

Pupil Premium Strategy Update for St James CE Primary School 2023-24 **FINAL**



1. Summary Information					
School	St James CE Primary School, Regent Street, Haslingden, BB4 5HQ				
Academic Year	2023-24	Total PPG budget	£87,300	Date of most recent PP Review	September 2023
Total number of pupils	189	Number of pupils eligible for PPG	60 (32%)	Date for next internal review of this strategy	December 2023

2. 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.	Literacy Support – focusing on Reading into Writing	
B.	Intervention Support – for both educational, social and emotional needs	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Breakfast Club and winter snacks	
D.	Parent Support and Learning including SEND Development and Liaison	
E.	Essential Learning Experiences (trips, visitors, opportunities and experiences)	
F.	Attendance Monitoring	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make at least good progress in Reading and Writing and the gap is closed at ARE together with ambitious outcomes for GDS	PPG children achieve well compared to their peers in school and Nationally Progress for PPG children each term is accelerated PPG children achieve ARE confidently and securely with more PPG children achieving GDS at year end
B.	Children are happy and settled in school. They behave well and have excellent behaviours for learning. They achieve well in all areas compared to their peers	Assessment data together with monitoring by SLT as a focus to compare responses and provision in class illustrates good comparative data. Pupil conferencing with PPG children indicates that they are happy, they are thriving and can speak confidently about their learning

C.	Breakfast Club ensures a nutritional start to the day with emotional support for a settled and learning ready beginning to the school day. Daily toast to support energy levels in winter months	Children who attend breakfast club make a good start in class and learn well
D.	Parents attend key workshops to support Reading, Phonics and Writing. Maths workshops promote mastery approach Key parents for various reasons including SEND attend extended supportive appointments with family liaison team	Outcomes for PPG children improved due to parental confidence to support homework through improved knowledge and understanding of literacy. Key children feel supported and happy with a deeper relationship between school and parents thereby impacting on outcomes. Needs of key children met through regular, successful support for families where needs identified.
E.	Children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons based on new curriculum. All children access wider opportunities in learning.	All children's aspirations are widened. Children understand the wider world and are able to apply personal experiences to learning. Embedded new curriculum is more creative and meaningful as a result.
F.	Attendance improves through timely intervention and support for families. Attendance and lateness figures evaluated each week. Individual children tracked and referred to PAST if required	Attendance for all meets Governors target of 96% with PPG children attending well compared to their peers.

4. Planned expenditure					
Academic year		2023-24			
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? Costing	Staff lead	When will you review implementation?
All children supported for Reading and Writing (including phonics) throughout school, with specific interventions for PPG children where appropriate	Each class has a full time TA for consistency and to ensure interventions are successful TAs have regular, bespoke training to support identified needs	Outcomes for Reading have improved and progress made by PPG children overall is good compared to their peers, to ensure this impacts on writing, further support in English across school is required daily. Support staff need to be highly skilled and receive bespoke training for the needs of the children in our school	Full time support staff in every class Monitoring and evaluation systems across school together with termly PPM Regular assessments for phonics (RWInc) Great teaching strategies employed by teachers in collaboration with support staff, (e.g. pre-teach, vocabulary rich lessons)	Class teachers with support staff	Termly in PPM

Small team approach to target identified needs. Specialist trained support staff are highly skilled and impact on outcomes	SEN Specific TA hrs EAL Specific TA hrs Forest School TA hrs Wellcomm and other assessments in collaboration with SENCO with ILP therefrom where required	Children have varied needs across school which impact on outcomes – educationally, socially and emotionally. Bespoke team of support staff who are highly trained to complete targeted work with key children in this regard to ensure all children achieve well.	Regular training and meetings for small team approach across school which focuses on: EAL Forest School Emotional Literacy Sensory Needs	SENCO with key support staff	Half Termly with SLT
Anticipated Spend 23-24	TA Salary Contribution £25,000 TA Training £2,500 Additional Resources £3,000				
Total budgeted cost					£30,500
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? Costing	Staff lead	When will you review implementation?
Intervention Support for Literacy and Emotional wellbeing Social skills developed and improved Targeted core subjects together with emotional literacy.	SEN Specific TA hrs EAL Specific TA hrs Forest School TA hrs Learning Mentor TA hrs and training to maintain ELSA qualification Family Liaison Support (Joint approach from team above)	Children to feel happy in school and are ambitious for their own learning. This will be supported through high attendance levels and engagement in lessons. Termly outcomes for English for key identified children – completion of set programmes with experienced support staff to measure impact. Learning Mentor and support staff are able to improve the emotional literacy of children through time spent 1-1 and in small groups with specific activities to support this work.	Attendance celebrated through regular monitoring in school office. Experienced ELSA trained Learning Mentor Experiences EAL specialist TA Fully trained Forest School TA SENCo leads work in this area with SLT support Key identified staff to complete programmes over the term and report outcomes to class teachers.	SENCO with DHT and SLT	Termly in Pupil Progress Meetings Learning Mentor referral forms SENCO monitoring and evaluation of programmes and interventions Pupil Conferencing and CPOMS entries
Anticipated Spend 23-24	ELSA SENCO and TA Salaries contribution £25,000				
Total budgeted cost					£25,000
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? Costing	Staff lead	When will you review implementation?
Good start to the day, support nutrition and emotional wellbeing	Breakfast Club TA salaries 10 hrs per week Daily Toast Nov - March	Children settle well into class when they attend the club. They are able to talk to their peers and experienced, known staff who they share their worries and concerns	2 experienced support staff with training. Value for money purchasing of food.	Support Staff School Business Manager	Half Termly

		about the day to ensure these are allayed and resolved thereby facilitating a good start to the day. Children are fed so they learn	Support from charities where appropriate. Mid morning energy boost to support nutrition and learning. Staff and resources required 9.30-11.00		
Parental Support and Learning with Family Liaison Team Parents are welcome in school and feel supported through timely referrals, etc where required	Parent workshops and learning opportunities organised by DHT SEND Development team organised by SENCO Attachment and Trauma training for support staff	Family workshops, Adult Learning workshops with FLO. Staff present workshops planned and therefore bespoke to needs of school Conversations with key parents in a supportive, helpful and friendly environment. Liaison with outside agencies, e.g. foodbank	FLO team directs and supports with SENCo lead Class teachers organise follow up work and embed where identified with support staff input	SENCO Class Teachers Support Staff TA Team	Weekly meetings with SLT by SENCO Half Termly updates and summary of impact with TA Team and SENCO
Wider Curriculum Development: widen horizons and experiences for all children Improve provision with additional resources to engage and motivate learners	Trip subsidies and Visitors to school Additional resources budget	Widen horizons and experiences for our children. Enhance the curriculum, bringing learning to life within restrictions in place at the time of teaching. Work to be completed from personal experiences to enhance outcomes.	Class teachers to plan over the year Targeted trips subsidised. Resources purchased to boost curriculum provision	Class teachers	Annual curriculum plan together with occasional additional opportunities where appropriate
Improve attendance for all learners	Attendance Monitoring – additional hours for office staff	Improved learning will be facilitated with good progress if children attend regularly and consistently	Senior Leadership meetings review attendance each week and weekly assemblies ensure this is a high profile issue and is celebrated Actions are taken daily and issues escalated for support in a timely manner	Office Staff	Weekly with SLT
Anticipated Spend 23-24	Breakfast club Supplies and Staffing £8000 Mid Morning Toast supplies and staffing £1500 Trip subs £3000 PPG Resources Subs (in section above) FLO Team salary contribution £5,000 TA Salaries contribution £10,000 Office Salary contribution £4300 (FSM Lunches cost to school)				
Total budgeted cost					£31,800

Previous Academic Year: 2022-23

Desired outcome	Cost	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)
Reading and Writing Support, including phonics Speaking and Listening support and development across the curriculum	£32,000	Experienced, quality support staff in each class CPD for all staff with support from consultants Wellcomm assessments Staff training and curriculum embedding of S&L techniques Workshops for children	Outcomes at year end are below for attainment compared to all children	Continue to support with Literacy to ensure at least good progress. Additional specialised support staff for ELSA, EAL, Forest School, SEN will be additional to PPG ongoing support in class.
Intervention Support for Literacy and Emotional wellbeing Social skills developed and improved Targeted core subjects together with emotional literacy.	£28,543	Learning Mentors Support staff complete targeted interventions to support accelerated progress Intervention programmes, e.g. Racing to English, Wellcomm, Lucid Rapid, together with S&L programmes with specialist input		
Good start to the day, support nutrition and emotional wellbeing Parental Support and Learning with Family Liaison Team Wider Curriculum Development: widen horizons and experiences for all children Improve provision with additional resources to engage and motivate learners Improve attendance for all learners	£30,812	Breakfast Club and possible mid-morning toast Family Learning Opportunities Structured Conversations ELE: Trips (contributions to educationally linked trips together with Robinwood) Visitors Creative Curriculum Close monitoring with home visits and termly rewards Monitor Y3 and Y5 (last year Y2 and Y4) for attendance of PPG children.	Attendance is a high priority with robust monitoring, home visits, penalty notices where appropriate Children experience a variety of learning opportunities and widen their horizons Key families are supported with a healthy breakfast and a good start to the day – thereby improving attendance together with outcomes	Continue with all strategies

OUTCOMES AT YEAR END 2022-23

PROGRESS Y2-5

Year	PPG No of Chn	R	W	M	GPS
2	6	2.83	2.66	3.00	3.00
3	7	4.67	3.71	4.33	2.50
4	9	3.67	3.22	3.44	3.44
5	8	3.58	2.86	4.00	3.57

ATTAINMENT Y2-6

Year	PPG Total No of Chn	R No of Chn	R%	W No of Chn	W%	M No of Chn	M%	Phonics/ GPS No of Chn	Phonics/ GPS
2	6	5	83%	4	67%	6	100%	6	100%
3	7	3	43%	3	43%	4	57%	3	43%
4	9	4	44%	4	44%	5	55%	5	55%
5	8	6	75%	5	63%	6	75%	7	88%
6	7	6	86%	5	71%	6	86%	7	100%