Pupil premium strategy statement

School overview

Metric	Data
School name	Darwen St James'CEP Primary Academy
Pupils in school	175 (including Nursery)
Proportion of disadvantaged pupils	57.6%
Pupil premium allocation this academic year	£137,266
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Laura Peckson
Pupil premium lead	Tracy Lawson
Governor lead	Rob McGibbon

Disadvantaged pupil performance overview for 2019

Measure	Score
Meeting expected standard at KS2	37.5%
Achieving high standard at KS2	25%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all new staff are trained to the same standard as existing staff to deliver phonics. To ensure that existing staff are kept up to date with any new training and refreshers, especially KS2.
Priority 2	Continue to work with the Maths Hub to develop the maths mastery approach in school. Including staff training and purchasing of new teaching resources.
Barriers to learning these priorities address	- Consistent approach to phonics teaching - In depth approach to Maths that breaks down maths learning into small manageable steps. - Staff trained to deliver this consistent approach
Projected spending	£11,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve ARE in KS2 Reading	July 22/23
Progress in Writing	To achieve ARE in KS2 Writing	July 22/23

Progress in Mathematics	To achieve ARE in KS2 Maths	July 22/23
Phonics	To achieve the expected standard in PSC	July 22/23
Other	To improve attendance of disadvantaged pupils to National - 95%	July 22/23

Evidence -

EEF Toolkit and evidence of best practice -

Reading Comprehension Strategies (Average impact +6 months).

Small Group Work (Average impact +4 months).

Feedback (High impact for very low cost +8 months).

The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.

An effective remote learning policy is in place, in the event of a pupil requiring to access remote learning due to the COVID-19 pandemic.

Impact/Evidence-

TA Results-

	Reading On track	Writing On track	Maths on track
2s	0	0	0
PS	38.5%	38.5%	34.6%
Rec	35%	35%	35%
Y1	60.7%	55.6%	71%
Y2	50%	41.6%	54.2%
Y3	46.2%	46.2%	46.2%
Y4	30%	23%	46.6%
Y5	34.7%	34.7%	43.4%
Y6	64.7%	47.1%	29.4%

TA results show the current picture and the results are low across the board. With the exception of Pre-school, writing is the lowest percentage in each class, Maths is the next lowest with Reading after that. It shows that all areas of the Core subjects need to be a priority next year.

Year 4 and Year 5 and also Rec have the lowest scores across the board, with Year 4 showing the lowest overall - these classes will be monitored closely next year from baseline in September, to ensure good progress is being made.

Phonics Priorities for the coming year

Measure	Activity
To catch up on missed Phonics and early reading from Lockdown.	Baseline Twice daily phonics sessions Daily 1-1 reading Interventions Parents meeting. Weekly booklets sent home for practise. Home reading with correct phonics books.
To catch up on missed Phonics learning and early reading from Lockdown.	Twice daily phonics sessions Fast Forward Phonics intervention Phonics Screener in Aut term to see who will retake in summer Daily Guided Reading Parents meeting. Weekly booklets sent home for practise. Home reading with correct phonics books. Chromebooks Data packages

Evidence-

Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous year's delivery of interventions.

Phonics approaches have been consistently found to have an average impact of an additional +5 months progress, with synthetic phonic programmes having a higher impact.

Barriers to learning these priorities address	- Attendance. - Poor phonic awareness - Parental engagement - Devices/wifi connection - ICT audit to see how best to address.
Projected spending	£15,000

Impact/Evidence-

TA data-

	Reading %/no.		Writing %/no		Maths %/no
	EXS+	GDS	EXS+	GDS	EXS
Y1	**60.7%**	**0**	**55.6%**	**0**	**71.4%**

Comments-
- Phonics Assessment - 12/29 achieved a pass of 32 or above = 41.4%
- 1 child went to Pakistan in Spring and didn't return for the rest of the year
- 6 pupils on the SEND register - 1 child non-verbal

- 11 FSM pupils
- 9 PP pupils
- 12 summer born children
- Mobility - 1 left and 3 joined over the year - 1 LAC child who is extremely disruptive
- 3 EAL children
- Attendance - Aut term ranged from 80.0% to 96.9%, Spr from 90.4% to 96%, Sum-89.6%-95.2%
- Teacher shielding in December and then through lockdown - Jan -Mar - supply cover.

Targeted academic support for current academic year.

Measure	Activity
Priority 1	To purchase e-reading books for home reading to ensure all children have access to the correct book - especially for early reading and links to phonics.
Priority 2	To have targeted phonics groups in KS2 with appropriate resources that look appropriate for their age.
Priority 3	To use support staff (HLTA and TAs) for targeted learning interventions linked to assessment.
Evidence - Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous year's delivery of interventions. Phonics approaches have been consistently found to have an average impact of an additional +5 months progress, with synthetic phonic programmes having a higher impact. EEF toolkit: Small Group Work (Average impact +4 months). Feedback (High impact for very low cost +8 months).	
Barriers to learning these priorities address	- To enable EYFS and KS1 to have more phonic texts to use for home reading as well as in school as class texts. - To target KS2 children who didn't pass the PSC to continue phonics so they can read and access the wider curriculum.
Projected spending	£34,832
Impact/Evidence-	Priority 1- Ebook system was bought, however due to teething problems with the company the launch did not go well. It was the plagued with technical issues so we had to make the decision to send physical books home and do a quarantine period for them. On top of this many parents struggled to access the system using hand held devices, which is what is most common at home. Teachers did manage to use the resource in school and many found benefits, especially the ability to allocate the same book to more than one child, the ability to have a wider

| | range of books to choose from than our home reading collection. Outcome - the Ebook system is not going to be continued and we will be looking at widening our physical collection of books in school next year.

Priority 2- Phonics groups in KS2 have been set up and are run using LAs - who have been trained by our English/Phonics Lead. The sessions are monitored by class teachers and the English lead to ensure progress is made.

Priority 3 - All interventions and booster sessions have been organised to maximise the best use of staff. All interventions and boosters are firstly approached during PP meetings with SLT to discuss the monitored by the class teacher and Inclusion Manager. Feedback is given on a daily or weekly basis to ensure that interventions are relevant and continue as appropriate. |
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Wider strategies for current academic year.

Measure	Activity
Priority 1	Strategies to improve attendance and punctuality for the most disadvantaged. Including a weekly celebration and a half termly family raffle. New attendance lead managing and tracking the data.
Priority 2	Embedding Growth Mindset across school, including training new staff.
Priority 3	To use Support Staff (Pupil Wellbeing, ELSA and TAs) to manage and support children and families with SEMH issues.
Priority 4	To ensure that all children have access to a free and healthy breakfast.
Evidence - The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school. An effective remote learning policy is in place, in the event of a pupil requiring to access remote learning due to the COVID-19 pandemic. Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal	

research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.

EEF toolkit identifies that the following all have a positive impact: Behaviour intervention (+ 3months), Social and emotional learning (+ 4 months), Metacognition and Self-regulation strategies (+ 7 months).

Barriers to learning these priorities address	- Increasing attendance to ensure children are in school learning. - Using Growth Mindset to raise ambition and aspiration and also to increase resilience to enable all pupils to challenge themselves, take risks and make mistakes that they can learn from. - To help children be in the correct frame of mind to access their learning. - To ensure that children have had a nutritional meal at the start of the day to enable them to concentrate on their learning.
Projected spending	£76,962

Impact/Evidence-

Priority 1- New attendance lead was active, she built on strategies that were already there and added to them, especially in the light of Covid-19. She had a team including the office admin and pupil wellbeing assistant to aid in the regular phone calls for absence, the initial wellbeing element to coming back to school in September and then again in March. As a school celebrates attendance on a weekly level and this continued during lockdown in an adapted way. This was also shared with parents so they see the importance of it. This happens through weekly newsletter and celebration boards. The raffle didn't take place in Spring due to lockdown, but it did in Autumn and Summer. The winners and their families received a tablet and a family food voucher.

Attendance figures for Autumn and Summer Term

W/E (Thursday)	3-Sep	10-Sep	17-Sep	24-Sep	1-Oct	8-Oct	15-Oct	22-Oct	5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec
YR	70.5%	100.0%	86.3%	91.8%	95.3%	94.7%	98.5%	90.4%	80.8%	84.7%	88.2%	91.8%	93.5%	97.1%	91.2%
Y1	88.3%	86.8%	92.6%	88.2%	94.6%	90.4%	96.9%	96.2%	83.7%	80.8%	94.6%	93.1%	90.8%	90.0%	89.4%
Y2	84.8%	83.5%	88.7%	84.5%	83.3%	87.8%	87.4%	85.9%	86.4%	85.5%	88.2%	87.3%	92.7%	95.5%	94.3%
Y3	90.4%	87.7%	79.2%	85.7%	90.4%	92.8%	96.8%	93.0%	93.0%	89.2%	89.2%	90.0%	84.6%	94.6%	95.2%
Y4	91.4%	86.7%	85.3%	87.3%	92.7%	91.0%	80.9%	89.7%	85.3%	89.3%	84.1%	87.9%	91.4%	93.2%	91.1%
Y5	91.4%	91.7%	88.5%	74.1%	85.2%	85.2%	91.8%	95.5%	77.0%	75.5%	82.3%	89.1%	90.5%	88.6%	95.2%
Y6	93.3%	83.1%	82.5%	77.5%	86.3%	85.3%	90.0%	92.9%	92.9%	87.9%	87.9%	92.9%	94.3%	96.3%	93.8%
Whole school average	88.3%	88.1%	86.3%	84.3%	89.8%	89.8%	92.2%	91.9%	86.1%	84.7%	87.8%	90.1%	90.7%	93.3%	92.8%

96%+ High	95-6% Above Ave	94-5% Average	90-94% Low	>90% Very Low

W/E (Thursday)	15-Apr	22-Apr	29-Apr	6-May	13-May	20-May	10-Jun	17-Jun	24-Jun	1-Jul	8-Jul	15-Jul
YR		94.7%	91.6%	92.1%	90.5%	87.8%	93.0%	98.0%	99.0%	98.0%		91.0%
Y1		94.6%	92.8%	92.0%	92.8%	89.6%	95.2%	92.3%	93.9%	90.8%	95.4%	93.1%
Y2		93.6%	93.6%	93.6%	93.6%	87.2%	93.6%		97.6%	90.4%	88.0%	82.8%
Y3		96.2%	99.2%	95.5%	95.2%	93.6%	96.7%	91.7%	91.3%			84.0%
Y4		91.1%	94.1%	93.5%	88.9%	95.6%	90.7%	92.1%				97.1%
Y5		88.6%	88.2%	91.0%	95.5%	91.4%	90.0%	90.0%	97.3%	92.7%	91.8%	94.1%
Y6		94.1%	94.1%	91.2%	96.5%	90.6%	91.0%	90.6%	95.3%	92.9%	90.6%	94.1%
Whole school average		93.3%	93.7%	92.7%	92.6%	90.8%	93.0%	92.5%	95.7%	92.7%	91.5%	90.9%

96%+ High	95-6% Above Ave	94-5% Average	90-94% Low	>90% Very Low

Priority 2 - Growth Mindset is continuing to be introduced, this was more like a reintroduce after lockdown and phased return. The children and staff both took part in training to refresh this before using it consistently across school, in every element of life at DSJ.

Priority 3 - There were many SEMH issues in the return to school. The initial ones around safety at being back. The HT, Pupil Wellbeing team, class teachers all worked hard to put out messages around safety and procedures to mitigate against Covid-19. Most families, after a few weeks, were feeling better but not all. There were many absences due to covid - not all down to testing and symptoms. When the children were in school staff took time to work with them to learn new routines, respark friendships, and learn how to be around others. This took a long time and is still ongoing into 2021/22. Staff also worked with children and families on a 1-1 basis dealing with problems that came up. This was through weekly pupil wellbeing drop in sessions, planned 1-1 sessions, working with outside agencies and tailoring PSHE and nurture sessions to the needs of the children. We also developed plans for children who had severe needs and worked together with families to enable these to happen. All of these initiatives helped ready children to be back in the classroom and be ready for learning.

Priority 4 - Breakfast club was reintroduced linked to the staggered start system that school had in place. Breakfast was provided for all that needed it, 3 members of staff were available to staff this, plus the office staff who looked after the booking system to enable registers and the ability to Track and Trace. This enabled children to have a healthy meal at the start of the day. It also helped with families who were struggling with food or with getting to work. It also enabled children to have a positive start to the day and be ready for their learning.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff training.	INSET Staff Mtg time Subject Leader time used for modelling and peer obs.
Targeted support	KS2 phonics groups.	Training for KS2 staff Phonics Texts Phonics assessments to inform groups

		Appropriate KS2 phonics resources to be used
Wider strategies	Attendance/Punctuality Growth Mindset SEMH	Training for new staff on Growth Mindset Monitoring use of Growth Mindset- help reintegration into school after Lockdown Challenge resources Bucket List Raffle vouchers for EYFS/ks1 and KS2 - half termly. Stickers and tokens for attendance and punctuality Staff member to sort photos for display and raffle tickets Attendance Newsletter - wkly Attendance Letters/mtgs New Attendance lead - AHT New Register and reporting tool Covid -19 related appendices. Staff training on LA procedures Open and regular communication with parents Nurture Groups Nurture Room - SEMH groups/1-1 sessions- staff Nurture resources - books/feelings bags/posters etc Pupil Wellbeing - 2 staff members working with families that have struggled over lockdown and are continuing to struggle

Review: last year's aims and outcomes

19/20-

Due to Covid-19 happening last academic year, we have continued many of our aims that we set out last year to complete or further develop this year, now we are all back in school.

We have had no assessment data to include, as assessments were cancelled last year.

I have included new aims and outcomes within the ones carried over to address the new issues that we face now we have a full return to school after Lockdown.

Next year' report will include a full review of all aims and outcomes.

20/21-

Whole School Comments:
- Current data reflects the position at the end of the summer term.
- Pupil progress meetings were held every 1/2 term to continue to sharpen the effectiveness of interventions and identification of children falling behind or coasting (except in Spring Term).
- We did 2 baseline assessments to ensure correct starting points and identify gaps in learning - once in September and once in March.
- Summer term was dedicated to KPI teaching to ensure that the essential objectives for that year group were covered to enable children to access the next year groups curriculum.
- The SENcO and Headteacher will have responsibility for monitoring the impact of interventions.
- Learning Assistants have been allocated to each class and have also been timetabled for specific, targeted interventions across school.
- 57.6% of pupils across the school are on the pupil premium register compared with LA at 26.4% and National at 22.2%.
- We are boy heavy in most classes – with school being 58.2% boys compared with LA and National at 51%
- Whole school figures for SEND is 19.4% compared with LA at 17.5% and National at 12.8%
- 3 children with EHCP across school
- Children who received a targeted intervention is 44.5%
- SEMH need in school is 37.7%
- 11.5% EAL in school
- 48.5% of children on FSM
- 93% is in the bottom 40% on the deprivation index, 84% in the bottom 20%, 74% in the bottom 10% and 43% in the bottom 5%
- Mobility is high and the population of our school is transient in its nature, very few children attend all the way through from Nursery or Reception to Year 6.

Impact:
Things that have impacted the progress across school this year -
Negatively -
- Attendance not being consistent
- Lockdown
- Bubble Closures and Covid absences, both pupils and staff
- Remote Learning not being accessed by all, even when chromebooks, routers and help has been available (some families not engaging at all and refusing chromebooks) Paper packs have been given instead, but not all have been returned or completed
- Separate bubbles and not being able to mix/meet other children
- whole school events not taking place or being staggered or being remote
- parental involvement has been able to take place
Positively -
- Remote Learning changes and improvements - but not all children accessing remote learning
- Early Adopters approach and timetable changes
- Shorter lunch breaks and break times
- Interventions
- Use of Classdojo
- Use of Website
- Contact with parents, especially through lockdown via phone calls
- Pupil Wellbeing team
- Use of Google Classroom and Google Meet
- Diversity and flexibility of staff and children

- KPI teaching
- Regular PP meetings
- Chromebooks from the DfE
- Positive attitudes and Growth Mindset

Next Steps:

School Improvement Priorities for 2021/22
- To raise attainment in R/W/Ms for all groups, to continue to catch-up with missing education from the last 2 years. Focus will be on Communication and language, Reading and creating a reading culture, including early reading and new phonics scheme, Writing, including missing GPS and consistently applying writing skills in the wider curriculum, Maths Mastery, including using a consistent approach to teaching maths through Power Maths, improving Times Tables and arithmetic and ensuring opportunities for application through reasoning problems is available and attendance.
- EYFS curriculum changes, taking what we have learnt from our Early Adopter year and implementing it through a child led curriculum.
- Developing our Wider Curriculum through clearly identifying the 3 Is and further development of Subject Leader Expertise. Using monitoring and assessment effectively to be proactive and improve our curriculum.
- To raise awareness of SEMH across our academy with a focus on staff and children alike through coaching opportunities, Nurture Time, Pupil Wellbeing, PSHE, Staff Wellbeing.
- Continue to improve and develop our school and community environment with a focus on EYFS outdoor area and the playgrounds.
- Church distinctiveness and community - to re-start our PTFA and school/community events, TLG, working with Rob, Rev. Rebecca and the Church to help the community and do join events.