



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



Summary Information			
Academic Year	2017/18	Total Pupil Premium budget	£122,000
Total number of pupils	199	Number of pupils eligible for PP	88
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	56%	71%	-15%
% achieving scaled score of 100+ in Writing	61%	70%	-9%
% achieving scaled score of 100+ in Mathematics	67%	75%	-8%
% achieving scaled score of 100+ in Reading, Writing and Mathematics	50%	61%	-11%
Year 2			
% achieving ARE in Reading	64%	76%	-12%
% achieving ARE in Writing	50%	68%	-18%
% achieving ARE in Mathematics	57%	75%	-18%
Year 1			
% achieving Phonics standard	64%	81%	-17%
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	-1.63		
Progress in writing	+2.75		



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Progress in Mathematics	+0.83	
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<b>Barriers for future learning</b>
<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.
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.
<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 language rich environment	Improved standards in speaking & listening and CLLD.	Improved skills in S & L which impact on attainment across the curriculum.



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Planned Expenditure					
Academic Year	2017/18				
<b>Quality of Teaching &amp; Learning</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?
All pupils have access to quality first teaching with a focus on Mathematics	All staff have quality CPD focused on providing good or better teaching for all pupils in Mathematics.	Quality first teaching gives children the best chances to achieve. Maths mastery approach develops reasoning skills.	Staff to attend Maths mastery training with outside consultant supporting across the school.	E Jones	Spring 2018
All pupils have access to find and fix strategy from trained level 3LSA and targeted intervention where required.	Level 3 LSAs focused on personalised intervention	Immediate feedback from trained staff has increased impact	Audit of LSA with focus of impact on learning	J Holmes	Spring 2017
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 2018
<b>Total budget cost</b>					<b>£40,000</b>
<b>Targeted support</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?
Raised standards in Mathematics 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 ( Maths leader)	Half termly with SLT



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Improve CLLD achievement in early years and Key stage 1	<p>Focused intervention around language for children in early years and year 1.</p> <p>Improved experiences outside of school to develop knowledge of the community and world.</p> <p>Improved outdoor provision in Foundation Stage to develop S&amp;L skills.</p>	<p>On entry data to Reception class.</p> <p>Speech links assessment data.</p> <p>Early intervention to develop language skills has a positive impact for children's future education.</p>	Regular monitoring and evaluation.	J Holmes	Half termly with SLT
<b>Total budget cost</b>					<b>£49,000</b>
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review your implemented action?</b>
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	J Holmes	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 and physical activities and variety of sporting experiences for all pupils with a focus on well-being, physical participation and	Sports lead teacher to develop wider range of activities and broaden participation base.	Healthier ,happier and more active children have a 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



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<b>competition.</b>					
Increase aspirations for children to attend further education and celebrate achievement	Continue to develop St James' University for after school clubs and extra activities linked to wider school curriculum Upper KS2 complete projects with St Helens chamber. All KS2 children to participate in Active Hope activities.	Celebration of achievements inspire children to develop a love of lifelong learning. Work with community project develops a sense of belonging.	Regular monitoring and review by SLT and through pupil voice and parent voice	JH	Spring 1 and Summer 2
<b>Total budget cost</b>					<b>£33,000</b>