

# Pupil premium strategy statement (primary)

| 1. Summary information |                                    |                                  |        |                                                |            |
|------------------------|------------------------------------|----------------------------------|--------|------------------------------------------------|------------|
| School                 | East Crompton St James' CE Primary |                                  |        |                                                |            |
| Academic Year          | 2019/20                            | Total PP budget                  | £71280 | Date of most recent PP Review                  | 05.10.2019 |
| Total number of pupils | 211                                | Number of pupils eligible for PP | 54     | Date for next internal review of this strategy | 01.07.2020 |

| 2. Current attainment                         |                               |                              |
|-----------------------------------------------|-------------------------------|------------------------------|
|                                               | <i>Pupils eligible for PP</i> | <i>All Pupils Nationally</i> |
| % achieving in reading, writing and maths KS2 | 36%                           | 64%                          |
| % making progress in reading KS2              | 55%                           | 75%                          |
| % making progress in writing KS2              | 73%                           | 78%                          |
| % making progress in maths KS2                | 55%                           | 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.                                                                                                       | Children on entry to the school are coming in with low CLL development.                                                                                                                    |
| B.                                                                                                       | The attainment gap between PP and Non-pp remains too big in reading, writing and maths..                                                                                                   |
| C.                                                                                                       | School needs to ensure children are ready to learn and engage in a full curriculum to enhance their experiences                                                                            |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |                                                                                                                                                                                            |
| D.                                                                                                       | Attendance is higher than national average 97%, persistent absentees 6.6% only 2 PP pupils had persistent absence out of 14 FSM has an upward 3 year trend 19% 2017, 20% 2018 & 22.7% 2019 |

| 4. Desired outcomes |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                  |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <i>Desired outcomes and how they will be measured</i>                                                                                                                                 | <i>Success criteria</i>                                                                                                                                                                                                                                          |
| <b>A.</b>           | To provide speech and language interventions in the EYFS to ensure children catch up to their developmental stage                                                                     | 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.<br>Increase in CLL GLD for PP pupils.                                                         |
| <b>B.</b>           | To provide research led interventions where progress is tracked leading to children catching up to ARE in reading, writing and maths. The aim is to close this gap by the end of KS1. | Closing the gap in outcomes between reading and other core subjects; gaps closing between boys and girls/ PP and non-PP children; improved scaled scores for girls; evidence from PP meetings to show accelerated progress in children on catch up interventions |
| <b>C.</b>           | To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2.                                                                                                 | Higher percentage of children achieving GD at KS1, particularly in English (currently R 20.7%; W 25.8%; M 6.5%); higher percentage of PP children achieving GD at KS2, (currently R 12.9%; W 25.8%; M 6.5%; SPaG 20%; GD RWM combined 6.5%)                      |
| <b>D.</b>           | To ensure that children are ready to learn and are accessing learning opportunities outside the classroom.                                                                            | Attendance continuing to improve; PP children improving punctuality by attending breakfast club; PP trips/ clubs funded and life experiences extended; targeted PP children accessing counselling and barriers to learning reduced                               |

| 5. Planned expenditure                                                                                                                                                                   |                                                                                                                                                                                                                              |                                                                                                                                                                                           |                                                                                                 |                                                                      |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------|
| Academic year                                                                                                                                                                            |                                                                                                                                                                                                                              | 2019/20                                                                                                                                                                                   |                                                                                                 |                                                                      |                                      |
| 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 / 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? |
| A<br>To provide a communication champion for the federation to drive improvements in EYFS provision                                                                                      | Experienced teacher to be champion and organise training on communication through Oldham's communication hub for herself and others, starting with looking at the communication startegies already used in our EYFS classes. | CLL data shows that speaking is lower than listening and attention & understanding by 10% also girls are attaining lower than boys in school and significantly below national attainment. | EYFS lead to monitor<br>Reports to governors<br><br>Monitoring of assessment from learning book | JB Nursery teacher                                                   | Summer 2020                          |
| To implement speech and language interventions for pupils who need it in addition to quality 1 <sup>st</sup> teaching                                                                    | JB to deliver BLAST interventions.<br>JB to source ELKLAN training.                                                                                                                                                          |                                                                                                                                                                                           | Records of intervention have baseline and exit progress data                                    | J<br>B to deliver and record intervention baseline and progress data |                                      |

|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                         |                                                               |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------|
| <p><b>B</b><br/>To provide research led interventions where progress is tracked leading to children catching up to ARE in reading, writing and maths. The aim is to close this gap by the end of KS1.</p> <p>To provide inference intervention for KS2 pupils where they are assessed behind ARE.</p> | <p>Embed catch-up numeracy and Switch on reading/ writing by continuing to provide TA level 3 for assessment and delivery.</p> <p>Introduce bounce back and fast track phonics and provide TA 3 times a week to deliver to groups</p> <p>Phonics training for all staff</p>                                                                                                                                 | <p>A quality 1<sup>st</sup> teaching environment is making a difference, but at present there is no additional intervention for pupils who need to catch up developmentally in speaking to their peers.</p> <p>Catch-up and switch on enabled pupils to catch up to there ARE. The evidence showed year 2 and year 3 made the most gains.</p> <p>Fluency in reading has been highlighted and a small minority of children do not pass the phonics screening 2<sup>nd</sup> time around. Fast track phonics ensure children in yr1 keep up with expected phonics teaching and bounce back supports pupils who still have gaps in their phonetic knowledge in years 2, 3 and 4. Teachers to ensure skills learnt are applied in class.</p> <p>Inference intervention implemented in KS2 by releasing TA to run intervention in the afternoons</p> | <p>TA's assessment baseline and tracking, exit data</p> <p>Phonics lead to monitor and QC interventions<br/>Teachers to monitor progress and ensure application in class.<br/>TA to deliver and assess intervention</p> | <p>4 TA level 3 employed afternoons</p> <p>Inclusion lead</p> |                    |
| <p><b>C</b><br/>To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2 in reading and Maths</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>Executive Headteacher/<br/>Executive Deputy Headteacher/<br/>Assistant Headteachers</p>                                                                                                                              |                                                               | <p>Summer 2020</p> |

|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |                              |  |             |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--|-------------|
|                                                                                                          | Appraisal target set for staff aimed at improving outcomes for PP pupils in all year groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Intervention outcomes recorded and closely monitored/ regularly evaluated<br><br>High quality training                                                                                                                       |                              |  |             |
| Educational trips linked to the curriculum which will enhance teaching experiences in all subject areas. | 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.<br><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Monitoring by curriculum subject lead                                                                                                                                                                                        | Curriculum lead              |  | Summer 2020 |
| Improve robustness of assessment data and the use of gap analysis                                        | 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.<br><br>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.<br><br>Assistant head has 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. | Monitoring of Target Tracker<br><br>Release time clearly timetabled<br><br>Training for new staff/ staff new to target tracker<br><br>Reports generated prior to pupil progress meetings<br><br>Pupil progress meetings held | Executive Deputy Headteacher |  | Summer 2020 |

|                                                                                                             | Senior staff meet prior to Pupil progress meetings to look at individual children ensuring progress meetings with teachers are purposeful and conversation is around supporting vulnerable pupils.     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                |            |                                      |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------|
| £ 84,000                                                                                                    |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                |            |                                      |
| <b>ii. Other approaches</b>                                                                                 |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                |            |                                      |
| 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? |
| D<br>To ensure that children are ready to learn and accessing learning opportunities outside the classroom. | Office team led by school business manager 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. | School business manager to lead worker to feedback to SLT<br><br>Termly report to Governors includes monitoring of attendance and punctuality. | SBM        | Summer 2020                          |
|                                                                                                             | 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                                                                                                                                                                                                                                                                          | Evaluations of counselling<br><br>CPOMs records<br><br>Exec HT support and DSL reviews                                                         | EX HT      | Summer 2019                          |

|                            |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                                            |                |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------|----------------|
|                            |                                                                                                                                                                                                 | have on children's attitudes and readiness to learn. The impact from the sessions is clear, therefore must continue into the following academic year.                                                                                                                                                                                                                                                                                                                          |                                      |                                                            |                |
|                            | Breakfast club continuing to be available from 8.30-8.50am for all pupils. A free breakfast is provided for FSM pupils and subsidised for PP pupils. The session is supervised by school staff. | Breakfast Club is a positive start for the day; providing a nutritious meal and encouraging punctuality. It evidently ensures children's readiness to learn, and the uptake from children and their parents is good. This will continue into the next academic year.                                                                                                                                                                                                           | Supported by teaching assistants     | KS leaders                                                 | 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 | Sport provider (See sports premium report)<br>Club Leaders | Summer 2019    |
| <b>Total budgeted cost</b> |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                      |                                                            | <b>£43,000</b> |

| 6. Review of expenditure                                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Previous Academic Year                                                                                                                                                                                                                                    |                                                                                                                                                                                                                           | 2018/19                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| i. Quality of teaching for all / 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    |
| A<br>To continue to improve reading outcomes, through quality first teaching and targeted interventions<br><br>B<br>To focus on improving percentage of boys achieving 'at' judgement at KS2; improving scaled scores for girls at the end of key stage 2 | Teaching assistants used to offer immediate intervention based on teacher assessments<br><br>Monitoring of vulnerable pupils in Pupil progress meetings                                                                   | % of pupils reaching ARE well above national averages at 83%<br><br>Boys reaching RWM combined 79% national 60%<br>Girls RWM combined 73% national 70%                                                                                                                                                                                                                           | This will be a continued use of the pupil premium funding. Teaching assistants are trained to a high level and expectations are clear. In the 2018/19 cycle, teaching assistants will be used for targeted maths and reading interventions, focusing on raising attainment and closing gaps.<br><br>Reading must continue to be a focus to further close the gap between reading, and maths and writing. Children will be targeted with 1:1 support and intervention using BRP. Girls need to be a focus as combined % just above national % | £58,693 |
| C<br>To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2                                                                                                                                                                 | Improve robustness of assessment data and the use of gap analysis<br><br>Improve reading skills by having discrete lessons in KS2<br><br>Give more opportunities for a range of problem solving activities in mathematics | KS1 GD has increased by 4% in Reading and maths and is in line with National. Writing has declined 5% to 15% but is in line with national attainment.<br><br>KS2 GD has increased 10% in maths to 28.6%being above national average<br>Reading has declined slightly by 3% and is still 10% below National averages<br>Writing is at 18% just below the national average at 20%. | Reading must continue to be a focus to further close the gap between reading, and maths and writing. Children will be targeted with 1:1 support and intervention using BRP<br><br>Inference intervention needs introducing to address this area of reading.                                                                                                                                                                                                                                                                                  | £40000  |

## ii. 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                                      |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| To ensure that children are ready to learn and accessing learning opportunities outside the classroom.. | Pastoral support worker and administrator to monitor and record attendance, communicate with families and work with other agencies to ensure attendance and punctuality is at least good.                                           | Administrator effectively used to ring families/ make house calls for children absent from school.<br><br>Attendance recorded as 95.3%, broadly in line with national average.                                       | Administrator will continue to support pastoral worker in monitoring attendance/ contacting families and making house calls.                                                     | £25,400                                   |
|                                                                                                         | Pastoral support worker to work with CSC and other agencies – attending meetings, 1:1 work with children and families.                                                                                                              | Pastoral worker given designated safeguarding status. Meetings attended and children worked with.<br><br>Pastoral worker commenced on maternity leave spring 2018 – role filled by SLT until return.                 | Pastoral worker to continue with designated safeguard lead status (once returned from maternity leave January 2019).<br><br>In interim period, SLT to remain as safeguard leads. |                                           |
|                                                                                                         | Counsellor employed to support identified pupils (social, emotional and behaviour needs).                                                                                                                                           | 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. | Counsellor will continue to be employed in 2019/20 academic year.                                                                                                                | £8043                                     |
|                                                                                                         | Breakfast club from 8.30-8.50am for all pupils. A free breakfast is provided for FSM pupils and subsidised for PP pupils. The session is supervised by school staff.                                                                | Breakfast club ensures that children have a positive start to the day. It has encouraged punctuality and children's readiness to learn. Children previously late for school had improved attendance and punctuality. | Subsidised breakfast club will continue during 2019/20 academic year.                                                                                                            | £4138                                     |
|                                                                                                         | After school clubs for pupils to provide extra curricular activities: cookery club, YouthZone, chess club. Clubs are heavily subsidised for PP children who have priority access.                                                   | Extracurricular clubs provided children with positive experiences and life skills that wouldn't otherwise be available. Clubs contributed to the children's well-being and holistic development.                     | Clubs will continue to be subsidised in the 2019/20 academic year. (See sports premium report for numbers)                                                                       | £1849<br><br>Funded by alternative source |
|                                                                                                         | Summer activities for children during the summer holidays. 6 days over the holiday period, comprising of two half day sessions for KS1 and KS2 pupils.. Targeted PP children are given priority and subsidised places where needed. | Provision of extracurricular clubs during the summer holidays provided positive experiences in the extended period away from school. This contributed to children's well-being and holistic development.             | Clubs were effective, but funded from alternative source.                                                                                                                        |                                           |

## 7. Additional detail

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