



St James' C of E Junior School
Pupil Premium Action Plan April 2019 to April 2020



The Pupil Premium grant is additional funding allocated to the school by the government with the aim of raising the achievement among disadvantaged children. Each school will be allocated a different amount based on how many of its pupils are currently eligible for Free School Meals (FSM), or, have been eligible at any point during the past six years. Additional factors taken into consideration are children that have been in the care of the local authority and children of armed forces personnel. Schools are able to make their own decisions about how to spend the money in order to enhance the provision for their pupils. Its main aim however is to reduce the attainment gap between the highest and lowest achieving pupils by providing a curriculum closely tailored to their needs in order to improve progress and offer assistance where needed. It is also used to improve pupils' experience of school overall with the emphasis on motivating them to attend and participate fully in school life.

At St James' C of E Junior School and, in accordance with our Church of England foundation and ethos, we seek to promote the welfare of the most vulnerable children. We recognise that pupils who attract the Pupil Premium grant are not always those with the greatest need and that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM). We use the pupil Premium Grant to support individual pupils or groups of pupils the school has identified as being socially disadvantaged.

Pupil Premium Grant September 2019 to 2020

St James' C of E Junior School: £77,880 (approximate)

This also included pupils eligible for Free School Meals (FSM) at any point in the last 6 years (known as the Ever 6 FSM measure).

Total number on roll	148
Total number of eligible pupils	59 (£1,320 each) this changes weekly due to the high mobility of our pupils

For more information about Pupil Premium, please visit:

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Contextual Information

St James C of E Junior School has 150 pupils on roll. The school has more girls than boys at 55% girl pupils. The percentage known to be eligible for free school meals is high at over 45%, together with the proportions receiving SEN support and whose first language is not English (65% of the school population are from minority ethnic groups). These percentages are in the highest quintiles. The school's deprivation indicator is in the most disadvantaged quintile. The changing demographics of the locality are reflected in high mobility rates in school e.g Y6 (2018-19) 11/50 pupils joined within Y6 - a stability rating of 67.3% Children enter St James with low attainment in comparison to national expectations.

Barrier to future attainment for children at St James C of E Junior School

- 1) The low level of spoken or written English of some parents. This limits the high quality models of Standard English and support with learning the children receive from home.
- 2) Children are not always ready to learn due to a lack of breakfast or basic needs such as clothing, PE kit and sleep.
- 3) Parents' own SEN which has a negative impact on pupils' learning; including the development of broader life skills. It is important to note that the Barton and Tredworth ward is in the most deprived quintile in the county for health, deprivation and disability.
- 4) Family trauma which has a long term effect on well-being and negative effects on learning both in and out of school. In addition the Barton and Tredworth Ward is in the highest quintile in the county for crime and disorder, the other half is in the second highest quintile. A significant number of our children have 4 or more ACES.
- 5) Pupils SEN, a high proportion of pupil premium children who also have SEN require specialist strategies to be in place for them to access learning.
- 6) Attendance, many of the pupil premium children have low attendance. This is predominately as a result of cultural decisions made to take long absences from school. As a result extensive efforts are made to provide learning and contact points for these periods of absence and catch up initiatives upon return.
- 7) Parents' physical or mental illness has an impact on pupils' learning and well-being at home and can cause complex issues which inhibit learning.
- 8) There are over 30 different languages spoken at St James and many of the children do not speak English outside the school day which impacts on their learning and opportunities for support at home with homework.

Our approach

Improving the outcomes of disadvantaged children in school is consistently an area of school priority identified in the School Development Plan. As such we have looked at strategies tried in other schools, those identified on the Education Endowment Fund website as being successful and others developed ourselves to meet the needs of our children. The impact of these is reviewed and those which are successful continued. We have worked tirelessly, with all stakeholders, to develop a curriculum which supports and inspires pupils who do not have similar experiences to their peers in other localities: our drivers promote aspiration for all.

We have discovered a strong link between SEN and disadvantage which suggested that money spent on specialist learning support and intervention through both our Inclusion Team and in class is well targeted. Evidence gathered also shows that the standard of reading of our disadvantaged children is below that of their non-disadvantaged peers. There is a higher incidence of child protection concerns amongst disadvantaged families at St James so spending money on services such as our Pastoral Team, Attendance officers and Learning Support workers. Many children and their families require a combination of strategies to have an impact on attainment.

Most importantly, and most challengingly, we are keenly aware that no single approach is enough to close the achievement gap between disadvantaged pupils and others.

As a result of this we have looked more closely at the circumstances and needs of individual pupils and their families and developed our own Individual Pupil Premium Trackers to combat this. They closely identify individual barriers to learning and set out strategies to tackle these. The Pupil Premium Champion and SENDco meet with class teachers and the beginning of each term to identify the barriers to learning and identify actions to support the children. The success of these strategies may not always be captured statistically but we do not under estimate the impact they have on well-being and future opportunity.

Target	Costing	Outcome	Monitoring	Impact
<p>To ensure that all Pupil Premium Children make Good or better than Good progress in Reading and Writing</p> <ul style="list-style-type: none"> • Development of Quality First Teaching, with TA support in all classes • Small group additional tutoring and teaching for PP children not making good progress • Small group additional tutoring and teaching for PP children who are more able, to ensure better than good progress 	<p>£41,528 TA and support staff</p>	<p>PP children close the gap in Reading and Writing PP children working at Age Related for all subject areas Most and more able PP children make better than expected progress in all Reading and Writing PP children develop confidences in Reading and Writing PP children develop independence and are successful in making decisions about their own work and targets, in order to progress further</p>	<p>All year groups monitored through assessment and data analysis by class teachers and PP lead Small group intervention to be monitored and tracked by tutor/teacher to ensure that all children are making good or better than good progress and are working towards and/or at their age related, or above their age related Groups tracked and through analysis of data by class teachers and PP lead, areas of weakness are addressed in Reading and Writing Pupil Premium Governor to monitor impact of provision through PP lead's analysis of data and reports to Governing body PP lead to hold class teachers accountable for their PP children's progress. PP governor to hold PP lead accountable for the progress of whole school.</p>	
<p>To ensure that Pupil Premium Children make good or better than good progress in Maths across the school</p> <ul style="list-style-type: none"> • Development of Quality First Teaching, with TA support in class • Small group additional tutoring or teaching for PP children not making enough progress • Small group additional tutoring or teaching for most and more able to ensure that better than good progress is made 			<p>PP children close the gap in maths across the school. PP children make better than good progress in maths, especially the most and more able</p>	<p>All year groups monitored through assessment and data analysis by class teachers and PP lead Small group intervention to be monitored and tracked by tutor/teacher to ensure that all children are making good or better than good progress and are working towards and/or at their age related, or above their age related Groups tracked and through analysis of data by class teachers and PP lead, areas of weakness are addressed in Maths Pupil Premium Governor to monitor impact of provision through PP lead's analysis of data and reports to Governing body PP lead to hold class teachers accountable for their PP children's progress. PP governor to hold PP lead accountable for the progress of whole school.</p>

<p>To ensure that children's social, emotional and behavioural needs are met and consequently children access learning more effectively</p> <ul style="list-style-type: none"> • Pastoral care, including family support • Nurture group • Attendance group • Attendance and parental workshops 	<p>£ 30,000 Family Worker/Attendance Officers</p>	<p>To provide social emotional support for children and families. To offer 1:1 interventions and small group interventions to support children outside of the classroom for a variety of needs, including family support and attendance.</p>	<p>To be monitored through pupil voice and questionnaires. Progression and attainment measured by class teachers who feed back to SLT through pupil Progress meetings each term. To write case studies of children in each year group (3 per group) To monitor and assess attendance of Pupil Premium children by SENDCo, Pupil Premium lead, Pastoral care and SLT and intervene where needed</p>	
<p>Encourage greater parental involvement</p> <ul style="list-style-type: none"> • To ensure parents know about all the support the school can offer - financial and pastoral. • To translate/read any letters to ensure parents are fully involved in their children school life and learning. • Support parents with completing forms and applications, and to accompany them to appointments and meetings if they require the support. • 		<p>All parents and Carers feel welcome and supported in school. Parents/Carers attend Parents Evening, celebration assemblies and end of term celebrations as well as other meetings and events. Parents know that they can ask for letter to be read or translated without feeling embarrassed or judged. Parents and Carers know that there is someone in school who can help them with completing secondary school applications and applications for funding and benefits.</p>	<p>Number of parents who attend Parents evening is monitored and compared to that of non PP parents. Teachers are aware of families who may need support with letters and approach them or speak with the Family Support worker. Teachers ensure that all pupils are taking advantage of all educational and extra-curricular activities - monitored by PP lead. PP lead ensure s Year 6 pupils have secondary school places. PP lead to ensure that all PP children have the opportunity to participate in school trips.</p>	
<p>Breakfast club provisions</p> <ul style="list-style-type: none"> • To ensure that PP children have access to breakfast 	<p>£4,176 - staff x2 and provisions</p>	<p>Providing support for families by offering an early morning childcare facility and breakfast.</p>	<p>Monitoring of the children who attend by breakfast club lead and PP lead Pupil views and SLT monitoring of performance of those who attend</p>	

<ul style="list-style-type: none"> • Safe place for children in the morning • PP children to support in running and tidying up breakfast club 		<p>Opening at 8.15 am until class time. Offering children a selection of healthy breakfasts and a warm and safe environment to start the day.</p>		
<p>To enable Pupil Premium Children to access the wider life of the school leading to positive attitudes to learning</p> <ul style="list-style-type: none"> • Access to Educational visits • Access to extracurricular activities • Access to enrichment activities • Access to cultural capital • More able provision 	<p>£2,176</p>	<p>Continued enrichment for all children, regardless of their socio - economic backgrounds. To support social and emotional needs. To include costs towards residential visits, whole school and class visits. A provision for children to take part in outside of school activities, for example: Young Voices, Tree Creepers, personal requirements and counselling services and cultural capital needs. These will have an impact on personal well-being, which in turn will have an over-all impact on progression and attainment To provide extra-curricular activities for the more able children in reading, writing and maths, as well as music, art and other areas of interest.</p>	<p>Class teachers and Pupil Premium Leader to monitor the impact on children involved. Attendance on school trips to booster well-being, confidence and to increase cultural capital Pupil Premium Lead to work closely with SENDCo and Pastoral team, who liaise with in-house provision and outside agencies. Children to be monitored and impacts on their progress and attainment to be tracked To be monitored by the SLT and the Pupil Premium Lead, to ensure that the enrichment activities have an impact on the whole child.</p>	