

St James CE Primary School

Funding 2018/19 - £285, 840

Pupil Premium Spend 2018/19

Early Years

- **Additional Teaching Assistant in Nursery** to address low levels of communication and language and PSED so disadvantaged children are supported in C&L which will impact upon the progress they make in other areas of learning.
- **Intervention Champion (TA)** to support children with low levels of personal, social and emotional development.

KS1

- **Pupil Premium TLR teacher** to be released to support disadvantaged children in low levels of Literacy and Maths in Year 2 and share good practice to narrow the attainment gap.
- **Extra Teaching Assistant in Year 2** to ensure focussed support.

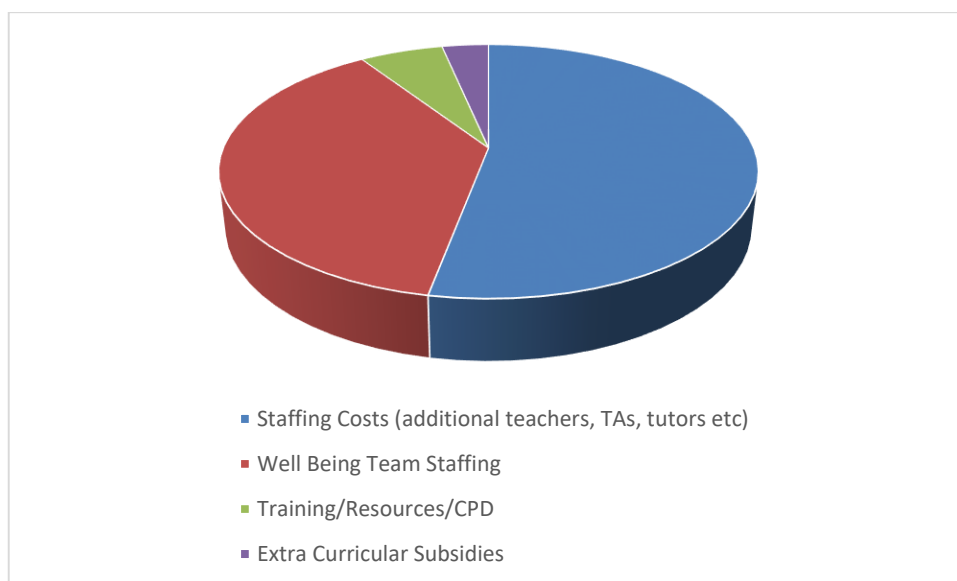
KS2

- **Reduce class sizes in Year 5 and 6 with additional teachers** to ensure high-level focussed teaching to narrow gaps in attainment.

Other

- **Four Intervention Champions (TAs)** to deliver bespoke same day catch up sessions in each phase (Early Years, Y1/Y2, Y3.Y4, Y5/Y6). This involves small group delivery of focussed sessions that involve tackling misconceptions immediately to ensure children do not fall behind in their learning. Also involves focussed group work to challenge more able pupil premium.
- **Well Being Team** comprising of a Behaviour Mentor, Learning Mentor, Child and Family Support Worker and Lead Family Support and Safeguarding Officer. The aim of the Well-Being Team is to ensure that children are not disadvantaged due to attendance, behaviour or personal, social and emotional issues. Mentoring is an important part of this strategy as it ensures any social, emotional and mental health issues are addressed and tackles any barriers to learning in the classroom. It also offers support to children who struggle with behaviour and enables them to become reflective about it so their academic achievement is not compromised. The Family Support Worker supports families to engage with school life and ensures their attendance is maintained.
- **Curriculum enrichment/trips and residential subsidies** to enable children to access extra-curricular activities they wouldn't normally have access to. This enables children to have the same experiences as others which is important for their spiritual, moral, social and cultural development.

Breakdown of Spending



Impact of Spend

Additional Teaching Assistant in Nursery:

- All children who received support with communication and language and PSED made at least expected progress with 83% making rapid progress in CL and 81% in PSED.
- Early Talk Boost pilot results – children who received focused intervention for two months in communication and language scored far higher on their second Well Comm screening. More children moved from Amber to Green. This shows significant improvement in a short space of time.

Start of intervention:

NCY	% Achieving Score			No. Pupils
	Red	Amber	Green	
All Pupils	18.8	81.3	0.0	16
N	18.8	81.3	0.0	16

End of intervention:

NCY	% Achieving Score			No. Pupils
	Red	Amber	Green	
All Pupils	6.3	50.0	43.8	16
N	6.3	50.0	43.8	16

The table shows the significant proportion of children who moved from Amber to Green by the end of the intervention (which is expected for their age).

Intervention Champion (TA):

- Following focused support for PSED, all children made strong progress in PSED from their starting points, with 93% making rapid progress.

Pupil Premium TLR teacher:

Teaching and learning was supported by the teacher in Year 2 and children received extra support. The support given to children in receipt of Pupil Premium funding in year 2 has seen gaps narrow between those children and other children in each year group, since the start of the year. The results show the percentage of children on track to reach the expected standard by the end of Y2. The most significant narrowing was seen in Maths where there has been a heavy focus to improve attainment.

Y2	READING		WRITING		MATHS	
	Autumn	Summer	Autumn	Summer	Autumn	Summer
Non PP	74	77	68	74	71	74
PP	64	73	45	56	45	68
Gap	-10	-4	-23	-18	-26	-6

Extra TA in Year 2:

As a result of additional, focused support, the gaps in attainment are narrowing over time. As the results below show, gaps between pupil premium children and other children national are narrowing over time.

Reading

Group	2016	2017	2018	2019
Overall	56%	66%	71%	72%
PP EXP	48%	62%	62% (68%)	70%
PP GD	0%	21%	20%	20%
Non PP EXP	64%	69%	78%	74%
In school Gap	-16%	-7%	-16%	-4%
National Gap	-31%	-16%	-17% (-11%)	-9%

*2018 nat other = 79%

Figs in brackets – 28 new starters removed

Writing

Group	2016	2017	2018	2019
Overall	46%	60%	62%	64%
PP EXP	42%	58%	50% (52%)	57%
PP GD	0%	4%	8%	10%
Non PP EXP	48%	63%	72%	70%
In school Gap	-6%	-5%	-22%	-13%
National Gap	-30%	-14%	-24% (-22%)	-17%

*2018 nat other = 74%

Figs in brackets – 28 new starters removed

Maths

Group	2016	2017	2018	2019
Overall	53%	64%	68%	69%
PP EXP	45%	58%	62% (64%)	63%
PP GD	3%	8%	16%	13%
Non PP EXP	60%	72%	74%	74%
In school Gap	-15%	-14%	-12%	-11%
National Gap	-33%	-21%	-17% (-15%)	-16%

*2018 nat other = 79%

Figs in brackets – 28 new starters removed

Reduce class sizes in Year 5 and 6 with additional teachers:

Class sizes were reduced in year 5 to support attainment of disadvantaged children. This saw the gap between pupil premium and other children within school narrow from the start of the year. There was a 2% narrowing in Reading, 4% in writing and they outperformed non-disadvantaged by 7% in maths.

The creation of a third class in Year 6 also saw the gap between disadvantaged and non-disadvantaged children narrow in writing and maths in particular. Unfortunately, the Reading results dipped in 2019 and this saw the gap widen a little from the previous year. Intervention will be put in place to ensure this is tackled in the 2019-20 academic year.

KS2 SATS outcomes

Reading

Group	2016	2017	2018	2019
Overall	67%	67%	78%	80%
PP EXP	68%	57%	78%	62%
PP GD	6%	14%	19%	30%
Non PP EXP	67%	77%	79%	77%
Non PP GD	4%	5%	17%	32%
In school Gap	+1%	-13%	+1%	-15%
National Gap	-4%	-17%	-2%	-21%

*2018 nat other = 80%

Writing

Group	2016	2017	2018	2019
Overall	67%	77%	84%	80%
PP EXP	68%	66%	81%	78%
PP GD	6%	11%	19%	16%
Non PP EXP	67%	95%	88%	86%
Non PP GD	4%	9%	29%	18%
In school Gap	+1%	-29%	--7%	-8%
National Gap	-11%	-15%	-2%	-5%

*2018 nat other = 83%

Maths

Group	2016	2017	2018	2019
Overall	84%	60%	61%	70%
PP EXP	77%	54%	59%	65%
PP GD	10%	11%	7%	32%
Non PP EXP	92%	68%	63%	82%
Non PP GD	17%	18%	13%	23%
In school Gap	-15%	-13%	-4%	-17%
National Gap	+1%	-26%	-22%	-16%

*2018 nat other = 81%

Four Intervention Champions: Interventions delivered same say catch up and across school, in school gaps have narrowed from the start of the year in most year groups.

Well Being Team:

Progress:

- In-school data shows that most children who received mentoring made strong progress throughout the year. The vast majority made improvements in their personal targets and overcame barriers, which enabled them to make similar rates of progress as non-pupil premium in most areas in school.

Attendance:

		Pupil Premium	Non – Pupil Premium	Gap
17-18		94.3%	95.7%	-1.4%
18-19	Autumn	94.4%	95.4%	-1.0%
	Spring	94.0%	95.5%	-1.5%
	Summer	94.1%	95.5%	-1.4%

Although the attendance of pupil premium children has not necessarily narrowed, the gap between them and other children has not widened. The Child and Family Support Worker has worked with families to support attendance and if it were not for the work conducted, the attendance of specific pupil premium children with very poor attendance would be lower. Case studies of individual children and families show an improvement in individual cases of attendance.