

## St James' C of E Junior School

### PUPIL PREMIUM REVIEW 2019 – 2020

The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was at first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals Measure).

From 2014 the Pupil Premium was also allocated to children who have been in care for 1 day or more and those who are adopted. Schools also receive funding for pupils who are children of service personnel.

In 2019-20 the Pupil Premium allocation is £1320 per child and £2300 for Previous/Looked After Children (P/LAC).

*"It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility."*

DfE Website

At St James CE Junior School, Mr Beattie, Head teacher, has overall strategic responsibility for this area. He is supported by the School Business Manager, Mrs Maiden.

Mr Beattie is the school's Pupil Premium Lead, monitoring the progress of all children entitled to the funding.

The Governors in the Pupil Progress and Welfare Committee, meet at least twice a year to plan, monitor and review the Pupil Premium strategy. The link Governor for Pupil Premium Spending in 2019/20 was Mrs T McGrady.

#### **How we spent the 2019/2020 Pupil Premium allocation**

Number of Pupils	159
Total Number Eligible for Grant	11
Percentage of Pupils eligible for PP Grant	11/159 = 7%
PP Grant Allocation	£25,040
Staffing –Dedicated teacher working with PP pupils. Targeted TA support and pastoral care from Learning Mentors	£13, 243
Subsidised Music tuition, Breakfast and After School club	£1,800 (EBASC) £144 (Music)
Educational Resources such as Spellodrome, Amazing magazine and Accelerated Readers	£385
Transport Support (Monthly bus pass)	£1097.60
<b>Total</b>	<b>£16,669.60</b>

## **The Main Barriers to Learning for our Pupils**

Barriers to learning and individual data is used to identify the specific needs of each pupil. We make use of researched strategies, including a meta-cognitive approach named Learn 2 Learn, alongside recent EEF research publications stating recommendations in improving Literacy, Numeracy, behaviour and use of technology. Staff CPD in reading strategies (Reading Vipers) writing (DADWAVERS) and forming a school rationale in the delivery of Maths Mastery has all been influenced by the EEF recommendations.

Barriers to learning are identified from rigorous data analysis (as well as an understanding of our school's context) and are addressed as priorities in both our development plan and separate 'Pupil Premium' action plan. All staff are made aware of 'barriers for learning' for individual pupils. Risk factors for underperformance for our school have been identified

Barriers and challenges faced by some of our disadvantaged pupils are many and varied and they often increase in complexity as the children get older. Please find a non-exhaustive list of the main barriers our children face below:

- Parental Support – complex home issues such as mental health, domestic violence, , unemployment, substance abuse, engagement with school / external agencies and limited support in learning at home
- Immature development socially, emotionally and physically
- Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations and resilience in learning
- Some children affected by limited life experiences and access to everyday opportunities due to rural isolation.
- Limited involvement in school and poor attendance and punctuality
- High proportion of complex additional special educational needs – this impacts on the family as a whole and as a result learning needs are not always met / supported.
- Emotional Resilience – Mental health and emotional wellbeing across the age groups
- Personal development – emotional literacy, building trusting relationships and having high aspirations of themselves.
- Poor Early language/communication skills
- Early reading, writing and mathematics is a key area. Historically, PP children coming to our setting are behind their peers in all 3 areas.
- Social Mobility – Lack of aspiration and awareness of HEI outside of the county.
- Negative perceptions about own community.
- Digital reliance at home impacting on behaviour and mental health.
- Lack of social awareness and behaviour difficulties with their peers. Because of the majority of PP children being in the same academic year, this is a frequent and continuous barrier for these children.
- Lack of engagement during lockdown. Online records show poor engagement with Seesaw and have re-joined school behind their peers.

## Our 2019/20 Priorities

As a school, we identified 4 main target areas to help 'diminish the differences' between disadvantaged and non-disadvantaged pupils in 2019/2020. These are listed below and were integral to our 2019/2020 pupils premium spending.

- Children feel happy and display positive states of mental health
- Children engage positively in their learning and wider enrichment activities
- That every effort is taken to ensure that PP children make strong progress which broadly matches their peers or exceeds the Non-PP children. PP children in bottom 20% of school readers are supported in their engagement with books and overall fluency.
- To ensure PP learners attendance and punctuality is improving over time.

### Head teacher statement

The effect of this expenditure on eligible and other pupils' has been tracked carefully throughout the year. Many elements of the school improvement plan, were supportive of disadvantaged children. Unfortunately due to the global Covid-19 pandemic and subsequent school closure on March 20<sup>th</sup>, many of these plans were put on hold. The following information shows progress against our desired outcomes on the 2019-2020 Pupil Premium Statement.

School began an audit of mental health needs. Plans were made from this audit, including planned mental health first –aid course for all staff but never completed. 1 x learning mentor completed ELSA (Emotional Literacy Support Assistant) training and shared resources with other Learning Mentor. Assistant Head worked with school council to review and change Behaviour Policy which spawned the introduction of 'The St James Way'. Together with a restructuring of lunchtimes and provision, this had a significant impact on behaviour and incidents of poor behaviour. Although the year was cut short, there was a significant reduction in the number of behaviour incidents across the whole school, including those of PP children. In 2018-19 there were 241 recorded incidents of which 89 involved PP children. In 2019 – March 2020 there were 44 recorded incidents of which 12 involved PP children. As stated below attendance also improved for our PP children across last 3 years.

Extra-curricular activities in music, drama and residential school trips were subsidised for PP, meaning that all children who wished to attend were given the opportunity to develop new experiences. These experiences were carefully chosen to offer experiences out of the county and offer a wider range of clubs including Zumba, Textiles, Cookery, Performing Arts, Adventure Club, Gymnastics, Judo, sing squad, table tennis, and running club alongside parents. Proportionally the engagement of PP children engaging in clubs is greater than peers in all clubs, with children being highlighted to attend, particularly in cooking.

PP Progress – Again the year was cut short which leaves us short of Summer data. However, the school did complete their spring assessment in February 2020, weeks before school closure. The data shows:

	Year 3 (4chn)		Year 4 (5chn)		Year 5 (2 chn)		Year 6 (2 chn)	
	PP	All	PP	All	PP	All	PP	All
<b>Reading</b>	99.3	100.6	97.2	103.9	100	104.6	97	102.4
<b>Writing</b>	91	97.1	98.2	100.3	102	101	103	101.3
<b>SPAG</b>	93	97.7	96	101	105.5	104.7	103.5	101.7
<b>Spelling</b>	89.5	94.7	95.2	99.5	96	102.3	*	*
<b>Maths</b>	98.5	102.6	99.2	103.1	99.5	102.5	103	99.6

The general picture shows PP children behind their peers in all areas of Year 3 & 4. However what can also be seen is that in Years 5 & 6 the gap closes and in some cases our PP children outperform their peers. This shows effective strategies to close the PP gap throughout the school. Each PP child now has a PP profile highlighting barriers and advising on successful strategies for these children. The success of our current Year 6 PP will be of an indirect benefit of having smaller classes last year due to strategy of lowering upper school classes in 2018/2019

Attendance was tracked carefully including Admin assistant coordinating first response procedures and weekly data analysis. This has helped the school improve its attendance figures generally. The attendance figures for PP also rise steadily, which has helped narrow the gap of their peers.

	2016	2017	2018	2019 (March 2020)
PP Children	94.2%	94.5%	95.1%	95.6%
All	95.9%	96.5%	96.5%	96.9%
Gap	- 1.7%	-2%	-1.4%	-1.3%

Mr A Beattie  
Head teacher