



Pupil premium strategy statement

St James' CE Primary School

School overview

Metric	Data
School name	ST James CE Primary School
Pupils in school	157
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	£90,115
Catch Up Funding	£13,600
Academic year or years covered by statement	2019-22
Publish date	September 2020
Review date	September 2021
Statement authorised by	Jan Holmes
Pupil premium lead	Jan Holmes
Governor lead	Joe Heavey

Disadvantaged pupil progress scores for 2018-2019

Measure	Score
Reading	-1.5
Writing	-0.82
Maths	-0.59

Disadvantaged pupil performance overview for 2018-2019

Measure	Score
Meeting expected standard at KS2 (RWM Combined)	73%
Achieving high standard at KS2 (RWM Combined)	0%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Phonics	Proportion of year 1 pupils continues to remain above National average	July 2020

Meeting expected standard at KS1 (RWM Combined)	Proportion of pupils achieving RWM combined increases from last year.	July 2021
Achieving high standard at KS1 (RWM Combined)	Proportion of disadvantaged pupils achieving at the higher standard in all areas increases from last year	July 2021
Meeting expected standard at KS2 (RWM Combined)	Proportion of pupils achieving at ARE in RWM is at least inline with Key stage 1 data	July 2021
Achieving high standard at KS2 (RWM Combined)	Proportion of pupils achieving at the higher standard in RWM is higher than last year and closer to the Key stage 1 data	July 2021
Progress in Reading KS2	Progress measures continue to increase on key stage 1 data	July 2021
Progress in Writing KS2	Progress measures continue to increase on key stage 1 data	July 2021
Progress in Mathematics KS2	Progress measures continue to increase on key stage 1 data	July 2021
Other	Continue to improve attendance and have less PA children so that it is closer to the National Average	July 2021

Teaching priorities for current academic year

Measure	Activity
To improve outcomes for pupils in all areas and increase progress measures from initial starting points	FOCUS ON QUALITY FIRST TEACHING Embed the use of accelerated reader and MyOn across all year groups to increase reading for pleasure and develop fluency by giving opportunities to read more, hence developing comprehension skills, vocabulary and ability to acquire knowledge.
To develop a language rich environment and broaden pupils' vocabulary	To ensure the provision in Foundation Stage is high quality and language rich and has a focus on spoken, written and read language to enable pupils to develop high language acquisition.

To broaden the vocabulary of pupils across school.	Whole school training through outside CPD and staff meetings
To improve outcomes in reading	Embed the use of accelerated reader and MyOn across all year groups to increase reading for pleasure and develop fluency by giving opportunities to read more, hence developing comprehension skills, vocabulary and ability to acquire knowledge. Invest in more quality books for children to access.
Barriers to learning these priorities address	Lack of resources within the home environment and low level exposure to rich language and vocabulary at all ages.
Projected spending	£20,000

Targeted academic support for current academic year

Measure	Activity
Accelerate the progress of pupils in reading to enable them to access a wider curriculum	Employ 2 additional teachers to enable small group and one to one targeted work identified using ongoing assessment data. Employ an additional LSA 3 using catch up funding.
Ensure enough time is allocated to allow staff professional development.	Use of two additional teachers to enable the teaching of core subjects and key skills linked to gaps identified from assessments.
Barriers to learning these priorities address	Low starting points in English and Mathematics skills. Slower progress due to reduced adult engagement. Lost learning during school closure due to lack of engagement.
Projected spending	£73,000

Wider strategies for current academic year

Measure	Activity
Provide pastoral support and focused attendance officer in school.	Improve attendance and reduce PA children to ensure they are in school and feel safe to enable them to learn.
Supporting individual families to overcome learning barriers.	Pastoral support and development of reporting system
Barriers to learning these priorities address	Engaging vulnerable families and low attendance for some children with challenging home backgrounds.
Projected spending	£10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure enough time is allocated to allow staff professional development.</p> <p>Ensuring the successful implementation of a consistent approach to the teaching of English and Reading across the school.</p> <p>Ensuring enough time is allocated to developing the AR system within curriculum time.</p>	<p>Use of staff meeting time and cover provided by senior leaders.</p> <p>Continuous and regular monitoring taking place and actions fed back to staff.</p> <p>Regular slot allocated on class timetables.</p>
Targeted support	<p>Ensuring that the curriculum is not narrowed for children needing interventions.</p> <p>Ensuring two additional teachers are utilised for targeted interventions and not on other activities.</p>	<p>Senior leaders to set up clear system to monitor and evaluate provision for children receiving intervention and timetable to prevent gaps in other areas arising.</p>
Wider strategies	<p>Engaging hard to reach families</p>	<p>Monitoring of engagement through technology and supporting with online learning.</p>

Review: last year's aims and outcomes 2019-2020

Staff provided regular support for all pupils during lock down and school closure. Very few vulnerable families took up the offer of places at school during this time. Engagement with staff through phone calls increased over the period of lockdown. Whilst a number of families struggled with using technology many accessed paper based learning activities provided by the school.

The proportion of Disadvantaged pupils engaging with the blended learning available was of a similar proportion to that of children from non-disadvantaged backgrounds.