

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St. James Infant School				
Academic Year	2019/20	Total PP budget	£27,380	Due to be reviewed	Feb 2020
Total number of pupils	140	Number of pupils eligible for PP	14		

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Cohort (our school)</i>
% of Y2 achieving expected level or above in reading	70% (10 pupils)	74% (51 pupils)
% of Y2 achieving expected level or above in writing	60%	65%
% of Y2 achieving expected level or above in maths	50%	73%
% of Y2 achieving expected level in Reading, Writing and Maths combined	50%	63%
% of Y1 passing Phonics screening	90% (6 pupils)	84% (55 pupils)
(% of Y2 passing Phonics screening	90%	94%
% of EYFS achieving GLD	66% (3 pupils)	73%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	A significant number of our PP pupils (20%) have recorded safeguarding issues and have SEMH needs which are having a detrimental effect on their academic progress.
B.	Oral language skills in EYFS are lower (33%) at baseline for pupils eligible for PP than for other pupils (62%) which slows reading progress in subsequent years.
C.	EOKS data shows that there is a significant gap (23%) between attainment in Maths for our PP children and the cohort.
D.	EOKS data shows that there is a gap (5%) between attainment in Writing for our PP children and the cohort.

External barriers (*issues which also require action outside school, such as low attendance rates*)

	SLCN Wellbeing of pupils and parents	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve well being and self esteem of children eligible for PP	Internal trackers show that pupils eligible for PP have improved well being
B.	Improve oral language skills for PP children in EYFS	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that they all meet age related expectations.
C.	Improve the engagement of children by ensuring that activity responds to their needs through the introduction of a whole-school 'big question' curriculum.	Pupils eligible for PP are engaged and motivated by the new curriculum.
D.	Improve maths attainment for PP children in school.	Pupils eligible for PP make good progress so that more reach the Expected standard in maths at the end of KS1.
E.	Improve writing attainment for PP children in school.	Pupils eligible for PP make good progress so that more reach the Expected standard in writing at the end of KS1.

5. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Interim Review: Feb 2020
Improve well being and self esteem of children eligible for PP	Weekly Kaleidoscope sessions for all EYFS children and those targeted in Y1 and Y2	Feedback from previous years has shown this to be an effective way to help children manage their feelings	Training Learning Walks Termly SDM Observations	HR	£9,528
Improve oral language skills for PP children	Member of staff trained in 'Talking Success' now based in EYFS	Staff have a better understanding of factors affecting speech and language development and how to plan effective interventions to support children with SLCD.	Learning Walk Book scrutinises	JH CC	

<p>Improve reading/phonic skills of children eligible for PP</p>	<p>New English lead to attend InMat training</p> <p>Oxford Reading Buddy online books to be provided for all children</p> <p>Rewards to be given for regular use of Reading Buddy</p> <p>TA employed to deliver Read, Write, Ink intervention</p> <p>'20 book challenge' continued and rewarded</p>	<p>Teachers will have a better understanding of how to develop childrens' problem solving and reasoning skills</p> <p>Children more likely to engage with online reading</p> <p>Rewards will encourage use.</p> <p>Read, Write, Ink is a recommended intervention for children struggling with Phonics</p> <p>Rewards will encourage more reading at home</p>	<p>Learning walk</p> <p>Records of frequency accessed</p> <p>Record of rewards</p> <p>Learning Walk</p> <p>Record of rewards</p>	<p>LS</p> <p>JC</p>	<p>£407</p> <p>£11,320</p> <p>300.00</p>
<p>Improve maths attainment for PP children in school.</p>	<p>New Maths lead to attend InMat Maths training</p> <p>Use of White Rose hub</p> <p>Access provided for parents to access online maths activities</p>	<p>Research shows this method to be effective</p>	<p>SDM</p> <p>Lesson study</p>	<p>SH</p>	<p>£400</p>
<p>Improve attainment in Writing for children eligible for PP.</p>	<p>Participate in Writing training provided by the InMat (Kate Coleman in Y2)</p> <p>LS to attend and then cascade 'Talk for writing' training</p>	<p>Extended writing focus training to promote writing skills</p> <p>Use of talk will improve writing standards</p>	<p>Ongoing writing training for Literacy lead</p> <p>Learning walks</p> <p>Lesson study</p> <p>Work trawls</p>	<p>LS</p> <p>LS</p>	<p>£100</p>

Total budgeted cost	£22,055
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Interim Review: Feb 2020
Improve well being and self esteem of children eligible for PP	All staff to be trained in Emotion Coaching Additional weekly Kaleidoscope session for those children with SEMH needs	An improved awareness will help staff to better support children Our data shows that children regularly accessing Kaleidoscope sessions have fewer behavioural issues.	Learning Walk Observations	GG/CC HR	£250.00
Improve oral language skills for PP children in EYFS	S&L intervention provided twice weekly by experienced TA New Senco to attend Talking Success training	Interventions suggested by the S&L therapist during Talking Success training. Ability to deliver Interventions	Termly assessments	EC CC	£200

Improve reading/phonics skills of children eligible for PP in Y1	Literacy intervention provided twice weekly by experienced TA Read, Write, Ink Phonics intervention for low attaining PP pupils Twice weekly 1:1 reading session for low attaining PP pupils	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	Termly assessments	CC	
Improve challenge for the more able PP children in school	Twice weekly additional guided reading sessions for MA readers eligible for PP	Small group interventions with qualified staff have been shown to be effective in the EEF Toolkit	Extra teaching time paid for from PP budget	CC	
Improve maths attainment for those children eligible for PP	Additional maths sessions with intervention TA	Small group interventions with qualified staff have been shown to be effective in the EEF Toolkit	Extra teaching time paid for from PP budget	SH/GG	
Improve writing attainment for those children eligible for PP	Additional writing sessions with intervention TA	Small group interventions with qualified staff have been shown to be effective in the EEF Toolkit	Extra teaching time paid for from PP budget	LS	
Total budgeted cost					£450

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Interim Review: Feb 2020
Improve well being and self esteem of children eligible for PP	1 Full time support worker and 1 part time Support Worker employed to liaise with parents and ensure Early Help is given where needed for families New sweatshirt and bookbag provided for all PP children	Family stability is vital to the wellbeing of the children and behavioural issues are often the result of poor wellbeing	Highly qualified, experienced staff employed	SOS	£1,500 £144
Improve oral language skills for PP children	Curriculum enhancing visits paid for pupils eligible for PP	PP pupils would otherwise be unable to participate in visits	Visit evaluations completed	SC	£300.00
Improve the engagement of children by ensuring that activity responds to their needs through the introduction of a whole-school 'big question' curriculum.	Weekly PE Afterschool club paid for PP pupils Professional artist to work in school 1 day per fortnight	PP pupils would otherwise be unable to access these lessons PP pupils would otherwise be unable to access these lessons	Observations		£1000 £2000
Total budgeted cost					£4,800 £27,449 total

Overall Review: 2019/2020

Targets	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
<ol style="list-style-type: none">1. Improve well being and self esteem of children eligible for PP2. Improve oral language skills for PP children in EYFS3. Improve engagement and motivation of children eligible for PP through introduction of new curriculum4. Improve maths attainment for those children eligible for PP5. Improve writing attainment for those children eligible for PP		