



St James CE Primary School

Pupil Premium Report

Overview of the School

(based on Pupil premium final allocations for 2016-2017-January 2017 census)

Total number of pupils on roll	250
Total number of pupils eligible for PPG	126
Amount of funding eligible per FSM pupils	£1320
Total number of Looked After Children	5
Amount of funding received per LAC pupils	£1000
Total number of Service family Pupils	0
Amount of funding received per Service family Pupil	£0
Total amount of actual funding received	£167,225

Summary of main barriers to achievement

St James CE Primary School is an average primary school with 250 pupils on role. The school serves a very diverse population. The main ethnic groups are White British (41.1%) and African (11.8%) and any other black background (11.8%). There are over 32 different languages spoken in school. The proportion of pupils who speak English as an additional language (24.2%) is above the national average (20.1% 2016). The proportion of pupils currently eligible for the pupil premium grant (55.5%) is well above national average (25.2%). A large percentage of pupils are living with in a deprived area in the UK. The vast majority of pupils enter the Early Years within the low ability range, especially for language and communication.

Previous performance of disadvantaged pupils (2016 - 2017)			
Early Years		School Data	National Data
% of children attaining a Good Level of Development	All Pupils	79%	71%
	Disadvantaged Pupils	73% (Ever 6)	
% of children attaining at least expected in reading	All Pupils	79%	77% (2016)
	Disadvantaged Pupils		
% of children attaining at least expected in writing	All Pupils	79%	73% (2016)
	Disadvantaged Pupils		
% of children attaining at least expected in number	All Pupils	79%	79% (2016)
	Disadvantaged Pupils		
% of children attaining at least expected in space, shape and measure	All Pupils	79%	82% (2016)
	Disadvantaged Pupils		

Key Stage 1		School Data	National Data
% of pupils achieving the expected standard in reading, writing and mathematics combined	All Pupils	77%	
	Disadvantaged Pupils		
% of pupils achieving a higher level of attainment in reading, writing and mathematics combined	All Pupils	10%	
	Disadvantaged Pupils		
% of pupils achieving the expected standard in reading	All Pupils	87%	76%
	Disadvantaged Pupils	82%	
% of pupils achieving a higher level of attainment in reading	All Pupils	27%	25%
	Disadvantaged Pupils	18%	
% of pupils achieving the expected standard in writing	All Pupils	77%	68%
	Disadvantaged Pupils	55%	
% of pupils achieving a higher level of attainment in writing	All Pupils	10%	16%
	Disadvantaged Pupils	0%	
% of pupils achieving the expected standard in mathematics	All Pupils	87%	75%
	Disadvantaged Pupils	73%	
% of pupils achieving a higher level of attainment in mathematics	All Pupils	17%	20%
	Disadvantaged Pupils	9%	
% of Year 1 pupils achieving the required level in Phonics	All Pupils	87%	81%
	Disadvantaged Pupils	82%	
% of KS1 pupils achieving the required level in Phonics	All Pupils	90%	
	Disadvantaged Pupils		

Key Stage 2		School Data	National Data
% of pupils achieving the expected standard in reading, writing and mathematics combined	All Pupils	73%	53% (2016)
	Disadvantaged Pupils	66.7%	
% of pupils achieving the expected standard in reading	All Pupils	77%	66% (2016)
	Disadvantaged Pupils	74%	
% of pupils achieving the expected standard in writing	All Pupils	77%	74% (2016)
	Disadvantaged Pupils	74%	
% of pupils achieving the expected standard in mathematics	All Pupils	77%	70% (2016)
	Disadvantaged Pupils	74%	
% of pupils achieving the expected standard in grammar, punctuation and spelling	All Pupils	73%	72% (2016)
	Disadvantaged Pupils	70%	
Average scaled score in reading (100 is expected standard)	All Pupils	104.8	103 (2016)
	Disadvantaged Pupils		
Average scaled score in mathematics (100 is expected standard)	All Pupils	105.2	103 (2016)
	Disadvantaged Pupils		

Objectives in spending funding:

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- To ensure that high achieving children achieve their full potential
- To target underachievement compared to potential outcomes
- To improve the attendance and punctuality of all pupils
- To ensure that learning and teaching opportunities meet the needs of all vulnerable pupils
- To ensure that additional adult support is specifically supporting vulnerable groups

Summary of fund spending and action taken

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rate was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and consideration of current research into effective provision has guided us in deciding where and how to spend our pupil premium allocation. The Pupil Premium funding that is received by school annually is used in a variety of ways in order to improve pupil attainment and help overcome barriers to learning. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all our pupils who receive Free School meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for PPG. We therefore allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately been identified as being socially disadvantaged.

Provision to be put in place 2017/2018

- To continue to employ a learning mentor to support children with particular emotional and social concerns
- To continue to employ an attendance and pastoral care manager to increase attendance levels and provide support for target families
- To provide support for parents through parent workshops, behaviour courses and pastoral care manager support for identified families
- To provide new school uniform for those families in need
- To provide an additional TA in year 6 to target higher attaining children to achieve a high level of attainment in reading, writing and mathematics at the end of Key Stage 2
- To provide a booster club for identified year 6 children to ensure they achieve age related expectations
- To provide an additional teacher in key stage 1 for 0.3 to ensure all children achieve their full potential
- To provide learning support assistants across all year groups to ensure that all children achieve their full potential. This is through the provision of quality first teaching and additional interventions, particularly in literacy and numeracy
- To ensure that all children are fully aware of their targets and next steps for learning through the Learning Review programme
- To provide a wider range of opportunities and activities for children receiving pupil premium where parents may not be able to fully fund
- ICT provision to be further enhanced throughout the school
- To subsidise a before school breakfast club to ensure children are in school on time and ready for learning
- To provide Speech and Language Therapy within the Early Years to ensure that a high percentage of pupils meet the Communication and Language strand of the Early Years curriculum
- To enrich the curriculum and prepare all children for the future
- To invest in additional sports provision for disadvantaged pupils by using outside providers

Desired Impact of Intended Spend

The impact of the intended spend will be monitored through:-

- Robust analysis of attainment and progress data within each year group
- Robust analysis of attendance and punctuality data
- Regular Pupil Progress meetings between class teachers and SLT
- Lesson observations for teachers and teaching assistants
- Analysis of additional interventions
- Pupil discussions and questionnaire
- Parental discussions and questionnaires
- Subject leader analysis of curriculum
- Book and planning scrutinies