



# Pupil Premium Strategy Statement: St James' CE Primary School



Summary Information			
Academic Year	2018/19	Total Pupil Premium budget	£118,000
Total number of pupils	185	Number of pupils eligible for PP	59
Current Attainment for 2017/18			
Year 6	Pupils eligible for PP (school)	Pupils not eligible for PP (National)	
% achieving scaled score of 100+ in Reading	36%	84%	
% achieving scaled score of 100+ in Writing	36%	95%	
% achieving scaled score of 100+ in Mathematics	45%	95%	
% achieving scaled score of 100+ in Reading, Writing and Mathematics			
Year 2			
% achieving ARE in Reading	57%	75%	
% achieving ARE in Writing	57%	63%	
% achieving ARE in Mathematics	64%	81%	
Year 1			
% achieving Phonics standard		81%	
Reception			
% achieving GLD	57%	TBC	
% achieving ELG in Mathematics (number)	TBC	TBC	
% achieving ELG in Reading	TBC	TBC	
% achieving ELG in Writing	TBC	TBC	
% achieving ELG in CLLD	TBC	TBC	
Current Progress			
Year 6	Pupils eligible for PP (school)	All pupils (National)	
Progress in Reading	-6.2		
Progress in writing	-3.4		



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Progress in Mathematics	-3	
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<b>Barriers for future learning</b>
In year 6 there were 10 children entitled to pupil premium of which 7 also identified as needing SEN support
<b>In-school barriers</b> (issues to be addressed in school)
Oral language skills on entry are lower than children nationally. This slows down progress in reading and writing in future years which also has an impact on other learning.
Children eligible to pupil premium are not achieving at greater depth in some subjects and in some year groups
Some children's life experiences are limited to local area. This reduces their ability to develop a wide and broad vocabulary, basic skills and participate in wider opportunities that give them aspirations for later life and a positive attitude to lifelong learning.
<b>External barriers</b> (issues also require outside action such as low attendance)
Attendance and punctuality of pupil premium children are lower than that of all pupils across the school. This reduces their learning time and causes them to fall behind.

Outcomes		
Desired Outcome	How it will be measured	Success criteria
Improved oral skills for all pupil premium children in reception class.	Number of pupils who are not SEN achieving ELG in CLLD by the end of reception	Pupils eligible for PP make rapid progress by the end of Reception class so they achieve Age related expectations
Improvement of reading skills and attainment of all pupil premium children in all year groups.	Number of pupils who are not SEN eligible for PP achieving ARE by end of each academic year	Pupils eligible for PP attaining ARE is at least in-line with National average based on end of year assessments at end of year 2 and year 6
Broaden experiences of pupils and develop basic lifelong skills and positive attitudes to learning.	Attainment of ARE in all areas of the curriculum by the end of each academic year.	Children will be more engaged with learning and have more experiences to make links to when reading and writing. Improved basic skills.
All children have access to quality first teaching and personalised intervention.	Regular monitoring and evaluation by SLT. Attainment of pupils.	All teaching will be judged good or better over a period of time.
More children in receipt of pupil premium achieving at greater depth across all year groups and all areas of the curriculum	Ongoing assessments against ARE.	More children achieving at greater depth across the curriculum
High focus on CLLD development and creating a	Improved standards in speaking & listening and	Improved skills in S & L which impact on



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language rich environment	CLLD.	attainment across the curriculum.
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Planned Expenditure					
Academic Year	2018/19				
Quality of Teaching & Learning					
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review your implemented action?
All pupils have access to quality first teaching with a focus on Reading and vocabulary development	All staff have quality CPD focused on providing good or better teaching for all pupils in Reading.	Quality first teaching gives children the best chances to achieve.	Staff meeting time allocated to developing Reading across all year groups	T Briers	termly
School library to be open for pupils and parents at least twice a week	Level 3 LSAs to be available	Pupils and parents have access to quality texts to read at home	Weekly time table	T Briers	termly
Raise standards in Reading	Highly experienced Intervention teacher to focus of targeted groups in upper KS2	Teachers identify gaps in learning due to change of curriculum expectations from 2014.	Audit and monitored by SLT	A Conant	Summer 2019
Increase amount of books in school at an appropriate level for each year group	Use of Pie Corbett Reading spine to purchase quality texts	Raised level of expectation of text	SLT to lead	SLT	Termly
Readwise program	Purchase and deliver Readwise program weekly	Trial of program shows an impact on decoding skills over a short period	Monitor data half termly	T Briers	Review data half termly
<b>Total budget cost</b>					<b>£50,000</b>
<b>Targeted support</b>					



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Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review your implemented action?
Raised standards in Reading across all year groups.	Programs focused on reading strategies for targeted pupils	Data from NFER and statutory tests.	Regular monitoring and evaluation each half term.	T Briers	Half termly with SLT
Improve CLLD achievement in early years and Key stage 1	Focused intervention around language for children in early years and year 1. Improved experiences outside of school to develop knowledge of the community and world. Improved outdoor provision in Foundation Stage to develop S&L skills.	On entry data to Reception class. Speech links assessment data. Early intervention to develop language skills has a positive impact for children's future education.	Regular monitoring and evaluation.	J Holmes	Half termly with SLT
<b>Total budget cost</b>					<b>£38,000</b>
<b>Other approaches</b>					
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review your implemented action?
Improved attendance and punctuality for all pupils	Focused tracking by attendance officer and EWO weekly	Tracking of attendance and punctuality and lost learning time.	Half termly monitoring by SLT and governors	N Dawber	SLT monitor half termly.
Children's life experiences expanded	Further extend curriculum to broaden life experiences of pupils.	To develop attitudes for learning	Regular monitoring and review by SLT and through pupil voice.	SLT	SLT monitoring termly
Increased well-being	Sports lead teacher to	Healthier ,happier and	Regular monitoring	PE Lead	PE lead to review



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and physical activities and variety of sporting experiences for all pupils with a focus on well-being, physical participation and competition.	develop wider range of activities and broaden participation base.	more active children have a positive approach to learning and attendance is increased.	and review by SLT and through pupil voice and parent voice		termly
Increase aspirations for children to attend further education and celebrate achievement	Work with St Helens Chamber on enterprise scheme in year 4,5 & 6	Raise children's aspirations and promote wide life experiences	Timetable of events over the year	J Holmes	Monitor in SLT
Develop team work and social skills through outdoor learning experiences	Continue to work with Active Hope at KS2 to develop basic skills which will support children in later life	Develop wider life skills to support children in wider life experiences	Timetable of events over the year	J Holmes	Monitor termly
				<b>Total budget cost</b>	<b>£30,000</b>