



Strategy for Proposed Spend of Pupil Premium 2019 – 2020

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£1900 per child)
- pupil premium plus children currently being looked after or in care (£1900 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

St James' Blackburn Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

The Pupil Premium Strategy will be reviewed in July 2020. The impact of proposed actions will be monitored regularly to ensure effective implementation.

This document details the proposed spend of the Pupil Premium 2019-2020.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged children that is currently in place.

Academic Year	2019/20	Total PP budget	£83,160
Total number of pupils	422	Number of pupils eligible for PP	63 (14.9%)

The key objectives:

1. **Quality teaching** – To improve outcomes in reading for disadvantaged children.
2. **Quality teaching** –To improve outcomes in all subjects by ensuring that disadvantaged pupils have an increased range of vocabulary.
3. **Targeted Support** – **To provide individualised intervention and support for disadvantaged children.**
4. **Attendance and Engagement** - **to improve curriculum engagement and academic achievement for disadvantaged children.**

OBJECTIVE 1: Quality of teaching for all: To improve outcomes in reading for disadvantaged children.

Actions:

Continuous Professional Development (CPD) for all teaching staff and TAs will prioritise Reading. This CPD will provide Quality First Teaching to ensure needs of disadvantaged children are met through consistency of approach.

Reading as a key priority, will be timetabled to ensure all disadvantaged children access the full guided reading session and are identified as a target group.

School will seek support from the School Advisor on best practice in reading and strategies to engage support progress of disadvantaged children.

The Reading Leader will be given support to develop own understanding of the needs of disadvantaged children and strategies to accelerate progress. Continuous Professional Development for the reading Leader will include ‘Leading a Rich Reading Curriculum’, use of disadvantaged children reading audit and strategies for next steps to ensure progress.

Class teachers and Leaders will use Accelerated Reader Screening and Progress Monitoring reports to:

- identify independent reading range**
- create individualised goals and instruction plan**
- monitor the impact of interventions**

Disadvantaged children's data shared with Phase Leaders as a Focus for TLR meeting, to ensure disadvantaged children in all classes and phases make good progress.

Conferencing of disadvantaged children to ensure that the range of books in school matches the interests of disadvantaged children, and is developing their reading strategies. Reading Support Lead monitor closely, establish any areas of need and report to Vulnerable Groups Team termly

SLT and Phase Leaders hear disadvantaged children read and discuss their reading with them, both in school and at home, to monitor progress and give further opportunities for pupil voice.

Disadvantaged children will be prepared for Mock and Statutory tests by:

- **Completing access arrangements to address any specific barriers.**
- **Teaching disadvantaged children test technique.**
- **Raising aspirations and nurturing resilience. Through targeting and additional support.**

Disadvantaged children will receive targeted support for 1:1 reading sessions with class teachers and TAS.

Each class will have a time identified each week, to target home school communication using disadvantaged children's homework planners.

Reading Support Lead to meet disadvantaged children's parents at Parents Evening, to discuss reading progress and address any concerns. Reading Support Lead will report half termly to Vulnerable Group Team impact of intervention and progress of disadvantaged children.

Disadvantaged children will be targeted to attend Reading clubs. Registers will be monitored by Vulnerable Groups Team to ensure attendance and add to Disadvantaged Database.

The Parents of disadvantaged children will be targeted to attend Reading workshops led by Reading Support Lead.

Disadvantaged children's Parents targeted to attend Early Years Come read with me Sessions.

Reading Lead will ensure that Disadvantaged children have access to books and reading materials at home and Parents of disadvantaged

children and targeted to fully utilize the lending library in EYC
<p>Rationale: The Ofsted EIF Jan 2019 (page 20) states that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.</p>
<p>Desired Outcome: Reading is Prioritised to allow pupils to access the full curriculum. To provide quality reading experiences and resources to optimise reading growth and raise attainment in reading.</p>

Person(s) responsible	Effective implementation	Costs
Inclusion Team AHTs TLR SLT Curriculum Leader AHT Subject Leader TLR Reading Support Lead (UPS teacher)	Vulnerable Group Meetings monitor pupil progress in reading at least termly and report to SLT and Governors. Pupil Progress Meetings are held with class teachers and the progress of disadvantaged children is discussed. Teaching Assistants have progress in reading as a focus for Appraisal Reading Leaders monitor whole school tracking in reading and quality of reading teaching. Development of CPD for Teaching and support staff to provide quality teaching of reading. Additional support for targeted children and families in school and at home.	£15,000

OBJECTIVE 2: Quality of teaching for all: To improve outcomes in all subjects by ensuring that disadvantaged pupils have an increased range of vocabulary.

Actions:

Continuous Professional Development (CPD) for all teaching staff and TAs will ensure teachers plan in order that the curriculum effectively promotes progression in language, and strategies for developing vocabulary.

EAL Lead to give additional CPD with new teaching staff and support staff, to enable them to use strategies with EAL pupils including those who are disadvantaged.

New disadvantaged children who arrive in school assessed by EAL Lead.

Early intervention given through EALIP (English Additional Language Intervention Programme).

Monitor intervention for newly arrived EAL children and reassess vocabulary/reading through the year to record impact on vocabulary and language.

Support given to disadvantaged EAL and newly arrived parents at Parents' Evenings and provide key points to support staff to help with translation at Parents' Evenings.

EAL Lead to hold targeted Parents' Workshop focused on language and vocabulary. Subject specific vocabulary identified and shared with parents through curricular newsletters and school website.

Disadvantaged EAL parents signposted to ESOL classes.

Provide Talktastic intervention in Reception and EYC and Liaise with Speech and language professionals for further strategies.

Disadvantaged children in KS2 given support to develop own vocabulary books.

Rationale:

The Ofsted EIF Jan 2019 (page 22) states 'There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers.

'As noted in Ofsted's previous pupil premium publications-2014, In primary schools, the funding is sometimes used to provide specialist support for developing pupils' language and communication skills.'

Research demonstrates gaps in vocabulary already established for pupils from low income households before primary education. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum.

Desired Outcome:

Pupils will have increased word level knowledge and will be able to use a range of vocabulary in the correct context. The gains in language and vocabulary will allow disadvantaged pupils to access the full curriculum with greater understanding.

Disadvantaged children's attainment in English, particularly oracy is in line with other children.

Increased parental ability to support home learning.

Person(s) responsible	Effective implementation	Costs
EAL Lead UPS Teacher Inclusion Team SLT EAL Lead UPS teacher	EAL Lead reports progress of identified children to vulnerable Groups Team. Vulnerable group supervision meetings Teachers and Support staff observed employing strategies gained from CPD. Pre-teaching and revisiting vocabulary. Pupil Progress Meetings Support for targeted children and families.	£10,000

OBJECTIVE 3: Targeted Support – To provide individualised intervention and support for disadvantaged children.

Actions:

The quality of intervention improved, through CPD for Teaching Assistants and Apprentices to implement new programmes and strategies to help disadvantaged children overcome learning barriers.

Frequent staff reviews to ensure most effective deployment of staff, providing efficiency and best provision.

Regular timetabled assessment and tracking to ensure early identification of vulnerable disadvantaged pupils for targeted support.

Additional support given to meet the needs of identified disadvantaged children within and outside core lessons.

Support given to individuals and vulnerable groups of pupils in their development of self-esteem and motivation.

Analysis of Pupil Premium database and Pupil conferencing identify opportunities for support and further curriculum access, through special events, visitors into school or external visits.

Rationale:

'As noted in Ofsted's previous pupil premium publications, the most frequent use of the funding is to pay for additional staff, including teachers and teaching assistants, who deliver one-to-one support and small group tuition, typically focused on English and mathematics.'

'Additional staffing is also used to enable schools to offer a range of interventions such as booster classes, reading support or 'raising aspiration' programmes, and to reduce the size of classes.'

'The major differences are the extent to which leaders ensure that the funding is very carefully targeted at the types of activities that best meet the needs of their pupils, and the rigour with which these activities are monitored, evaluated and amended.'

Desired Outcome:

Highly effective intervention and SEND support and strategies are in place to help disadvantaged children overcome any barriers to learning.

To boost confidence & accelerate progress of targeted individuals in Reading, Writing and Maths.

To provide emotional support and pastoral care to those children in need.

To foster and nurture individual skills and talents.

Person(s) responsible	Effective implementation	Costs
Inclusion Team	Vulnerable group supervision meetings identify children and regularly review support that is place.	£49, 000
SLT	Disadvantaged pupils progress is carefully tracked and discussed at Pupil Progress Meetings.	
Extra- Curricular Lead	Monitoring of extra-curricular clubs and attendance and outcomes is reported to Inclusion Team	

OBJECTIVE 4: Attendance and Engagement - to improve curriculum engagement and academic achievement for disadvantaged children.

Actions:

Parents of disadvantaged children targeted to attend workshops and given support and resources to support home learning and the curriculum in school.

Disadvantaged children targeted to attend breakfast club for free.

School will subsidise school visits to enable disadvantaged children to take full advantage of opportunities that are offered.

Rationale:

'The funding is also commonly used to enable eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits'

Desired Outcome:

Increased parental ability to support home learning.

Disadvantaged children social skills are further developed and a healthy start to the day impacts on learning.

All children have opportunities to experience a range of activities that they otherwise not encounter.

Person(s) responsible	Effective implementation	Costs
Inclusion team and Reading Support Lead Attendance Lead Breakfast Club leader	Monitoring, attendance registers, homework books, pupil conferencing. Parent and Pupil conferencing. Attendance and evaluations of parent workshops. Pupil conferencing . Breakfast club and attendance registers monitored and pupil conferencing.	£9,160