Pupil premium strategy statement (primary)

1. Summary information					
School	East Crompton St James' CE Primary				
Academic Year	2020/21	**Total PP budget**	£92400	**Date of most recent PP Review**	05.10.2020
Total number of pupils	205	**Number of pupils eligible for PP**	70	**Date for next internal review of this strategy**	01.07.2021

2. Current attainment (2019)		
	Pupils eligible for PP	*All Pupils Nationally*
% achieving in reading, writing and maths KS2 (2019)	36%	64%
% making progress in reading KS2 (2019)	55%	75%
% making progress in writing KS2 (2019)	73%	78%
% making progress in maths KS2 (2019)	55%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Children on entry to the school are coming in with low CLL development.
B.	To close the attainment gap due to lost learning during lockdown in 2020 in Reading, Writing, Maths and Phonics.
C.	School needs to ensure children are ready to learn and engage in a full curriculum to enhance their experiences, particularly with emotional health and wellbeing.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
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% (Stats 2019)

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	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. Increase in CLL GLD for PP pupils.
B.	To provide interventions so that children are supported during catch-up curriculum in the Autumn term, then transferred onto federative chosen intervention if necessary when full curriculum offer is being taught.	Children are at ARE and if not by January 2021 they receive further focused intervention using Federative chosen ones.
C.	Children to access the full experiences of school so that normality can begin to return and that they are given Emotional health and wellbeing support.	Childrens achievement and attainment is recovered and support is given for emotional health and wellbeing in class and as an intervention where necessary.
D.	To ensure attendance returns to pre-lockdown and improved	Attendance continuing to improve after reaching pre-lockdown figures.

5. Planned expenditure	
Academic year	**2020/21**

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 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 strategies already used in our EYFS classes.	CLL data shows that speaking is lower than listening and attention & understanding	EYFS lead to monitor Reports to governors Monitoring of assessment from learning book	JB Communications teacher	Summer 2021
To implement speech and language interventions for pupils who need it in addition to quality 1st teaching B	JB to deliver BLAST interventions. JB to source ELKLAN training.	A quality 1st 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.	Records of intervention have baseline and exit progress data	JB to deliver and record intervention baseline and progress data	

To provide a level 3 teaching assistant to each class for at least the 1st half of Autumn half term to assist teachers in the catch-up curriculum with a focus on PP	Re deploy TA's so that all classes have full time support. HLTA deployed to classes with greatest amount of need. 1 additional temporary TA to provide capacity for whole school.	Where classes previously have had additional support and are used well by teachers they catch up to ARE over time.	School review in 1st half of Autumn half term to have a focus on the impact. Pupil progress meetings in October show children have made accelerated progress. Teachers pupil progress notes will show how support is used.	SLT	Oct / Dec 2020
When catch-up curriculum complete TA's allocated for targeted intervention	BLP & Catch-up Numeracy and inference groups resume for identified children. Pre & post teaching strategies used to support learners in class	EEF evidence supports these interventions and BLP, Catch-up and inference interventions made impact in the past.	Appraisal target set for staff aimed at improving outcomes for PP pupils in all year groups. Pupil progress meetings ½ termly On entry and exit assessments Book scrutiny	SLT	Jan-July 2021
C To ensure a catch up curriculum is in place but specialist provision for music and PE remain in place. After school provision to be made for class bubbles.	Curriculum leaders plan a streamlined cohesive curriculum with essential catch-up building blocks for the first term. Class bubbles have 1 week of extra curricular activities. PE and Music risk assessments done so personnel can deliver in school.	Expectation from government	Federative curriculum leader	SLT	Summer 2021
Create ELSA role for federation to facilitate whole school emotional wellbeing and individualised programmes for pupils	ELSA (emotional literacy support assistant) trained and in post for Sept 2020. ELSA to lead whole school training on delivering in class emotional health and wellbeing activities. Teachers to identify children for ELSA support. Support to begin week 5.	Research indicates ELSA support very effective with suitably trained and qualified personnel	SENCo, Inclusion lead		Summer 2021

ii. 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?**
D To ensure that children are ready to learn and accessing learning opportunities outside the classroom.	Office team led by Deputy Headteacher to continue to monitor and record attendance, communicate with families and work with other agencies to ensure attendance and punctuality is at least good.	Deputy head teachers now have responsibility for safeguarding. Attendance systems were reviewed in January 2020	Termly report to Governors includes monitoring of attendance and punctuality.	DHT	Summer 2021
			Total budgeted cost	**£120,000**	

6. Review of expenditure				
Previous Academic Year		**2019/20**		
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 To provide a communication champion for the federation to drive improvements in EYFS provision To implement speech and language interventions for pupils who need it in addition to quality 1st teaching	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 strategies already used in our EYFS classes. JB to deliver BLAST interventions. JB to source ELKLAN training.	EYFS children below ARE for CLL made significant gains however due to Covid 19 end of year could not be assessed	Approach to be continued next year	
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. To provide inference intervention for KS2 pupils where they are assessed behind ARE	Embed catch-up numeracy and Switch on reading/ writing by continuing to provide TA level 3 for assessment and delivery. Introduce bounce back and fast track phonics and provide TA 3 times a week to deliver to groups	Catch up Numeracy had 6 children who caught up with ARE. Switch on had 8 children who caught up with ARE. However further planned cohorts could not be undertaken due to Covid 19. Inference and phonics interventions were showing progress but were not completed due to Covd 19.	Approach to continue after Catch-up curriculum	**£48,000**
C To increase the amount of children achieving 'greater depth' outcomes at KS1 and KS2 in reading and Maths	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 addressed.	No end of year data		**£72,000**

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. 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.	Trips happened until February 2020	Trips to continue after Covid restrictions lifted	
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. 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. 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. 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.	Teachers took a greater lead in pupil progress meeting. Will continue in 2020/21	Will continue as good practice next year	

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.	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. Counsellor employed to support identified pupils (social, emotional and behaviour needs). 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.	Attendance showed improvement. Objective rolled over into 2020/21		**£2,310** **£560**
			Total	**£122,870**