



**St James' C of E Junior School**  
**Pupil Premium Strategy 2020 to April 2021**



**Review**

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 April 2020 – April 2021**

St James' C of E Junior School: £87,080.00 (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	145 (Fluctuates throughout the year)
Total number of eligible pupils	63 (£1,320 each) (This will fluctuate throughout the year)

For more information about Pupil Premium, please visit:

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

Target	Costing	Impact	Monitoring	Outcomes
<p><b>To ensure that all Pupil Premium Children make Good or better than Good progress in Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Development of Quality First Teaching, with TA support in all classes</li> <li>• Small group additional tutoring and teaching for PP children not making good progress</li> <li>• Small group additional tutoring and teaching for PP children who are more able, to ensure better than good progress</li> </ul>	<p>£74,157.00</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>The Gap in Y3 has closed to just a difference of 1 child in reading, and in writing the attainment of PP children is higher. All PP children made at least expected progress throughout the year.  In year 4 the gap has closed in reading and writing – Pp children have a higher attainment than non-PP children. All PP children made at least expected progress during the year.  The gap has narrowed in year 5 in English.  Year 6 – 11 pupils  In year 6 there were 5 pupils who did not have SEN, 2 pupils of these pupils who had been at St James for the whole of KS2 achieved ARE, the other three pupils joined in year 5 – these 3 pupils all made expected progress while at St James.  Of the 6 PP children with SEN, 4 made expected progress 2 were in school everyday during lockdown, have received interventions throughout KS2 and have been supported by the TA. They had significant learning and pastoral needs which the FSW supported them with. They also made expected progress against external school baselines in year 3.  During lockdown, teachers delivered daily live lessons to which 90% of children attended. Teaching assistants also joined</p>

				<p>the Teams meeting, using breakout rooms to support children, when they were not in school with the Keyworker/Vulnerable group. Those who needed to be in school were offered a place – approximately 20 children each day of which 12 were PP.</p> <p>Intervention groups were continued virtually by TAs with a focus on speaking and reading.</p> <p>Work packs were delivered to a number of children who were not comfortable with working online and these were marked when returned.</p> <p>Teachers held a daily book time session at the end of each day. During this time, they shared a class novel with the children to ensure they were still having access to good quality texts.</p> <p>Tasks were set in English on Teams and the children were expected to complete the work and upload it for marking. Teachers kept children online after lessons to support them should they need it.</p>
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<p><b>To ensure that Pupil Premium Children make good or better than good progress in Maths across the school</b></p> <ul style="list-style-type: none"> <li>• Development of Quality First Teaching, with TA support in class</li> <li>• Small group additional tutoring or teaching for PP children not making enough progress</li> <li>• Small group additional tutoring or teaching for most and more able to ensure that better than good progress is made</li> </ul>		<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>As above. Year 3 – PP children have a higher attainment than Non-PP Year 4, 5 and 6 – The gap is closing compared to previous years and is now inline with national statistics. All children made at least expected progress within the year.</p>
<p><b>To ensure that children's social, emotional and behavioural needs are met and consequently children access learning more effectively</b></p> <ul style="list-style-type: none"> <li>• Pastoral care, including family support</li> <li>• Attendance group</li> <li>• Attendance and parental workshops</li> </ul>	<p>£7,223</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>Attendance groups were held when possible and the attendance is improving. Attendance of PP children is improving as the FSW has supported families throughout the difficult year. During lockdown, teachers kept regular contact with all children through daily Teams lessons. Children who did not attend were called by the FSW. FSW worked with families who needed support. School lent out 36 laptops to PP children; 90% of children attended the daily live teaching sessions.</p>

<p><b>Breakfast club provisions</b></p> <ul style="list-style-type: none"> <li>To ensure that PP children have access to breakfast</li> <li>Safe place for children in the morning</li> <li>PP children to support in running and tidying up breakfast club</li> </ul>	£3700	<p>Providing support for families by offering an early morning childcare facility and breakfast. 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>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>	<p>Breakfast Club continued to run everyday including during Lockdown for the children of Keyworkers and Vulnerable. PP children take responsibility for handing out bagels and milk, jobs which they wrote an application for. Bagels were added to food packs that were delivered to PP families who were at home. All PP pupils have access to a free breakfast. Many attend breakfast club and others collect their bagel on the way into school. Siblings of PP children are also invited to have a bagel. This has encouraged families into school and helped build relationships with parents.</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"> <li>Access to Educational visits</li> <li>Access to extracurricular activities</li> </ul>	£2,000	<p>Continued enrichment for all children, regardless of their socio - economic backgrounds. To support social and emotional needs. To include costs towards residential visits,</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</p>	<p>Due to Covid, we were unable to go on any visits or trips this year, however we did have a virtual writer's day with an author.  A sports coach continued to come into school once a week to run PE days.</p>

<ul style="list-style-type: none"> <li>• Access to enrichment activities</li> <li>• Access to cultural capital</li> <li>• More able provision</li> </ul>		<p>whole school and class visits.</p> <p>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 overall impact on progression and attainment</p> <p>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>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>	
Total allocation	£94,145.00			
Contingency				