

St James and St John Primary School – Pupil Premium Statement and Strategy for the academic year 2017-18

(Draft to be reviewed and approved by the Governing Body's Standards, Achievement and Welfare Committee on 15.11.17)

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Section 1 - Overview

Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM (Free School Meals) and LAC (Looked after children). A premium has also been introduced for children whose parents are currently serving in the armed forces. However, these measures of financial hardship are limiting and do not take into consideration families who have no recourse to public funds or narrowly fail to qualify for FSM eligibility.

The Pupil Premium is additional to main school funding and is used at St James and St John to address any underlying inequalities.

Section 2 – Overall objectives

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standards of achievement for these pupils.
2. The school will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are promptly assessed and addressed.
3. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Our aim will be to ensure that all pupil premium children benefit from the use of additional funding during their time in the school.

Section 3 - Accountability

The headteacher and leadership team will regularly monitor, evaluate and review the strategies we have put into place for use of the Pupil Premium grant and report to the governing body's Standards, Achievement and Welfare committee on its progress and impact. The governing body will review and amend its policy on the pupil premium grant as needed.

The strategy for pupil premium grant 17-18 will be reviewed at the Standards, Achievement and Welfare Committee in the Autumn term of the 18-19 academic year.

Section 4 - Pupil premium grant allocation for the 2017-2018 academic year

Total number of pupils on roll	168 (including Nursery)
Total number of pupils eligible for pupil premium grant	30
Total number of pupils eligible for pupil premium grant in January 2016 (funding calculated)	33
Amount of pupil premium grant received per pupil	£1320
Total amount of pupil premium grant	£43,560

Section 5 - The main barriers to educational achievement faced by eligible pupils at the school

St James and St John has identified the following as barriers for some of the pupils currently in receipt of the pupil premium.

- Access to extra-curriculum activities and high quality learning experiences.
- The number of pupils who are in receipt of pupil premium and also on the SEN register for learning needs.
- Attendance at school
- Developing speaking and listening skills to aid learning.
- Specific social and emotional needs which affect their learning.
- Access to high quality texts that enable language development.

Section 6 – PPG strategy for 17-18 to include:

- **How the pupil premium allocation is to be spent to address barriers identified in section 6;**
- **the reasons for the approaches adopted to addressing the barriers;**
- **and the impact measures the school will use to assess the success of the approaches adopted.**

The governing body has agreed to the use of the pupil premium grant in the following ways over the course of the academic year 2017-18:

Area for spending and cost	Reasons for approach	Impact measures	Review (including relevant data)
To meet 25% of the cost of four teaching assistants working in Y1, Y2, Y4, Y5 and Y6.	Facilitate intervention within whole class teaching and targeted withdrawal groups.	Progress of PPG children within year group is in line with or better than non PPG peers. Attainment of PPG children against national expectations	

		is in line with non PPG peers.	
To meet 20% of the cost of employing a third teaching assistant to work across the EYFS.	To enhance opportunities for speaking and listening activities across the EYFS.	PPG children within Reception achieve ELGs in communication and language. PPG children in N are working securely at 30-50 months within communication and language.	
To fund additional teacher led interventions (for a total of 3 hours per week for 36 weeks) in English and Maths for targeted pupils in Year 2, Year 4, and Year 5 where PPG pupils have an identified SEN.	To enhance progress in English and Mathematics for key PPG children who have an identified SEN and to provide those children with a higher level of expertise in their interventions.	Children targeted for the intervention demonstrate accelerated progress across the year and at each termly pupil progress review, based on 3 point progress on the school's tracking system for the year.	
To fund additional level 3 teaching assistant interventions (for a total of 2 hours per week for 39 weeks) in English for targeted PPG pupils who have an identified SEN.	To enhance progress in English and Mathematics for key PPG children who have an identified SEN by providing one to one intervention from an experienced teaching assistant.	Children targeted for the intervention demonstrate accelerated progress across the year and at each termly pupil progress review, based on 3 point progress on the school's tracking system for the year or other suitable measures of progress specific to their needs.	
To provide additional after school booster lessons (led by teachers for 2 hours per week for 20 weeks) in Year 6 to ensure that gaps in learning for PPG children are closed and that they make expected progress in Year 6.	To ensure that PPG children consolidate the progress made from KS1 and to ensure that children targeted for working at greater depth receive additional support.	Outcomes at the end of KS2 for PPG children are in line with non PPG children. Attainment and progress are in line with national averages for non PPG children in R, W and M.	
To provide a subsidy to enable the participation of targeted pupil	Ensure there are no barriers to participation for PPG children in a range of	Attainment and progress of PPG children is in line with that of non PPG	

premium children in extracurricular activities including clubs and music lessons.	after school and extracurricular activities.	children across the school.	
To support a whole school programme for developing Communication friendly classrooms to improve speaking and listening skills led by a senior leader working in conjunction with an LA SEN consultant teacher.	Improves speaking and listening skills for children across the school in particular EAL and SEN children.	Audit from SEN consultant teacher shows progress against measures for classroom environments and use of resources to support development of speaking and listening skills.	
To develop and embed internal strategies for monitoring and improving the attendance of key pupil premium children	Poor punctuality and attendance of PPG children is a barrier to further progress.	Improved attendance and punctuality data for PPG children that is line with non PPG children.	
To support the costs of investment in a new curriculum to improve the learning experiences of children.	Barrier to improved writing can be a lack of experience to write about & general lack of access to rich learning experiences.	Engagement of PPG children in curriculum work evidenced through pupil voice exercise and monitoring of pupil books.	

Section 7 - Section Impact of previous spending in the academic year 2016-17

Attainment and progress at KS2 of pupil premium children in the previous academic year 2016-17

<i>Achievement of PPG children at end of KS2 16-17</i>	Reading	Writing	Maths	Combined R, W & M
School PPG	80%	80%	80%	80%
School not PPG	94%	81%	75%	75%
National not PPG	78%	72%	78%	67%

<i>Progress of PPG children from KS1 to KS2 16-17</i>	Reading	Writing	Maths
School PPG	2.3	-2.2	1.0
School not PPG	3.3	-0.4	3.4
National not PPG	0.1	0.1	0.1

- The attainment of PPG children at the school was above that for non PPG children nationally in reading, writing and maths and RWM combined at the end of KS2.
- The progress of PPG children at the school was above that of non PPG children nationally in reading and maths.
- The progress of PPC children at the school was below that of non PPG children nationally in writing.