

Pupil premium strategy statement (primary)

1. Summary information					
School	East Crompton St. James'				
Academic Year	2018/19	Total PP budget	£74,900	Date of most recent PP Review	05.10.2018
Total number of pupils	210	Number of pupils eligible for PP	57	Date for next internal review of this strategy	01.07.2019

2. Current attainment		
	<i>Pupils eligible for PP (6 chn)</i>	<i>All Pupils Nationally</i>
% achieving in reading, writing and maths KS2	50%	64%
% making progress in reading KS2	50%	75%
% making progress in writing KS2	67%	78%
% making progress in maths KS2	83%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Numbers of children at expected standard on entry to reception are declining (2018 – 40%)
B.	Attainment in reading at key stage 1 and 2 continues to be lower than in other core subjects; lower attainment for PP boys at KS1 and 2
C.	Amount of children achieving 'greater depth' at KS1 and 2 significantly below national average for PP children (and at KS1, below for all children)
D.	Generally lower parental engagement for pupil's in receipt of pupil premium funding (homework completed; reading practised)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance is broadly in line with national average, but must be monitored to prevent decline; 19% FSM (increasing); 47.6% in most deprived 33% of country

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To continue to improve reading outcomes, through quality first teaching and targeted interventions	Closing the gap in outcomes between reading and other core subjects; evidence from PP meetings to show accelerated progress in children on catch up interventions
B.	To focus on improving percentage of PP boys achieving 'at' judgement at KS1 and KS2; focus on improving average scaled scores of PP children at KS2	Closing the gap in outcomes between reading and other core subjects; gaps closing between boys and girls/ PP boys and non-PP boys; improved scaled scores for PP children; evidence from pupil progress meetings to show accelerated progress in children on catch up interventions (2018 results for PP children - R 50%; W 66.7%; M 83.3%; RWM combined 50%; average scaled score in reading for PP children 101.5)

C.	To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2.	Higher percentage of children achieving GD at KS1 (2018 R 17.9%; W 17.9%; M 10.7%); higher percentage of PP children achieving 'at' in English at KS2 (; GD at KS2, (2018 R 0%; W 16.7%; M 0%; SPaG 33%; GD RWM combined 0%)
D.	To improve readiness to learn through emotional support provision in school / reducing barriers to learning from external factors	Improved attendance and punctuality for PP children;

5. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A To continue to improve reading outcomes, through quality first teaching and targeted interventions</p> <p>B To focus on improving percentage of PP boys achieving 'at' judgement at KS1 and KS2; focus on improving average scaled scores of PP children at KS2</p> <p>C To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2.</p>	<p>Quality first teaching, supported by well-trained TAs – up to date training, resources and effectively deployed support</p> <p>Experienced and well-trained teaching assistant in every class am</p> <p>All staff will be trained in how to 'teach' reading, including the use of running records.</p>	<p>Observations of lessons has shown good and rapid progress where the teachers and teaching assistants work closely together to discuss individuals' and groups' progress during/ after lessons. This includes teaching assistants informing teachers of misconceptions which can be immediately addressed after the lesson.</p> <p>Gaps still need to be closed between reading outcomes and other core subjects at KS1 and KS2 - for all pupils, and for pupil premium boys. The number of pupil premium boys achieving 'at' in reading at KS1 in 2018 was 33%; the number of pupil premium boys achieving 'at' in reading at KS2 in 2018 was 25%. This is compared to PP girls who achieved 100% 'at' expectation in both KS1 and KS2.</p> <p>A new approach to reading in KS2 focuses on whole class, quality first, high level teaching, developing six key skills and teaching children 'how' to read. This is supported by teaching assistants, trained in how to effectively close gaps in children's reading fluency and understanding.</p>	<p>Observations of teaching and learning</p> <p>Monitoring of assessment, including target tracker entries</p> <p>Half-termly pupil progress meetings</p> <p>Book scrutinies and moderation</p> <p>Intervention outcomes recorded and closely monitored/ regularly evaluated</p> <p>High quality training sessions</p>	Executive Headteacher/ Executive Deputy Headteacher/ Assistant Headteachers	Summer 2019

<p>A To continue to improve reading outcomes, through quality first teaching and targeted interventions</p> <p>B To focus on improving percentage of PP boys achieving 'at' judgement at KS1 and KS2; focus on improving average scaled scores of PP children at KS2</p> <p>C To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2.</p>	<p>Teaching assistants used to offer immediate intervention based on teacher assessments</p>	<p>Where misconceptions appear, class teachers and teaching assistants immediately identify needs and arrange interventions. Teaching assistants lead interventions in the early afternoon, or the following day. This ensures that misconceptions are effectively addressed and do not become engrained. These interventions target children as the need arises, ensuring that no children are missed.</p>	<p>Observations of teaching and learning</p> <p>Monitoring of assessment, including target tracker entries</p> <p>Half-termly pupil progress meetings</p> <p>Book scrutinies and moderation</p> <p>Intervention outcomes recorded and closely monitored/ regularly evaluated</p> <p>High quality training</p>	<p>Executive Headteacher/ Executive Deputy Headteacher/ Assistant Headteachers</p>	<p>Summer 2019</p>
<p>A To continue to improve reading outcomes, through quality first teaching and targeted interventions</p> <p>B To focus on improving percentage of PP boys achieving 'at' judgement at KS1 and KS2; focus on improving average scaled scores of PP children at KS2</p>	<p>Executive Deputy Headteacher to support Year 6 teacher – leading interventions; analysing data alongside teacher; modelling lessons.</p>	<p>The year 6 teacher is new to the year group and school this academic year. The EDHT has substantial experience in teaching year 6 and knowledge of the expectations by the end of the year.</p> <p>By working half a day per week in year 6 (supporting groups; leading interventions; supporting teaching sequences), this will enhance the outcomes of the year 6 cohort.</p>	<p>Dedicated time in year 6 classroom weekly</p> <p>Targeted groups and clear ongoing assessments</p>	<p>Executive Deputy Headteacher</p>	<p>Summer 2019</p>
<p>A To continue to improve reading outcomes, through quality first teaching and targeted interventions</p> <p>B To focus on improving percentage of PP boys achieving 'at' judgement at KS1 and KS2; focus on improving average</p>	<p>Educational trips linked to the curriculum which will enhance teaching experiences in all subject areas.</p>	<p>An enhanced cross curricular approach to our topic-based curriculum for foundation subjects has a strong emphasis on the application of core skills in other curricular areas.</p> <p>For each new topic, an educational trip or visitor has been planned to enhance their learning which will then link to more than one curricular area.</p>	<p>Monitoring by curriculum subject lead</p>	<p>Curriculum lead</p>	<p>Summer 2019</p>

scaled scores of PP children at KS2					
<p>A To continue to improve reading outcomes, through quality first teaching and targeted interventions</p> <p>B To focus on improving percentage of PP boys achieving 'at' judgement at KS1 and KS2; focus on improving average scaled scores of PP children at KS2</p> <p>C To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2.</p>	Improve robustness of assessment data and the use of gap analysis	<p>Target tracker has been previously used to track children termly, however, statements were not entered to analyse in finer depth. When used effectively, Target Tracker has the capacity to identify groups and individuals off track, to monitor key groups and to assist in planning timely interventions.</p> <p>Training was attended September 2018 by EDHT, AH and curriculum lead. Training was then rolled out to staff to ensure that they understood why statements must be used to inform step judgements. Staff now have the skills necessary to enter judgements, monitor their cohorts and identify necessary next steps through gap analysis. This will provide staff with the knowledge required to lead learning and identify where intervention is required.</p> <p>Teaching staff are to be given weekly release time to accurately record assessment judgements and are released half-termly to attend pupil progress meetings. This allows for professional dialogue around all children, including PP children, and ensures that teachers remain accountable for the attainment and progress of all individuals in their cohorts.</p> <p>EDHT assessment time is to be used to analyse key groups – boys and girls; PP vs. non-PP; PP boys and PP girls. Key individuals are to be identified: PP children, those off track and those making accelerated progress. Data will be shared in advance of pupil progress meetings, then analysed in detail at half-termly pupil progress meetings. EDHT will produce reports and closely monitor the progress of individuals and groups.</p> <p>Pupil premium boys will be separately monitored and tracked throughout the school. Teachers will be required to specifically outline any interventions/ support offered to PP boys to ensure that they remain on track.</p>	<p>Monitoring of Target Tracker</p> <p>Release time clearly timetabled</p> <p>Training for new staff/ staff new to target tracker</p> <p>Reports generated prior to pupil progress meetings</p> <p>Pupil progress meetings held</p> <p>Specific analysis of pupil premium boys, including tracking report</p>	Executive Deputy Headteacher	Summer 2019
Total budgeted cost					£ 84,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A To continue to improve reading outcomes, through quality first teaching and targeted interventions</p> <p>B To focus on improving percentage of PP boys achieving 'at' judgement at KS1 and KS2; focus on improving average scaled scores of PP children at KS2</p> <p>C To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2.</p>	Teaching assistants trained to deliver specific 1:1 interventions pm (BRP/ catch up numeracy)	<p>Programmes such as BRP and catch up numeracy are proven to close gaps in learning at an accelerated level. Initially, interventions will be used to close gaps with ks2 children. In the long term, interventions will focus on key stage 1 children, limiting the opportunity for gaps and misconceptions to develop and ingrain.</p> <p>BRP English training session was attended by EHT, AHT and 6 teaching assistants October 2018.</p> <p>Reading books purchased to support BRP literacy training.</p>	<p>Observations of reading sessions</p> <p>Analysis of reading assessments</p> <p>Half-termly pupil progress meetings</p> <p>Book scrutinies and moderation – linked to reading outcomes and improvements</p>	Inclusion Lead/ Assistant Headteacher	Summer 2019
Total budgeted cost					£ 35,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D To improve readiness to learn through emotional support provision in school / reducing barriers to learning from external factors</p>	Pastoral support worker and administrator to continue to monitor and record attendance, communicate with families and work with other agencies to ensure attendance and punctuality is at least good.	Previously the pastoral support worker has supported teachers and SLT in monitoring and improving attendance in addition to working with other agencies including school attendance service. As in the previous academic year, and to an increasing level until the return of the pastoral support worker (January 2019), the office administrator will continue to take on some of the administration for monitoring attendance. Each morning she will send text messages/ make phone calls to parents of absent children and prioritise the list for the pastoral worker to act upon.	<p>Pastoral support worker to feedback to SLT</p> <p>Termly report to Governors includes monitoring of attendance and punctuality.</p>	PSW	Summer 2019

	Pastoral support worker to continue to work with CSC and other agencies – attending meetings, 1:1 work with children and families.	The pastoral worker had designated status in previous academic year and was able to attend meetings and work with children on behalf of the SLT. This ensured that concerns were met in a timely, consistent and comprehensive way. This also supports the federative approach to leadership, allowing senior leaders to continue developing key areas, including assessment, inclusion and early years. As this approach proved effective, it will continue to the next academic year (upon pastoral support worker's return to work from maternity leave, January 2019)	Pastoral support worker to feedback to SLT Termly report to Governors includes monitoring of attendance and punctuality.	PSW	Summer 2019
	Counsellor employed to support identified pupils (social, emotional and behaviour needs).	The school counsellor has continued to work with the school for 6 years – evaluations and feedback from children, parents and teaching staff have continued to demonstrate the positive impact her sessions have on children's emotional well-being. Teachers can also articulate the positive impact sessions have on children's attitudes and readiness to learn. The impact from the sessions is clear, therefore must continue into the following academic year.	Evaluations of counselling CPOMs records Pastoral support worker and DSL reviews	PSW EDHT	Summer 2019
	After school clubs continuing to be available for pupils to provide extra curricular activities. Clubs are heavily subsidised for PP children who have priority access.	There are limited extracurricular activities available within walking distance of the school. Many families do not have transport to travel to clubs and activities outside the immediate local area. Anti-social behaviour continues to be an issue on the estate the school is situated in. Therefore, provision of extracurricular clubs is important for children to have positive experiences after school which contribute to their well-being and holistic development.	Evaluations of clubs by club leaders	EHT PSW Club Leaders	Summer 2019
Total budgeted cost					£15,000

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve attainment for pupils in Year 1, in all core subjects, to ensure they achieve end of year targets	Increased support in class throughout the day - TA3 and TA2. Utilising this additional support, the Y1 teacher has devised an appropriate curriculum which all pupils, including those who did not achieve GLD, can access. TA3 to access additional training for interventions – BLAST	Year 1 pupils attainment – achieving expected standard or higher: Reading: 71% Writing: 64% Maths: 68% Impact of additional support clear from children's attainment and progress outcomes.	Year 1 children made good progress from starting points. In Year 2, children will continue to be supported by highly qualified teaching assistant throughout the day.	£51,660
A. Improve attainment for pupils in Year 3, in all core subjects, to ensure they achieve end of year targets (linked to FFT).	Higher level Teaching assistant in class every morning and three afternoons per week - to support quality first teaching and ensure the needs of all groups and learners are met.	Year 3 pupils attainment – achieving expected standard or higher: Reading: 77% Writing: 74% Maths: 68% Impact of additional support clear from children's attainment and progress outcomes.	Year 3 children made good progress from starting points. As children's attainment has improved significantly, a quality first teaching approach will be the emphasis in Year 4. The cohort will be closely monitored by assessment lead and through pupil progress meetings half-termly.	
A. Improve attainment for pupils in Year 5, in all core subjects, to ensure they achieve end of year targets (linked to FFT).	Increased support in class - two TA3s in class every morning to support quality first teaching and ensure the needs of all groups and learners are met.	Year 5 pupils attainment – achieving expected standard or higher: Reading: 84% Writing: 91% Maths: 78% Impact of additional support clear from children's attainment and progress outcomes.	Year 5 children made good progress from starting points. When in Year 6, children will continue to be supported by experienced HLTA. Children and staff will also be supported by EDHT, who is an experienced Year 6 teacher.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>B. Identify and close gaps in children's learning through high quality intervention.</p>	<p>Interventions led by TAs based on need identified in Pupil Progress meetings e.g. Inference Training, Direct Phonics: MT - 6hrs per week SH, NO, LB, LA – 4 hrs per week GB – 10 hrs per week</p>	<p>Impact on individual children clear from pupil progress meetings. Intervention approach will be altered next year, by focusing on improving reading through BRP and improving maths through catch up numeracy. Quality first teaching will be prioritised, including improving the teaching of reading. The inclusion lead and SENCos will work closely to identify children in need and to monitor the progress of those on PIVATs, and those receiving targeted intervention. The EDHT will monitor the progress of the whole cohort, including during pupil progress meetings.</p>	<p>Intervention approaches will be altered. Greater emphasis on the teaching of skills within the classroom will be prioritised – through training and monitoring.</p>	<p>£13,800</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>B To raise attainment and readiness to learn through higher levels of parental support/engagement at home.</p>	<p>Pastoral Support Worker and class teachers to work with families to increase engagement with school.</p>	<p>Pastoral worker used increasingly throughout the year to support targeted children and families. Attendance and engagement improved within target children/families. Safeguarding concerns addressed with speed and consistency.</p>	<p>When pastoral manager returns from maternity leave, she will continue to support key families and individual children. A successful approach which will be continued.</p>	<p>N/a – funded from alternative source</p>
	<p>Whole school training in the Solihull Approach to develop understanding of child development and the impact of parenting on a child's development and education. Further training for three staff members across the federation to enable them to deliver parenting workshops. Parenting workshops to be delivered by pastoral support worker and Higher Level Teaching Assistant.</p>	<p>Staff were trained on the Solihull Approach – to enhance staff understanding of the holistic needs of children and the challenges they face. Strategies learned are used to support target children and families, improving the quality of parenting.</p>	<p>Strategies learned will continue to be used. Pastoral Lead will continue with focus groups when returning from maternity leave.</p>	

	<p>Counsellor employed to support identified pupils (social, emotional and behavioural needs).</p> <p>All staff to receive training on Positive Growth Mindset to encourage pupils to raise their level of resilience, aspirations etc. Training to be provided in Aut 2 twilight by K Saunders</p>	<p>School counsellor continued to meet weekly with children identified as having social, emotional and behaviour needs. Children and staff provided positive feedback from sessions. Improved readiness to learn noted.</p>	<p>Counsellor will continue to be employed in 2018/19 academic year.</p>	<p>£3542</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.