



## St James CE Primary School Pupil Premium Strategy Statement 2020-21

School Overview	
Metric	Data
School Name	St James CE Primary School
Number of pupils in school	456
Proportion of disadvantaged pupils	48%
Pupil premium allocation this academic year	£279,760
Academic year/ years covered by statement	2020 - 2023
Publish date	November 2020
Review date	September 2021
Statement authorised by	Gill Mangnall
Pupil premium lead	Michael Connolly
Governor lead	Maureen Kennedy

Pupil Performance for last academic year (2019-20)			
Measure	Disadvantaged Pupils	Other Pupils	All pupils
KS2 Reading Progress Score	No data due to covid-19	No data due to covid-19	No data due to covid-19
KS2 Writing Progress Scores			
KS2 Maths progress Score			
Meeting expected standard at KS2 in RWM combined			
Achieving high standard at KS2 in RWM combined			

Phonics	No data due to covid-19	No data due to covid-19	No data due to covid-19
Attendance	93% - disadvantaged pupils 93.5% - all pupils		

Strategy aims for disadvantaged pupils					
Aim	Target	Target date	RAG 2020	RAG 2021	RAG 2022
Attainment in reading	To reduce the difference between disadvantaged and non-disadvantaged pupils in KS1 & KS2 reading at higher standard	July 2023			
Attainment in writing	To reduce the difference between disadvantaged and non-disadvantaged pupils in KS1 & KS2 writing at higher standard	July 2023			
Attainment in maths	To reduce the difference between disadvantaged and non-disadvantaged pupils in KS1 maths at higher standard	July 2023			
Attainment combined	To maintain the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths in KS1 & 2	July 2023			
Attainment in Early Years	To maintain the percentage of disadvantaged pupils achieving good level of development in EYFS	July 2023			
Attainment in phonics	To maintain the percentage of disadvantaged pupils achieving the phonics screening test	July 2023			

Tier 1 - Teaching priorities for current academic year	
Measure	Activity
Reading attainment	Revised KS2 Reading curriculum developed to focus on 8 active reading skills required for competent readers  Training for all teaching assistants in supporting the development of fluency in reading skills bridging the gap between phonics and comprehension

	<p>Development of benchmarking to support struggling readers to further pinpoint areas of development for children below ARE</p> <p>Training for benchmarking for TAs</p> <p>Training in vocabulary teaching for all teachers to implement within Guided Reading sessions</p> <p>Training in importance of class readers and text selection to ensure children exposed to wide variety of texts throughout time at school</p>
Maths attainment	<p>All staff to be trained in Power Maths.</p> <p>Teachers trained in MARK assessment system.</p> <p>Purchase resources for maths teaching; text books, workbooks, concrete resources.</p> <p>Update the maths and calculations policies.</p> <p>Adapt timetables to allow for catch up maths time.</p>
Remote Learning	<p>Develop remote learning policy and plan.</p> <p>Train teachers on the use of on-line learning platforms.</p> <p>Agree timetables for each year group and share these with families.</p> <p>Monitor engagement of pupils home learning and support pupils/parents where engagement is low.</p> <p>Provide devices to families that need them.</p>
Phonics attainment	<p>Ensure all staff are trained in phonics.</p> <p>Monitor phonics teaching.</p> <p>Purchase new resources for phonics teaching.</p> <p>Identify gaps in phonics knowledge and plan interventions accordingly.</p>
Speech and language	<p>All children are screened using Wellcomm screening process and children identified for further support.</p> <p>Speech and Language Therapist employed to work with vulnerable children identified through screening</p> <p>All EYFS staff to receive specialist training from Speech and Language</p> <p>Selected staff chosen to develop setting in order to provide Communication Friendly School.</p> <p>External Eklan leads to provide review and school specific development plan for 3 year development of language across the EYFS and KS1 settings</p> <p>Talk Boost Intervention for children in KS1 and KS2 who require additional language development</p> <p>Talk Boost Training for 8 members of staff across KS1 and KS2 to ensure high quality support is delivered in all phases</p> <p>Purchase of Read, Write, Perform English units to further support development of language through literacy objectives.</p>
Health and well being	<p>Agree health and well-being leaders</p> <p>Agree an action plan to promote and support the health and well-being of pupils</p>

	<p>Key staff to attend mental health first aid training.</p> <p>Produce a fortnightly newsletter for all families, signposting to agencies.</p> <p>Monitor the PSHE curriculum and develop strategies.</p> <p>Implement the Rainbow Recovery Curriculum for pupils returning in September 2020 with a strong focus on PSHE.</p>
Barriers to learning these priorities address	<p>Gaps in learning due to partial school closure in 2019/10.</p> <p>Bubble closures.</p> <p>Lack of engagement in home learning.</p> <p>Speech and language barriers due to gaps in vocabulary and/or language barriers</p>
Projected spend	£26935

### Tier 2- Targeted academic support for current academic year

Measure	Activity
Speech and language	<p>Elklan training for EYFS staff and level 3 trained Elklan teacher to review language and communication environment within early years settings.</p> <p>External Elklan leads to provide review and school specific development plan for 3 year development of language across the EYFS and KS1 settings</p> <p>In Reception and Y1 teachers and TAs trained in Nuffield Early Language Intervention for all Reception pupils and future Y1 pupils that require support.</p>
Maths attainment	<p>Purchase licences for Times tables Rock stars for KS2</p> <p>Review timetable to allow for maths interventions</p>
EYFS attainment	<p>Assess pupils on entry and throughout the year</p> <p>Deliver interventions that closely match the needs of pupils</p> <p>Review and resources the EY environment to ensure it meets the needs of the pupils</p>
Phonics attainment	<p>Target pupils for phonics interventions to ensure they reach the age-related expectations</p> <p>Ensure staff have the necessary resources to teach effective phonics lessons</p> <p>Regularly assess pupils so that gaps in learning are identified early</p>
Reading attainment	<p>Subject knowledge training for all KS2 teachers in active reading skills.</p> <p>Training in revised curriculum for all KS2 teachers</p>

	<p>Revised KS1 Reading curriculum</p> <p>Training in revised KS1 curriculum for all KS1 teachers</p> <ul style="list-style-type: none"> <li>• Purchase of fully decodable phonics books for KS1 Guided Reading Group sessions</li> <li>• Purchase of IDL - dyslexic intervention to support children with dyslexia in reading.</li> </ul>
Barriers to learning these priorities address	<p>Staff not trained in various speech and language strategies and new reading curriculum.</p> <p>Pupils with limited vocabulary and delayed language acquisition.</p> <p>Gaps in learning due to covid restrictions.</p>
Projected spend	£198,375

### Tier 3- Wider strategies for current academic year

Measure	Activity
<b>Speech and Language development</b>	Speech and language Therapist audit of school environment to identify areas to develop and further broaden vocabulary.
<b>Attendance</b>	<p>Maintain breakfast club for pupils to ensure children are eating breakfast and are a school on time</p> <p>Maintain after school clubs to provide access to a range of sports activities and competitions and to provide enrichment opportunities.</p> <p>Additional support for attendance lead to ensure school are pro-active in addressing attendance issues and supporting families.</p>
<b>Remote learning</b>	<p>Teaching Assistants to support remote learning and maintain regular contact with families.</p> <p>Provision of technology.</p> <p>Learning mentor to maintain contact and support for vulnerable pupils working at home.</p> <p>Provision of alternative learning media to those pupils that do not want to complete learning on-line.</p>
Barriers to learning these priorities address	<p>Lack of engagement in remote learning.</p> <p>Poor attendance and engagement with school.</p> <p>Lack of ICT in homes/school.</p> <p>Limited vocabulary acquisition.</p>
Projected spend	£54,450

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff are given suitable training and development opportunities.	Training planned in line with need and time given to develop.
Targeted support	Ensure that interventions and the resources needed to deliver them are available. Ensuring that the interventions are effective.	Allow time for interventions to take place. Target pupils effectively through rigorous monitoring. Monitor the delivery and impact of the interventions.
Wider strategies	Engaging with families.	Additional support to learning mentor to develop relationships with families and encourage attendance.