



St James CE VA Lower School

Pupil Premium Statement September 2016

St James Lower School is a small Church of England Lower School, with 112 children on roll from Reception to Year 4. Each year group is taught in a single age class, and class sizes are kept to a maximum number of 25.

In April 2015, a new Head Teacher joined the school, providing stable leadership following a period of change and uncertainty. For 2016-2017, the School Improvement Plan identifies the following 4 key priorities:

- To ensure rapid progress for all learners in mathematics and writing
- To establish clear leadership structure & clarity of accountability
- To identify under-achieving groups/pupils and develop interventions to secure better progress – E&M
- To raise the profile of the School's status as a Church School

In September 2016, there are 112 children on roll. There is a diverse cultural mix with relatively low levels of deprivation: 6% of children are eligible for FSM, and 6% being eligible for the Pupil Premium Grant. 8% have Special Educational Needs & Disabilities and 7% have English as an Additional Language. This means that the percentages of children with additional needs is relatively low.

Prior to the appointment of the present Head Teacher, the Pupil Premium Grant was used predominantly to support staffing as a key resource. Upon her appointment, the Head Teacher carried out an audit of need which showed that:

- Although attainment on entry is broadly typical, there were small groups of and individual pupils who were not making good progress, in line with their peers
- Quality first teaching for all was not consistently effective
- Resources for intervention and catch up programmes were limited, this includes resources to support children with specific SEND
- Tracking of progress for pupils eligible for Pupil Premium Grant was sporadic and unreliable
- Overall provision for more vulnerable learners needed improvement because of poor identification systems
- Engagement with parents and carers for more vulnerable pupils was limited
- It was difficult to consider the overall impact of the Pupil Premium Grant because of poor record keeping

As a result of these findings, Governors commissioned a comprehensive Teaching and Learning Audit in the Summer Term 2015, and a follow up external audit in the Summer 2016. As part of the review process, a Pupil Premium Audit was undertaken in November 2015, the recommendations from this informed the 2015-16 Pupil Premium plan.

Objectives

When making decisions about using the Pupil Premium it is important to consider the context of the school and subsequent challenges faced. Common barriers for these children may be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. In our school, a significant number of children come from high earning family backgrounds, therefore there is an additional challenge of ensuring children from disadvantaged backgrounds are able to access similar opportunities to their peers.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent record of ensuring that most pupils achieve well but until recently, levels of attainment and progress for PPG children have been low. Our aim to ensure that disadvantaged pupils reach at least age related expectations as they move through the school is being achieved – attainment for this group of pupils has generally increased and is in line with non-disadvantaged peers.

We have analysed our data thoroughly and have made use of a range of research, such as the Sutton Trust's Learning and Teaching Toolkit, John Hattie's 'Visible Learning for Teachers', intervention tracking and good practice examples in using the PPG to inform our decision making.

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

'Raising Aspiration'

We will provide a culture where:

- Staff believe in all children
- There are 'no excuses' for poor performance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop 'growth mindsets' towards learning
- Children and staff receive intrinsic and extrinsic rewards to motivate and encourage.
- Success is celebrated explicitly – 'we praise loudly and criticise softly'

Analysing Data

We will ensure that:

- All teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Regular Pupil Progress Meetings and tracking updates are used as mechanisms to ensure data is analysed and understood by all
- We use research to support us in determining the strategies that will be most effective (John Hattie – Visible Learning for Teachers)

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils through regular meetings and updates
- All staff are aware of who pupil premium and vulnerable children are

- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

Improving Quality First Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations and establishing 'non negotiables'
- Addressing within school variance honestly and transparently
- Ensuring consistent implementation of the non-negotiables, e.g. marking and feedback, quality learning environments, presentation of books
- Sharing good practice within the school and draw on external expertise
- Providing high quality CPD and evaluating impact
- Improving assessment through joint levelling and moderation (including external moderation).

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Providing high quality interventions across the school
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise, such as Teaching Schools, reference to external research developments
- Providing support for parents and carers to support their children's learning within the curriculum (Family Learning events)
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence and introduce opportunities for children to complete the agreed 'Children's Charter' activities

Pupil outcomes July 2016

	Reading			Writing			Maths		
	Non PPG	PPG	PPG (no SEND)	Non PPG	PPG	PPG (no SEND)	Non PPG	PPG	PPG (no SEND)
Reception GLD*	83%	100%	100%	67%	100%	100%	79%	100%	100%
Y2 Meeting ARE*	90%	100%	100%	90%	100%	100%	90%	100%	100%
Y4 Meeting ARE*	89%	88%	100%	100%	75%	83%	89%	50%	67%
%age making better than expected Progress									
Reception	96%	100%	100%	92%	100%	100%	79%	100%	100%
Year 2	45%	0%	0%	75%	100%	100%	60%	100%	100%
Year 4	78%	88%	83%	100%	88%	83%	89%	75%	67%

- ARE = Age Related Expectations
- GLD = Good Level of Development
- NB: Cohort sizes vary from year to year, and are generally small. This means that care must be taken when comparing figures such as these.
- NB: New curriculum and assessment arrangements were implemented in KS1 & 2

Funding Priorities

Pupil Premium Grant 2016-2017

Total NOR (Sept 16)	112
Total number PPG pupils	8
Amount PPG per pupil	1320
Total amount of PPG	10560

PPG Plan 2016-2017

Objective	Action	Milestone	Cost
To ensure that every pupil makes good progress and achieves well	Participation in Achievement for All programme	On-going activities support the promotion of good/outstanding Quality First Teaching, establish strong partnership with identified families, tracking of A4A cohort, monitoring of progress identifies obstacles to learning and interventions provided to overcome these.	£7500
To ensure good attendance for all PPG children	Monitor attendance, work with families to address attendance issues, making use of EWS support/EHA framework, as appropriate	Termly targets met (see SDP)	0
To ensure progress of disadvantaged pupils is monitored closely and slow progress challenged/understood/rectified	Termly tracking by HT & A4A champion Pupil progress meetings Case Studies developed Governor monitoring	Termly targets met (see SDP) Good progress evident from termly tracking analysis	
To provide effective support for PPG with SEND and increase rates of progress	Termly tracking Purchase diagnostic screening tools Plan interventions to support individuals, training for LSAs/teachers	Termly targets met (see SDP) Gaps in progress close, increase in proportions of PPG & SEND pupils making good progress	Share of SEND £50
To provide access to wider curricular activities	Subsidise school visits Provide access to extra-curricular activities for PPG	Max £5 per school visit (up to 6x visits/year) Residential - £100 subsidy Access to 1x extra-curricular club/term (fee paying)	£1,920 £300 £1000
To enable access to Mathletics for children without internet access at home	Provide weekly access to computer to undertake Mathletics activities	100% PPG children enjoy weekly access	Share of Mathletics – approx. £50
To provide all staff with understanding of EHA process	Staff training from Early Help Professional	Complete Jan 2017	Cost to be confirmed
To plan INSET for Framework for Understanding Poverty 2017/18	Arrange INSET training day 2017/18 academic year	INSET booked	Cost 2017/18 financial year – approx. £1000