**Pupil premium strategy / self-evaluation (primary, middle)**

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| 1. **Summary information** | | | | | |
| **School** | Netherhall St James I&N School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget KS1** | £125771 & £6456 EYS = £132227 | **Date of most recent PP Review** | July 2020 |
| **Total number of pupils** | 268 | **Number of pupils eligible for PP** | 36% | **Date for next internal review of this strategy** | September 2020 |

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| 1. **Current attainment 2018/19 outcomes – no available accredited data for 2019-20 due to COVID** | | | | | |
|  | | | *Pupils eligible for PP* | | *Pupils not eligible for PP* |
| **% achieving Good Level of Development at the end of Reception** | | | *71%* | | *72%* |
| **% achieving expected standard in phonics at the end of year one** | | | **61%** | | *76%* |
| **% reaching expected standard in reading** | | | **73%** | | 76% |
| **% making greater depth in reading** | | | **24%** | | 21% |
| **% reaching expected standard in writing** | | | **70%** | | 67% |
| **% making greater depth in in writing** | | | **14%** | | 11% |
| **% reaching expected standard in mathematics** | | | **70%** | | 79% |
| **% making greater depth in in mathematics** | | | **19%** | | 23% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Social and emotional health needs impacting on readiness for learning | | | |
|  | | Resilience and confidence in learning due to limited life experiences | | | |
| **C.** | | Low attainment in phonics at the end of year one and greater depth writing | | | |
| **D.** | | **The attainment of the lowest 20%** | | | |
| **E.** | | **Lower attainment in phonics at the end of Year 1** | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Persistent absence affecting attainment | | | |
| **E.** | | Parental engagement – reading at home, engagement in homework, safeguarding needs of families ,low aspirations | | | |
| **F.** | | The impact of absence of school closure due to COVID | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Improve attitudes to school and learning and reduce incidents of disruption and disengagement | | | Reduced fixed term exclusions  Improved behaviour data/CPOMs incidents logged  Less low level disengagement | |
|  | Increase % of PP children working at expected level in phonics at the end of year one | | | In year data and end of KS1 %will increase | |
|  | Increase % of PP children working at expected level and greater depth in writing, reading and maths | | | In year data and end of KS1 %will increase | |
|  | Reduce % of persistent absentee closer to national % | | | % will be lower than previous year and closer to National % | |
|  | To use a variety of media to engage parents in the school community and their children’s learning within the constraints of COVID | | | Increase of parents linked to class dojo  Increase of numbers at each year group curriculum event | |

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| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year 2019/20** | | | Allocation £125771 + £6456 EYs = £132227 - Expenditure £206920 | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| 3 teachers | Increase % of children working at expected level and greater depth in math reading and writing | | PP and NPP 2018 KS1  Reading at+ PP = 68% NPP = 75%  Writing at+ PP = 61% NPP = 72%  Maths at+ PP = 67% NPP = 80%  End of year phonics PP 82% NPP 75% | | | No evidence of quantifiable data to show impact on end of year outcomes. In school data suggests that year groups were on track to meet the impact criteria at the last data drop before school closure | | | £139163 |
|  | Increase % of PP gaining expected level at the end of year 1 | | End of year phonics PP 82% NPP 75% | | | In school data at the end of March indicated that Read Write Inc approach was beginning to have impact.This now needs to be embedded throughout the school | | |  |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| Learning Mentors | Work effectively with identified vulnerable children to improve readiness for learning and improve SEMH  Reduce disruption in lesson – plan and deliver bespoke and individualised approaches to engage learners effectively in lessons | | Improved pathway of graduated response through in school support and external referrals – e.g CAMHS  Fixed term exclusions reduction for individuals  THRIVE trained staff – lead staff x 4  Reduction in behaviour incidents recorded on CEPOMs | | | THRIVE approach continues to have impact and is a strength in the school –  The approach was used to help parents over lock down and has led our approach to the re integration of children back into school after the closure. | | | £48124 |
| Attendance Officer | Increase whole school % and reduce persistent absentee % | | PA 11%  Whole school attendance 95.3 % (Kirklees 95.9%) | | | Targeted work to help families return after the school closure. Adapt tracking systems which help school to monitor absence and support families as now have inc abs due to self-isolation and COVID fears. | | | £19633 |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| 1. **Planned expenditure** | | | | | | | | | |
| **A AAcademic Year 2020/21** | | Allocation £137765 includes £4610 Early years | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | |
| 1. **Quality of teaching for all -** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| * 3 teachers | Increase % of children working at expected level and greater depth in math reading writing  Increase % of children working at expected level and greater depth in writing | | | * Avoid mixed year groups * smaller class sizes ( less than 22 pupils for lessons focusing on reading phonic writing and maths ) * Streaming for literacy phonics and numeracy | QA cycle  PMR targets  Supervision sessions  TT data  CPD and feedback  Pupil voice | | KC  SG  HM  LB  EO  AD | Half termly | |
| **Total budgeted cost** | | | | | | | | £135516 | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Learning Mentor  Behaviour Worker | Work effectively with identified vulnerable children to improve readiness for learning and improve SEMH  Reduce disruption in lesson – plan and deliver bespoke and individualised approaches to engage learners effectively in lessons | | | * Revised behaviour policy * Observations and pupil interviews * Increased pupil roles and responsibilities * Confidence in the classroom * School council * THRIVE programme * Parent child fun activity sessions * Increased information about Parent’s evening/MHWBeing engagement * Significant % with SEMH * Support graduated response to SEMH * Improve effectiveness of MSP * Increase success of EHCP applications | TA PMR  CPD appropriate  Support time in school  Links with THRIVE and MHWB lead  TA PMR  CPD appropriate  Support time in school  Links with THRIVE and MHWB lead | | KC  HM  KH  TB | Half termly | |
| Attendance Officer | Increase whole school % and reduce persistent absentee % | | | * analyse and support attendance of pupils across school. * Implement appropriate reward and support for attendance and improved attendance * APSO involved in a timely manner | * Fortnightly attendance reviews * PMR | | KC  LM | Fortnightly | |
| Enrichment programme to deliver inspirational curriculum | Improve % age of Pupil Premium working to at the expected level of phonics at the end of Year 1 | | | * To ensure the Curriculum is supported by a varied range of clubs/visits and visitors to widen Pupil Premium Pupils’ experiences beyond their immediate community and help broaden life experiences | * Purchase of the blended learning package to improve phonics teaching with a particular emphasis on the lowest 20% and pupil premium * Enrichment grid monitored by SLT * CLICK Planning * Assessment of each activity for impact | | KC  SLT |  | |
| RWI Phonics Programme | To increase % of PP children working at expected level in phonics at the end of year one | | | * Need for CPD for all staff to improve the quality of phonics teaching * Need to improve the outcomes in early reading for PP children and lowest 20% attainment * Systematic approach to the teaching of phonics which has proven success | * Part of the SDP which will be monitored by SLT * Part of the package is additional support from RWI to help staff support the needs of PP pupils and the lowest 20% * Monitored by school QA cycle * Additional role of reading leaders now in place to support and help implement RWI throughout the school | | KC  SLT  Reading Leaders |  | |
| **Total budgeted cost** | | | | | | | | £79273 | |
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| 1. **Additional detail** | | | | | | | | | |
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