

St James CE Primary School

Funding 2019/20 - £280, 440

Pupil Premium Spend 2019/20

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 accelerate pupil progress.
- **Extra Teaching Assistant in Year 2** to ensure focussed support.

KS2

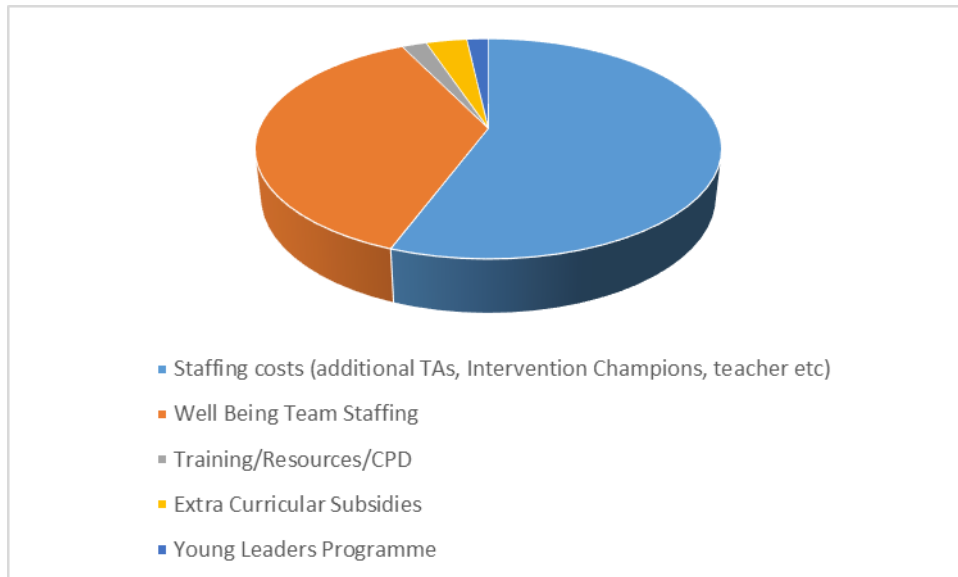
- **Reduce class sizes in Year 6 with additional teacher** to ensure high-level focussed teaching to narrow gaps in attainment.

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.

- **Albion Foundation Young Leaders to work with Year 6 children** to develop leadership skills and raise aspirations for children to go on and achieve well.

Breakdown of Spending



Impact of Spend

NB: due to COVID-19, impact data is taken from the time children were in school (up to March 2020) as data was not collected in the final terms due to pupil absence and school closures.

Additional Teaching Assistant in Nursery:

- All children who received support with communication and language and PSED made at least expected progress with a significant proportion making rapid progress.

	Group	% making expected progress	% making rapid progress
Communication and language	PP	100%	25%
	Non PP	100%	12%
PSED	PP	100%	50%
	Non PP	94%	18%

Intervention Champion (TA):

- Following focused support for PSED, all children made strong progress in PSED from their starting points, with 17% making rapid progress in the Autumn term.

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 children make strong progress from their starting points when using predicted end of year outcomes and better progress than national figures. The results show the value added children made using FFT analyses by the end of Y2.

KS1 Progress

**national figures taken from FFT analyses of participating schools*

Group	Reading	Writing	Maths
PP	+7%	+7%	+6%
Non PP	+2%	+7%	+4%
National non	+1%	+1%	+1%

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

NB – outcomes are taken from teachers' predicted assessments and 'national non-disadvantaged' figures are taken from FFT analyses in the absence of national data for comparison for 2020.

Group	2016	2017	2018	2019	2020
PP EXP	48%	62%	62% (68%)	70%	61%
PP GD	0%	21%	20%	20%	18%
Non PP EXP	64%	69%	78%	74%	72%
In school Gap	-16%	-7%	-16%	-4%	-11%
National Gap	-31%	-16%	-17% (-11%)	-9%	-14%

Figs in brackets – 28 new starters removed

Writing

Group	2016	2017	2018	2019	2020
PP EXP	42%	58%	50% (52%)	57%	57%
PP GD	0%	4%	8%	10%	14%
Non PP EXP	48%	63%	72%	70%	72%
In school Gap	-6%	-5%	-22%	-13%	-15%
National Gap	-30%	-14%	-24% (-22%)	-17%	-13%

Figs in brackets – 28 new starters removed

Maths

Group	2016	2017	2018	2019	2020
PP EXP	45%	58%	62% (64%)	63%	61%
PP GD	3%	8%	16%	13%	11%
Non PP EXP	60%	72%	74%	74%	75%
In school Gap	-15%	-14%	-12%	-11%	-14%
National Gap	-33%	-21%	-17% (-15%)	-16%	-15%

Figs in brackets – 28 new starters removed

Reduce class sizes in Year 6 with additional teachers:

The creation of a third class in Year 6 also saw the gap between disadvantaged and non-disadvantaged children narrow in reading in particular. Due to the low starting points of the children in this cohort, the attainment gap did not narrow in maths or writing but the progress children made from their starting points was strong and above the national – significantly so in reading and writing. Improving the outcomes for disadvantaged children in maths remains a priority.

KS2 Progress

NB – outcomes are taken from teachers' predicted assessments and 'national non-disadvantaged' figures are taken from FFT analyses in the absence of national data for comparison for 2020.

Group	Reading	Writing	Maths
PP	+15%	+10%	+3%
Non PP	+5%	+9%	+7%
National non	+1%	+2%	+2%

KS2 Attainment

Group	Reading	Writing	Maths
PP EXP	75%	66%	63%
PP GD	16%	13%	16%
Non PP EXP	73%	73%	81%
In school Gap	+2%	-7%	-18%
National Gap	-9%	-25%	-20%

Gaps over time

Reading

Group	2016	2017	2018	2019	2020
PP EXP	68%	57%	78%	62%	75%
PP GD	6%	14%	19%	30%	16%
Non PP EXP	67%	77%	79%	77%	73%
Non PP GD	4%	5%	17%	32%	
In school Gap	+1%	-13%	+1%	-15%	+2%
National Gap	-4%	-17%	-2%	-21%	-9%

Writing

Group	2016	2017	2018	2019	2020
PP EXP	68%	66%	81%	78%	66%
PP GD	6%	11%	19%	16%	13%
Non PP EXP	67%	95%	88%	86%	73%
Non PP GD	4%	9%	29%	18%	
In school Gap	+1%	-29%	--7%	-8%	-7%
National Gap	-11%	-15%	-2%	-5%	-25%

Maths

Group	2016	2017	2018	2019	2020
PP EXP	77%	54%	59%	65%	63%
PP GD	10%	11%	7%	32%	16%
Non PP EXP	92%	68%	63%	82%	81%
Non PP GD	17%	18%	13%	23%	
In school Gap	-15%	-13%	-4%	-17%	-18%
National Gap	+1%	-26%	-22%	-16%	-20%

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:

Attendance:

Due to COVID-19, attendance rates were affected so impact is difficult to ascertain using attendance figures alone.

Using attendance figures up until Feb 2020, of all the families that received intervention and support to improve attendance, 84% showed improvements in attendance rates. Out of 32 families who received intervention, 27 had improved attendance and 4 remained the same. 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.

Of the children who were persistently absent from the start of the year, 79% of them showed improved attendance rates so they were no longer deemed persistently absent.