

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	<ul style="list-style-type: none">• 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
<p>Evidence -</p> <p>EEF Toolkit and evidence of best practice -</p> <p>Reading Comprehension Strategies (Average impact +6 months).</p> <p>Small Group Work (Average impact +4 months).</p> <p>Feedback (High impact for very low cost +8 months).</p> <p>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.</p> <p>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.</p>		

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
<p>Evidence-</p> <p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous year's delivery of interventions.</p> <p>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.</p>	

Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Attendance. ● Poor phonic awareness ● Parental engagement ● Devices/wifi connection - ICT audit to see how best to address.
Projected spending	£15,000

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.
<p>Evidence -</p> <p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous year's delivery of interventions.</p> <p>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.</p> <p>EEF toolkit: Small Group Work (Average impact +4 months).</p> <p>Feedback (High impact for very low cost +8 months).</p>	
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● 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

Wider strategies for current academic year.

Measure	Activity
Priority 1	<p>Strategies to improve attendance and punctuality for the most disadvantaged. Including a weekly celebration and a half termly family raffle.</p> <p>New attendance lead managing and tracking the data.</p>
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.
<p>Evidence -</p> <p>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.</p> <p>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.</p> <p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress.</p> <p>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.</p>	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • 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

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	Training for new staff on Growth Mindset

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

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.