



St James' C of E Junior School

Pupil Premium Strategy April 2018 to April 2019



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 2018 to 2019

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)

For more information about Pupil Premium, please visit:

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

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>£64,176</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>All Pupil Premium children had extra support and learning opportunities throughout the year as well as access to Quality First Teaching. With the funding we ensured that all pupils were part of in class targeted support through focused teacher time and small group intervention with the TA. In addition to this, during Guided Reading sessions, we were able to provide smaller, more targeted reading groups with a focus on phonics and supporting emergent readers – many of our pupils have English as a second language and this is an area we are focusing on. Time for the PP lead to work with the Link Governor ensured that PP funding was being used as effectively as possible.</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 			<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</p>

<ul style="list-style-type: none"> Small group additional tutoring or teaching for most and more able to ensure that better than good progress is made 			<p>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>and understanding which is a key aspect of Teaching for Mastery. This has led to TAs having the subject knowledge to ensure the children have a secure understanding of concepts.</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>£7,176</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>The school's FSW continues to work with many of our PP families: attending meetings; running courses such as first aid; working 1-1 with the children. The FSW has helped to ensure PP children have access to extra-curricular activities such as swimming and residential through her work with parents. She also works closely with the head Teacher, local schools and LA to improve attendance levels which are currently at around 95%.</p>
<p>Breakfast club provisions</p> <ul style="list-style-type: none"> To ensure that PP children have access to breakfast Safe place for children in the morning PP children to support in running and tidying up breakfast club 	<p>£4,176</p>	<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 continues to run from 8:15-8:45 each for at no cost to parents. There are approximately 25 attending each day, 50% of whom are PP. Three of the children, who were consistently late attend and have been given roles of responsibility; this has had a positive impact on their attitude and therefore progress in school. Other children who attend do so when parents are working or just to have some breakfast. Children can have a drink and a bagel without</p>

				charge and, should they wish, there is hot chocolate and cereal at a cost of 10p We continue to encourage pupils to join us for breakfast club.
<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 	£2,176	<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</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>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</p> <p>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>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>	<p>Funding this year has been used to enable our children to take part in activities such as watching the Pantomime, Y6 residential, sporting events and Young voices. The FSW worker has also accessed funding to support pupils who need counselling, bereavement counselling and for time with the FSW to complete forms, discuss parenting and other issues that have arisen. This undoubtedly has a positive impact on the pupil's well-being and in time their ability to learn and make progress. Pupil conferences report that children feel happy and safe in school and this is supported by Parent questionnaire.</p>