



Pupil Premium Strategy Statement: St James' CE Primary School



Summary Information			
Academic Year	2016/17	Total Pupil Premium budget	£133,000
Total number of pupils	198	Number of pupils eligible for PP	106
Current Attainment for 2016/17			
Year 6	Pupils eligible for PP (school)	Pupils not eligible for PP (National)	Difference
% achieving scaled score of 100+ in Reading	67%	71%	-4%
% achieving scaled score of 100+ in Writing	88%	79%	+9%
% achieving scaled score of 100+ in Mathematics	83%	75%	+8%
% achieving scaled score of 100+ in Reading, Writing and Mathematics	67%	60%	+7%
Year 2			
% achieving ARE in Reading	58%	78%	-20%
% achieving ARE in Writing	58%	70%	-12%
% achieving ARE in Mathematics	42%	77%	-35%
Year 1			
% achieving Phonics standard	73%	93%	-20%
Reception			
% achieving GLD	82%	TBC	
% achieving ELG in Mathematics (number)	82%	TBC	
% achieving ELG in Reading	82%	TBC	
% achieving ELG in Writing	82%	TBC	
% achieving ELG in CLLD	91%	TBC	
Current Progress			
Year 6	Pupils eligible for PP (school)	All pupils (National)	
Progress in Reading	-1.23		
Progress in writing	+3.2		



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Progress in Mathematics	+0.29	
Year 2		
Progress in Reading	58%	74%
Progress in writing	58%	65
Progress in Mathematics	42%	

Barriers for future learning
In-school barriers (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.
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 basic skills and participate in wider opportunities that give them aspirations for later life and a positive attitude to lifelong learning.
External barriers (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 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 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	Regular monitoring and evaluation by SLT.	All teaching will be judged good or better over a



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and personalised intervention.	Attainment of pupils.	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
Improve the outdoor area for children in reception and across the school too enable them to take part in language developing activities.	Improved standards in speaking & listening and CLLD.	Outside provision in Reception will be improved with enhancements linked to language development. Woodland area developed and speaking and listening activities taking place.

Planned Expenditure					
Academic Year	2016/17				
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	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. Targeted guided reading linked to the specific needs of the child has an immediate impact and prevents children falling behind further.	Outside consultant to deliver.	A Gomes	Spring 2017
All pupils have access to find and fix strategy from trained LSA and targeted intervention where required.	Audit and restructure LSA provision based on findings to ensure LSAs have an impact on standards in each class and across the curriculum	Immediate feedback from trained staff has increased impact	Audit of LSA with focus of impact on learning	J Holmes	Spring 2017



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Raise standards in English and Mathematics	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	E Jones	Summer 2017
Total budget cost					£27,000
Targeted support					
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 Raise online and internal tracking systems.	Regular monitoring and evaluation each half term.	A Gomes (English leader)	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.	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
Total budget cost					£73,000
Other approaches					
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	Focused tracking by attendance officer and	Tracking of attendance and punctuality and	Half termly monitoring by SLT and	J Holmes	SLT monitor half termly.



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pupils	EWO weekly	lost learning time.	governors		
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
Improved physical activities and variety of sporting experiences for all pupils with a focus on participation and competition.	Sports coach and Sports lead teacher to develop wider range of activities and broaden participation base.	Healthier , more active children have a more positive approach to learning and attendance is increased.	Regular monitoring and review by SLT and through pupil voice and parent voice	PE Lead	PE lead to review termly
Increase aspirations for children to attend further education and celebrate achievement	Development of St James' University for after school clubs and extra activities linked to wider school curriculum	Celebration of achievements inspire children to develop a love of lifelong learning.	Regular monitoring and review by SLT and through pupil voice and parent voice	JH	Spring 1 and Summer 2
				Total budget cost	£33,000