

1. Summary information					
School	St. James RC Primary School				
Academic Year	2016/17	Total PP budget	£85,360	Date of most recent PP Review	n/a
Total number of pupils	210	Number of pupils eligible for PP	63	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected and above in reading, writing and maths	71%	60%
% making progress in reading	93%	71%
% making progress in writing	79%	79%
% making progress in maths	89%	71%

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.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Pupil mobility issues for a significant group of Year 6 pupils (mostly eligible for PP) are having detrimental effect on their academic progress.
C.	PP children are less likely to have the life experience to embrace challenge and change than other pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Issues around mobility in Year 6 pupils addressed.	As this cohort has grown from 17 in reception to 29 in Year 6 there has been a wide range of school experiences a significant number of these are pupil premium. Pupils eligible for PP identified to make as much progress as 'other' pupils identified.
C.	Increased participation in aspirational activities particularly around the arts and cultural experiences.	A higher percentage of Pupil Premium children to participate in cultural activities in the wider curriculum.

5. Planned expenditure					
Academic year	2016/17				
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?
A. Improved oral language skills in Reception	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	EYFS lead	Jan 2017
B. Issues around mobility in Year 6 pupils addressed	CPD on providing support for low attaining pupils.	Pupils eligible for PP in Year 6 have lower attainment in all subjects. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide support and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Headteacher	Jan 2017
Total budgeted cost					£25,000
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?

A. Improved oral language skills in reception	121 and small group provision of Language Intervention for children in Reception.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	Jun 2017
B. Issues around mobility in Year 6 pupils addressed	Weekly Every Child Counts group sessions in maths for low attaining pupils with experienced HLTA, in addition to standard lessons.	We want to provide extra support to address low attainment. Small group interventions using Every Child Counts with highly trained staff have been shown to be effective; There will also be a high percentage of 1-to-1 support from a very experienced teacher. which is expensive but Hattie's work shows is the most effective.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. 1-2-1 teaching timetabled and intervention area secured.	Headteacher	Mar 2017
Total budgeted cost					£35,360
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?
C. Increased participation in aspirational activities particularly around the arts and cultural experiences.	Funding to subsidise (up to 100%) extra-curricular activities, trips and residential trips in this country and abroad.	Evidence shows that resilience and experience are key factors in the success of those who have received private education over state funded, this includes the confidence to take risks and embrace new experiences and opportunities i.e. university or employment away from home.	An educational experiences co-ordinator has been appointed and management time set aside for this role.	Educational experiences Premium Coordinator (Deputy Headteacher)	Jan 2017
Total budgeted cost					£25,000