

## St James CE Primary School

### Funding 2019/20 - £280, 440

#### Main Barriers to Achievement

At St James, 49.5% of our children are currently eligible for free school meals and 32% are in receipt of pupil premium funding. There are a number of barriers that are faced by the children:

- On entry into school, there are below average levels of communication and language skills and characteristics of effective learning (critical thinking, motivation, engagement) which impact upon the academic progress they make in other areas.
- A range emotional, mental health and well-being issues surrounding self-esteem, management of behaviour/emotions etc that are barriers to learning.
- Family circumstances that hinder involvement with education at home and can result in lower levels of attendance in school.
- Deprivation that impacts on the experiences children have outside of school.

#### Pupil Premium Spend 2019/20

##### Early Years

- **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

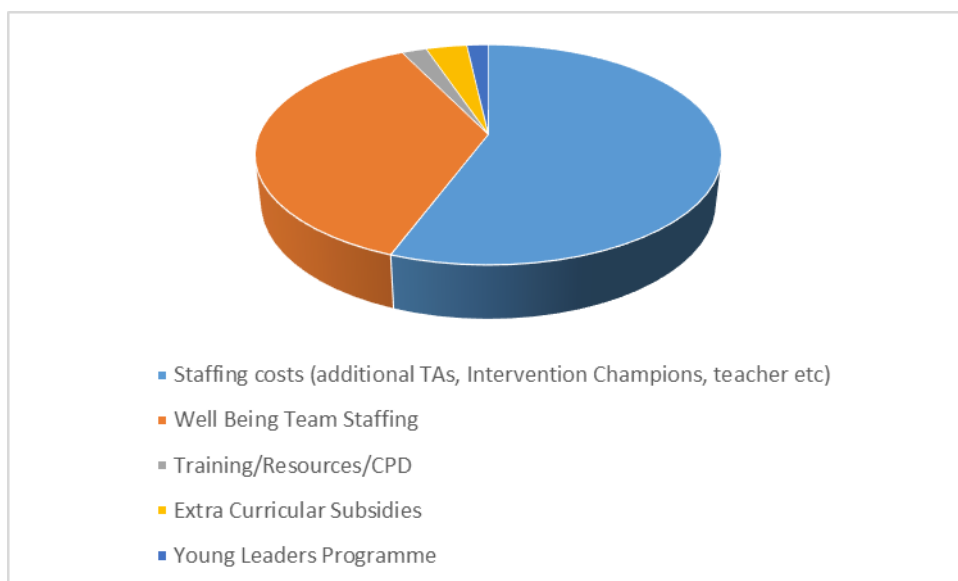
- **Reduce class sizes in Year 6 with additional teachers** to ensure high-level focussed teaching to narrow gaps in attainment.

##### 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.
- **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



## How will impact be measured?

- **Additional Teaching Assistant in Nursery:** children to make at least expected progress with a significant proportion making rapid progress in areas of communication and language and PSED from baselines assessments.
- **Intervention Champion (TA):** children to make at least expected progress with a significant proportion making rapid progress in PSED.

- **Pupil Premium TLR teacher:** attainment gap in Reading, Writing and Maths narrows over the year.
- **Extra TA in Year 2** attainment gap in Reading, Writing and Maths narrows over the year. Increase in proportion of children on track to reach the expected level or above at the end of KS1.
- **Reduce class sizes in Year 6 with additional teachers** increase in proportion of children on track to reach the expected level or above at the end of KS2. Attainment gap narrows over the year.
- **Four Intervention Champions:** attainment gap between disadvantaged and non-disadvantaged narrows from entry data.
- **Well Being Team:** decrease in the number of behaviour incidents; increase in attendance rates for this group and decrease in the number of children who are persistently absent; in school data reflects strong progress throughout the year for children who receive mentoring as barriers to learning overcome.
- **Curriculum enrichment/trips and residential subsidies:** impact will be seen in children's academic achievements as these experiences provide opportunities to support learning in the classroom; in school data reflects strong progress throughout the year.

**Date of next review: July 2020**