RC Primary School Pupil Premium Strategy 2020-2021

Summary Information					
<b>School</b>	St James' RC Primary School		<b>Academic Year</b>	2020-2021	
<b>Date of review</b>	October 2020		<b>Next review</b>	October 2021	
<b>Number on role</b>	2019-2020 (220)	<b>Number of PP eligible</b>	7 (3.1%) (2 – FSM, 5-PLAC)	Total budget	£14,140 expected (2x£1320 +5 x £2300) <b>£14,662 actual</b>
	2020-2021 (219)		6 (2.7%) (1-FSM, 5-PLAC)	Total budget	£12820 expected (1x£1320, 5X£2300)

### 1. Current attainment across school

	Pupils eligible for PP	Pupils not eligible for PP
<b>% achieving Expected Standard in reading.</b>	NA – school closure	NA
<b>% achieving Expected Standard in writing.</b>	NA - school closure	NA
<b>% achieving Expected Standard in maths.</b>	NA - school closure	NA

### Current achievement 2019-2020 KS2 – 1 pupil (SEND)

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	National
<b>% achieving Expected Standard in reading.</b>	NA school closure	NA school closure	NA school closure
<b>% achieving Expected Standard in writing.</b>	NA school closure	NA school closure	NA school closure
<b>% achieving Expected Standard in maths.</b>	NA school closure	NA school closure	NA school closure

### Current achievement 2019-2020 – KS1 – no PP pupils

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	National
<b>% achieving Expected Standard in reading.</b>			
<b>% achieving Expected Standard in writing.</b>			
<b>% achieving Expected Standard in maths.</b>			

**Current achievement 2019-2020 – Year 1 Phonics check – 1 Child (SEND)**

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	National
% passing the Year 1 phonic check in Year 1	NA – school closure	NA – school closure	NA – school closure
% passing the Phonic check in Year 2			

**Current achievement 2019- 2020 – EYFS – no PP pupils**

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	National
% achieving GLD			

**2. Review of expenditure (in some instances additional funding was acquired from other school budgets to ensure consistency of approach)**

<b>Academic year</b>	<b>2019 /2020- The school is paying further attention to the attainment and progress of PP children, some of whom are also SEND. Science attainment and Reading and Maths progress are a particular focus.</b>
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The three headings below demonstrate how pupil premium was used to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How well was this achieved</b>
Teachers have excellent subject knowledge in mathematics to ensure progress at KS2.	Teachers attend CPD courses provided by AK Mathematical solutions.	% of PP children are in lower KS2. 43% of PP children are below age-related expectations in maths	Yr. 3 and Yr. 4 teachers attended ‘Using mathematical structures to develop fluency, reasoning and creativity in Key Stage 2’ courses <b>£55</b> x 2 EYFS teacher attended ‘Developing number patterns - structuring numbers in Reception’ course <b>£55</b>
	Mathematics Subject Leader attends termly forums and general mathematics courses.		Mathematic Subject Leader attended 2/3 termly forums facilitated by AK Mathematical solutions <b>£85</b> x 2 (3rd forum cancelled due to pandemic) Mathematics Subject Leader attended ‘Evaluating the effectiveness of maths provision in the school’ course <b>£75</b>
Subject Leaders have excellent subject knowledge, up to date information, and inspire outstanding	Subject Leaders attend termly subject forums run by Warren Road Teaching Alliance	To ensure leaders have the knowledge and experience to inspire others, lead their subject and be able to monitor standards within their subject in order to deliver a broad and balanced curriculum	Subject Leaders attended 3/3 subject forums each (summer term delivered virtually during school closure) Subjects included: English, mathematics, science, humanities, MFL, RE <b>£500</b>
	English Subject Leader		Subject Leader attended ‘Greater depth reading and writing KS1 and

teaching and learning in their subject areas with a focus on Maths, Science and Reading.	attends general English courses	to the children.	KS2'. Disseminated information to staff in order to challenge the more able children in these areas. (3/7 children are assessed as being potentially exceeding in these areas so this supports teaching that challenges them appropriately. <b>£150</b> Subject Leader attended 'Reading fluency project'. 3/7 children are assessed as developing in this area. Information disseminated to staff on a new intervention with a focus on building fluency in reading. <b>£185</b>
			<b>Total cost</b> <b>£1245</b>
<b>ii. Targeted support</b>			
Accelerated progress for children with SLCN	SALT with external provider including follow up work in school.	44% of pp children have SEND relating to SLCN. Previous use of PP for SALT was highly successful. Extend to other children	SALT for half a day each week. Total number of children receiving support 3/7. <b>£897.75</b>
Additional adult support in classes including 1:1 support in class to ensure progress in reading and maths.	Support staff provide high quality intervention through in class support, differentiated learning activities and social, emotional and mental health support, same day discrete intervention, deliver intervention programs	5/7 pupil premium children are identified as SEND/AEN. Additional adults will support provisions for these children. Children with high level of need. Pupils will have a calm environment for learning. Pupils will access alternative learning experiences.	Additional adults provided fine motor intervention program, phonics interventions, maths interventions, reading interventions, social and emotional support. 1:1 support highly effective in supporting children. Children spending more time in class and completing work. <b>£10969.63</b>
Accelerated progress for children in phonics.	1:1 before school intervention 3 times a week	Before school intervention enables quieter environment promoting focus and attention, targeted focus to meet child's current attainment. Child has exposure to current phonics being taught as well as support to secure prior learning.	3 x weekly phonic session before school from November 19 - <b>£360</b>
	Purchasing of phonic based reading books	Children to take home books that can be read by application of phonics in order to build on learning and develop positive attitudes to phonics and reading.	New books based on phonics purchased to support ORT scheme currently used. <b>£142.50</b>

Children access resources to support or enrich learning experiences.	Allocated budget per child	Teachers are able to purchase resources specific to the learning needs of the disadvantaged children in the class appropriate to their needs	Resources purchased include: uniflex tens frames, phonic flash cards, ABC cookie shapes, foam fraction bars, <b>£239.12</b>
	Weekly cooking enrichment time	Child with SEND needs is unable to access some subjects. Alternative activity allows for positive experiences which calm and enrich, and support development of life skills.	Cooking ingredients to the value of <b>£100</b>
Accurate identification of learning needs to enable better targeted support and approaches to learning.	Educational Psychologist assessment of individual child	Despite continued intervention child still having difficulties accessing curriculum. Assessment to support identification of needs more clearly and strategies for supporting.	Assessment carried out and needs identified. Further assessment advised <b>£540</b>
			<b>Total cost</b> <b>£13,249</b>
<b>iii. Other approaches</b>			
Smooth transition to secondary school	Transition resources, work, activity to support children moving on. Transition visits	Anxiety surrounding transition to secondary school has potential to hinder the progress and attainment in Yr. 6. In school transitions have required additional support in previous years.	Transition visits unable to take place due to school closures.
Children have access to school clubs.	Funding of places in extra-curricular clubs. Funding of transport service.	Enabling children to share in the experiences of their peers. Enabling children to develop an interest or pursue a talent. Easing of access to extra-curricular activity. Children can be encouraged to participate in clubs to support development of self-confidence.	Drama club for two children for two terms (including virtual sessions during school closure) One scholarship place to another child. <b>£168</b>
Children to have access to school trips.	Funding support for school trips and residentials	Enabling children to share in experiences with their peers.	Not required
			<b>Total cost</b> <b>£168</b>
			<b>Overall total</b> <b>£14,662</b>

The Pupil Premium Strategy for 2020-2021 was written by the Headteacher, SENCO and Pupil Premium Governor with input from PP children and their families as well as the wider staff community. The strategy has been structured around what the school sees as the key reasons that pupils from disadvantaged homes achieve less well than other pupils in the school.

The school has identified the key barriers to the achievement of the disadvantaged pupils currently on roll, recognising that these are generalisations and do not apply to every family.

At St James', the school has identified the main barriers to learning as:-

1. Emotional needs in individuals – self confidence, anxiety, forming relationships,
2. Extended learning opportunities – access to clubs, school visits, curriculum days, school visitors.
3. SEND in individuals –SP & L, SEMH, ADD
4. Acquisition and application of phonics in individuals
5. Cognition and processing abilities in individuals.

### 3. Planned expenditure (in some instances additional funding was acquired from other school budgets to ensure consistency of approach)

Academic year	2020-2021				
The three headings below demonstrate how pupil premium will be used to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success criteria What and when?	Who is responsible?	Expected cost
Subject Leaders have excellent subject knowledge, up to date information, and inspire outstanding teaching and learning in their subject areas.  Teachers are involved in continuous CPD opportunities in order to provide engaging, inspiring learning opportunities for pupils	Subject Leaders attend termly subject forums run by Warren Road Teaching Alliance	To ensure leaders have the knowledge and experience to inspire others, lead their subject and be able to monitor standards within their subject in order to deliver a broad and balanced curriculum to the children.	Termly forums attended	MW/AG Subject Leaders	£500
	Mathematics Subject Leader attends termly forums and generalised mathematics courses provided by AK mathematical solutions		Termly forum attended. Subject Leader identifies other appropriate leadership courses or signposts teachers.	MW/ JR	£255
	Subject Leaders attend other training opportunities for their subject or sign post teachers to appropriate CPD		Subject Leader identifies other appropriate leadership courses or signposts teachers.	Subject Leaders	Up to £1000
Teachers have better understanding of how cognition and processing difficulties can affect learning	Training relating to understanding cognitive development. Training relating to understanding different processing needs/areas and how best to support these. Training in mind mapping as an alternative recording/planning format	3/6 children have difficulties with processing information in various forms as identified by professionals. Reports recommend alternative recording formats.	Sourcing of training opportunities by leaders. Staff training and dissemination	MW JR	Up to £250

					Total cost
<b>ii. Targeted support</b>					
Accelerated progress for children with SLCN	SALT with external provider including follow up work in school.	33% of PP children have SEND relating to SLCN. Previous use of PP for SALT was highly successful.	Children receive 1:1 therapy sessions. Children receive follow up sessions with school adult.	JR	£598.50
Children access resources to support or enrich learning experiences	Allocated budget	Teachers are able to purchase resources specific to the learning needs of the disadvantaged children in the class appropriate to their needs	Teachers made aware of budget available to request resources for individuals.	JR	£300
Accelerated progress in mathematics with particular focus on fluency	Purchase Third Space learning licence in order to access Fluent in Five and Rapid Reasoning resources	Fluent in Five has been on trial in school. High impact has been seen in the development of children's fluency across KS2. Extend materials to KS1 to develop whole school approach. Materials also used for intervention/ small group sessions as easy to deliver by teacher or support staff and short enough for children not to lose concentration within session.	Licence ordered – October KS1 implementing Fluent in Five from October half term into daily lessons. Whole school to extend use of Fluent in Five to whole year. Rapid reasoning introduced twice weekly across school from January	JR Class teachers	£390
	Purchase White Rose maths subscription to trial resources with a mind to adopting full scheme 2021.	Individual teachers have begun using White Rose scheme to supplement mathematics teaching and learning. Expand to whole school access. White Rose materials support mastery approach.	Subscription purchased Teachers incorporate resources into planning autumn 2 onwards. Evaluate scheme by Spring 2.	JR Class teachers	£99
Children develop positive relationships with peers through structured play opportunities at lunch time	Play leader training for MDS staff by Progressive Sports Progressive sports providing twice weekly lunchtime activities for children for autumn 2	Children have expressed difficulties in developing relationships. Children have lower self-esteem than their peers. Children often see themselves as less capable than their peers. Focused sport activity can foster mutual relationships with peers, raise self-confidence, allow children to excel in different areas.	Play leader training session arranged for MDS. Progressive Sports running twice weekly activity at lunch to support children in different age phases.	CC/SC MW	£30 per hour
Additional adult support in classes including 1:1 support	Support staff provide high quality intervention through in class support,	3/6 pupil premium children are identified as SEND/AEN. Additional adults will support provisions for these	LMT to distribute support staff effectively – Sept. Class teachers to plan	LMT Class teachers	

in class	differentiated learning activities and social, emotional and mental health support, same day, discrete intervention, deliver intervention programs	children. Children with high level of need. Pupils will access alternative learning experiences.	effectively for use of support staff – ongoing.		
<b>Total cost</b>					
<b>iii. Other approaches</b>					
Children to have access to school trips	Funding support for school trips and residential (25% of total cost)	Enabling children to share in experiences with their peers.	Wild Child trip - £199-25% = £149.25. Separate trip letter to parents/careers of PP children to offer 25% discounted price.	MW MJ/LH Class teachers	£149.25Wild Child
Children have access to school clubs	Funding of places in extra-curricular clubs.	Enabling children to share in the experiences of their peers. Enabling children to develop an interest or pursue a talent. Easing of access to extra-curricular activity. Children can be encouraged to participate in clubs to support development of self-confidence.	When clubs reintroduced children offered places in one weekly club, – drama club,	JR/ CC	Cost per child per club
<b>Total cost</b>					
<b>Overall total</b>					