

# **St James' Lanehead CE Primary School**



## **Pupil Premium Policy**

**Appendix 1 – Pupil Premium Reporting Template**

**Appendix 2 – Pupil Premium Review Self-Evaluation Form**

**September 2019**

## **Contents:**

### [Statement of intent](#)

1. [Legal framework](#)
2. [PPG allocation rates](#)
3. [Objectives](#)
4. [How PPG can be spent](#)
5. [Our long-term strategy for success](#)
6. [A tiered approach to PPG spending](#)
7. [Use of the LAC and PLAC premiums](#)
8. [Example interventions](#)
9. [Use of the service pupil premium \(SPP\)](#)
10. [Accountability](#)
11. [Reporting](#)
12. [Pupil premium reviews](#)
13. [Overpayments](#)
14. [Monitoring and review](#)

## **Appendices**

[Appendix 1 – Pupil Premium Reporting Template](#)

[Appendix 2 – Pupil Premium Review Self-Evaluation Form](#)

## Statement of intent

At **St James Lanehead CE Primary School** , we believe that the highest possible standards can only be achieved by having the highest expectations of all learners.

Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

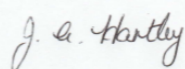
This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

**Signed by:**



Headteacher

**Date:** 17.10.2019



Chair of governors

**Date:** 17.10.2019

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- ESFA (2019) 'Pupil premium 2019 to 2020: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- MoD (2019) 'The Service Pupil Premium: what you need to know'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'

## 2. PPG allocation rates

2.1. For the academic year 2019 to 2020, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,320
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,300
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£300

### Objectives

- 2.2. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 2.3. To narrow the gap between the educational achievement of these pupils and their peers.
- 2.4. To address underlying inequalities, as far as possible, between pupils.

- 2.5. To ensure that the PPG reaches the pupils who need it most.
- 2.6. To make a significant impact on the education and lives of these pupils.
- 2.7. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

### **3. How PPG can be spent**

- 3.1. Under the terms of the PPG, the funding may be spent in the following ways:
  - For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
  - For the benefit of pupils registered at other maintained schools or academies.
  - On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- 3.2. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

### **4. Our long-term strategy for success**

- 4.1. We maximise use of the PPG by:
  - Assigning a pupil premium lead who works with the SLT, Headteacher, SENDCO, School Business Manager and Governing Board to champion the educational needs of PPG recipients and ensure the implementation of this policy.
  - Ensuring PPG funding and spending can be identified within the school's budget.
  - Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
  - Assessing the individual provisions required for each pupil in receipt of the PPG.
- 4.2. We have adopted a long-term **three-year** strategic plan, aligned to the wider school improvement strategy, which contains the following considerations:
  - Expenditure
  - Recruitment
  - Teaching practice
  - Staff development

- 4.3. We conduct light-touch **annual** reviews to inform the plan and form the school's pupil premium statement.
- 4.4. We explore evidence-based summaries of PPG use, such as the EEF's [Teaching and Learning Toolkit](#), to determine the best use of the funding.
- 4.5. The EEF's [Families of Schools Database](#) is consulted to learn about effective practice in similar schools.
- 4.6. We focus on approaches that:
- Are individually tailored to the strengths and needs of each pupil.
  - Are consistent (based on agreed core principles and components) but also flexible and responsive.
  - Are evidence-based.
  - Are focussed on clear short-term goals providing opportunities for pupils to experience success.
  - Include regular, high-quality feedback from teaching staff.
  - Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP)).
  - Support pupil transition through the stages of education (e.g. from primary to secondary).
  - Raise aspirations through access to high-quality educational experiences.
  - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 4.7. We choose approaches that emphasise:
- Relationship-building, both with appropriate adults and with their peers.
  - An emotionally-intelligent approach to the setting of clear behaviour boundaries.
  - Increasing pupils' understanding of their emotions and identity.
  - Positive reinforcement.
  - Building self-esteem.
  - Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
  - A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
  - A child-centred approach to assessment for learning.

## **5. A tiered approach to PPG spending**

5.1. We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

**1: Teaching**

**2: Targeted academic support**

**3: Wider strategies**

5.2. Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- **Professional development**
- **Recruitment and retention**
- **Supporting early career teachers**

5.3. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We may spend the PPG on targeted support in the following ways:

- **Structured interventions**
- **Small group tuition**
- **One-to-one support**

5.4. Wider strategies are used to overcome non-academic barriers to success. We may spend the PPG on the following wider strategies:

- **Behaviour support**
- **Attendance initiatives**
- **Parental sessions**
- **Pastoral and parental workers in school**
- **Mental Health first aid**

## **6. Use of the LAC and PLAC premiums**

6.1. The LAC premium is managed by the LA's designated virtual school head (VSH).

6.2. The premium is used to benefit a pupil's educational needs as described in their PEP.

- 6.3. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- 6.4. The LAC premium is used to facilitate a wide range of educational support for LAC.
- 6.5. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.
- 6.6. The designated teacher works with the VSH to ensure that all available funding is spent.
- 6.7. PLAC premium is allocated directly to the school.
- 6.8. LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## 7. Example interventions

- 7.1. We may utilise the following achievement focussed interventions:
  - Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
  - Reducing class sizes to improve opportunities for effective teaching
  - Creating additional teaching and learning opportunities using TAs
  - Targeting English and maths teaching for pupils who are below age-related expectations
  - Targeting pupils who require additional help to reach age-related expectations
- 7.2. We may utilise the following teaching focussed interventions:
  - A half-hour weekly CPD slot for staff
  - A termly one-day teaching development programme delivered by external experts
  - Weekly individual coaching sessions to support teachers
- 7.3. We may utilise the following wellbeing focussed interventions:
  - **One-to-one counselling sessions**
  - **Occupational therapy-based interventions**
  - **Allocating funds to enable pupils to participate in extra-curricular activities**
- 7.4. We may utilise the following communication focussed interventions:



- Vocabulary interventions for pupils with poor oral language and communication skills
- Support for pupils to access a range of offsite trips and experiences

## **8. Use of the service pupil premium (SPP)**

- 8.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.
- 8.2. Pupils qualify for the SPP if they meet the following criteria:
- One of their parents is serving in the regular armed forces
  - They have been registered as a 'service child' on the January school census at any point since 2014 (known as the 'Ever 6 service measure')
  - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
  - They have a parent who is on full commitment as part of the full-time reserve service
- 8.3. The school does not combine the SPP with any other form of PPG.
- 8.4. SPP spending is accounted for separately to any other form of PPG.
- 8.5. The school may use the SPP for:
- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
  - Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
  - Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
  - Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
  - School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.
- 8.6. The school does not use the SPP to subsidise routine school activities.

## 9. Accountability

- 9.1. Individual targets may be set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. Each pupil is monitored throughout the year.
- 9.2. The progress of pupils in receipt of the PPG is regularly discussed with teachers.
- 9.3. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.
- 9.4. The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.
- 9.5. The school publishes its strategy for using the pupil premium on the school website.
- 9.6. The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

## 10. Reporting

- 10.1. The headteacher reports annually to the governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.
- 10.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the headteacher and the governing board.
- 10.3. The EEF's [DIY Evaluation Guide](#) is used to measure the impact of our spending.
- 10.4. Information regarding PPG spending is published on the school website.
- 10.5. For parents/carers of pupils in receipt of PPG, personal information is sent home in pupils' progress reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## 11. Pupil premium reviews

- 11.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a

pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.

- 11.2. If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.
- 11.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 11.4. The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 11.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.
- 11.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 11.7. In advance of the review, the school will complete the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 11.8. At the end of the review, the school will have an improved strategy and plans to implement it.

## **12. Overpayments**

- 12.1. The school will repay any overpayment of PPG by the LA.

## **13. Monitoring and review**

- 13.1. The **headteacher** and **SBM** are responsible for reviewing this policy **annually**.
- 13.2. The next scheduled review date is **September 2020**

## Pupil Premium Reporting

Funding information	
<b>Academic year</b>	2019 - 2020
<b>Total number of pupils on roll</b>	274
<b>Total number of pupils eligible for PPG</b>	62 (22%) we also have a number of pupils who are considered as 'vulnerable'
<b>Amount of PPG received per pupil</b>	<b>£1,320</b>
<b>Number of pupils eligible for LAC and PLAC premium</b>	<b>2 (0.7%)</b>
<b>Total LAC and PLAC premium received</b>	<b>£6,900</b>
<b>Number of pupils eligible for service premium</b>	<b>3 (1%)</b>
<b>Total service premium received</b>	<b>£1,200</b>
<b>Total PPG received</b>	<b>£111,540</b>
Summaries and reviews of PPG spending in previous academic years are available on the school website. It is worth noting that we now have a new PPG lead in the school for 2019.	
<p><b><u>Outcomes 2018-2019</u></b></p> <p><b><u>EYFS</u></b></p> <p>More pupils are coming into the school with low speech and language communication. Therefore the school is focussing resources upon communication and language and PSED. The impact of this provision is evident through the significant increase in the proportion of children attaining the expected standard in reading, writing and mathematics. Disadvantaged pupils enter EYFS significantly below their non-disadvantaged peers, the gap in 2018-2019 was narrowed considerably over the course of the year. Within school there is a clear Focus upon PSED with disadvantaged pupils in EYFS.</p> <p>Within reading and writing disadvantaged pupils enter the school significantly lower than their non disadvantaged peers. The gaps between disadvantaged pupils in writing widened over the year. Non disadvantaged pupils are attaining lower than their peers in EYFS within Mathematics.</p> <p><b><u>Key Stage 1</u></b></p> <p><b>Reading</b> – no disadvantaged children reached greater depth. Areas for investigation – why are disadvantaged pupils performing less well than their non – disadvantaged peers?</p> <p><b>Writing</b> - no disadvantaged children reached greater depth. Areas for investigation – why are disadvantaged pupils performing less well than their non – disadvantaged peers?</p> <p><b>Mathematics</b> - no disadvantaged children reached greater depth. Areas for investigation – why are disadvantaged pupils performing less well than their non – disadvantaged peers?</p> <p><b><u>Key Stage 2</u></b></p> <p><b>Reading</b> – whilst there was a gap of 9% between disadvantaged and non-disadvantaged children working at the expected standard, the gap between the two groups in terms of working at greater depth has been reduced and is in favour of disadvantaged children.</p>	

**Writing** – 10% more disadvantaged children achieved greater depth than their non-disadvantaged children.

**Areas for investigation** – why are disadvantaged pupils performing less well than their non – disadvantaged peers at the expected standard?

**Mathematics** – there is a gap of 1% between disadvantaged children and non – disadvantaged children working at the expected standard ( in favour for of the disadvantaged children ) the gap between the two groups in terms of working at greater depth is wider with 5% more non-disadvantaged children achieving greater depth

**Areas for investigation** – why are disadvantaged pupils performing less well than their non – disadvantaged peers at the greater depth?

**Whole school**

- Attendance is in line with the national picture this is as a result of the pastoral support.
- Behaviour is Good
- SIAMS inspection May 2019 documented that the school lives out the mission statement.

## Pupil Premium Review Self-Evaluation Form

1. Summary information					
School	St James' Lanehead CE Primary School				
Academic year	2019-2020	Total pupil premium grant (PPG) budget	£111,540		
Total number of pupils	274	Number of pupils eligible for the PPG	62(22%) we also have a number of pupils who are considered as 'vulnerable'	Date for next internal strategy review	September 2019
2. Barriers to future attainment (for pupils eligible for the PPG)					
Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools ( <a href="#">GIAS</a> ); the Education Endowment Fund (EEF) <a href="#">Families of School database</a> ; <a href="#">FFT Aspire</a> ; staff and pupil consultation; attendance records; recent school Ofsted reports and guidance.					
As a school we use the ASP and IDSR alongside our own data analysis to compare the progress and attainment of children who are in receipt of PPG funding, we also use other methods to assess the impact upon the spending.					
Academic barriers					
A	<ul style="list-style-type: none"> <li>• Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class.</li> <li>• Historical issues surrounding education as a priority.</li> <li>• Narrow life experiences meaning they are unable to access some areas of the curriculum i.e. writing and reading.</li> <li>• Limited Vocabulary size in early years, this needs increasing to ensuring breadth and narrowing the gap.</li> <li>• Reading stamina and diet- lack of books at home, being read to or encouraged to read- reading not seen as a priority. Poor speech and language skills, poor grammatical knowledge, poor listening skills, limited familiarity with texts, protocol of communication.</li> <li>• Reading is not seen as a priority for parents and families.</li> </ul>				
B	LIFE EXPERIENCES - Limited experiences and knowledge of the world, lack of first- hand experience, financial constraints, lack of aspirations.				

C	<p><b>READY TO LEARN</b> -Attendance and punctuality, children are not ready to learn - lack of food, being tired, lack of routine and boundaries, attachment issues, part time timetables for pupils who are not emotionally stable. Limited support from external agencies.</p>
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Additional barriers

- |   |  |
|---|--|
| D | <ul style="list-style-type: none"> <li>• <b>Poor social skills – some parents do not value education, conflict and resolution, poor social interaction skills, low social etiquette – dining, manners etc</b></li> <li>• <b>EAL learners; children struggling particularly with the grammar of the English language and have limited vocabulary and comprehension, impacting on reading and writing attainment and phonics outcomes. New arrivals to the country with no English and additional deprivation – lack of support from other agencies.</b></li> <li>• <b>Limited knowledge and understanding of the world – very limited life experiences and desire to improve life chances.</b></li> <li>• <b>Attendance and punctuality issues, especially in relation to chaotic home lives. The majority of the pupils come from E and E* banding for Health.</b></li> <li>• <b>Large families finding it difficult to give each child their individual time and support and access to enrichment and extra activities.</b></li> <li>• <b>Housing and areas such as the estates (social housing) in which the children live do not encourage the children to be successful, school is not a priority in the neighbourhood.</b></li> <li>• <b>Children within the group have identified welfare needs and have been working with agencies such as social care, CFWB service, CAMHS and other emotional support services. Many families refuse to engage with the agencies – parental support officers work hard to break down this barrier.</b></li> <li>• <b>Issues surrounding age appropriate boundaries and guidance - too much screen time, sleep deprivation due to poor behaviour expectations and routines that are often non existent within the family.</b></li> <li>• <b>Trust issues with families, new parental figures coming into and leaving lives quickly leading to false attachments.</b></li> <li>• <b>Engagement with families who have a number of agencies working with them and therefore become disengaged.</b></li> <li>• <b>Lack of respect for any authority figures by adults in the families therefore children learn this and it is hard to break down.</b></li> <li>• <b>Narrow life experiences and aspirations due to financial constraints, time and priority.</b></li> <li>• <b>Large number have screens, computers and gaming devices in their bedrooms as a result and also due to parenting boundaries children are not going out to play or having ‘time’ away from the screen.</b></li> <li>• <b>Many children are ‘street vulnerable’ and boundaries are not in place by parents.</b></li> <li>• <b>School and learning not seen as important or past ‘life school’ experiences impacting on children’s current education. As a school we host Family Friday events to engage our families in learning.</b></li> <li>• <b>Overprotective and ‘want’ parenting giving children the power and decision making.</b></li> <li>• <b>Lack of face to face family time and shared daily experiences.</b></li> <li>• <b>Lack of modelling of basic language by parents and families. Parent’s level of academic success is low. Dysfunctional family circumstances, children and parental mental health, drug and alcohol dependency. Lack of external support from other agencies. Isolated families who are hard to engage. Home learning – lack of support at home</b></li> <li>• <b>Limited English to support reading/writing Independence-children lacking in self-help, emotional resilience and independence.</b></li> <li>• <b>High deprivation category for unemployment, poor health, poor living conditions. Limited access to enrichment activities outside of school/limited resources at home. Complex family situations. Aspirations are extremely low. Some Cultural/religious expectations; pressures of mosque.</b></li> </ul> |
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3. Intended outcomes from 2019 – 2020	

A	<b>To improve the pedagogy of Early reading within KS1 and reading within KS2 so that the gap between disadvantaged children and non disadvantaged children is narrowed. This will also allow all pupils to access the whole curriculum offer from the school.</b>
B	<b>To improve communication and language skills throughout the school to enable children to access all areas of the curriculum.</b>
C	<b>To improve the pedagogy and teaching of mathematical skills in EYFS and Key Stage 1 to ensure that the children have the tools for Key Stage 2</b>
D	<p><b>Children will be ready to learn, they will attend school and flourish.</b></p> <p><b>Staff will have clear informed strategies to support pupils in crisis.</b> This will be assisted by the Mental Health First Aiders in the school.</p> <p><b>Enrichment beyond the Curriculum: To enhance the curriculum and widen opportunities to meet the needs of our children, to develop their knowledge and understanding of the world around them, whilst developing language and vocabulary.</b></p> <p><b>Engagement (family and community): To support our vulnerable families and help them to support their child.</b></p>

4. Review of expenditure	
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Previous academic year	2018-2019
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Quality of teaching for all				
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Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue this approach)	Cost
To read with all PPG pupils daily	To improve reading within the school for disadvantaged pupils	<p>Although pupils engaged in the daily reading this did not have the desired impact that we expected.</p> <p>This can be seen within the data and also through pupil voice.</p>	<p>This did not impact upon the pupils as the resources did not allow the children to develop the reading skills needed. Pupils did not engage in reading or develop the reading habits within the school.</p> <p>This will not be continued.</p>	<p>£25973</p> <p>45 hours per week TA2 wage plus on costs</p> <p>1 hour per day per class</p>



			<p>Reading resources need to be altered.</p> <p>Despite schools best efforts to engage parents within the school not all parents of children who would be classed as disadvantaged saw the benefits of reading as important. Train staff relating to reading and mental health so that they can also work with parents.</p> <p>Speak with the local university / adult learning to improve the learning habits of families.</p> <p>Continue to improve the library in school as the local library has been shut.</p> <p>Digital resources to be sought to engage pupils with reading.</p> <p>Investigate a new reading scheme for home readers alongside a benchmarking scheme so that the books match the phonics and reading levels. (Summer term 2019 £11200 spent on new reading scheme which can be used throughout school to be implemented Sept 2019 once all staff are trained in this and time is given to organise the system fully )</p>	
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Targeted support

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
<p>Targeted support for families to ensure their children have been fed</p> <p>Provide snack in the morning for all pupils with PPG</p>	<p>Pupils will be ready to learn</p>	<p>Behaviour for learning has improved. TA support is now targeted at learning not feeding the children as the school kitchen now cater for the pupils</p>	<p>Yes, this has been a success as we know the children will receive food in the morning and at lunchtimes.</p> <p>Family support also give PPG families food from TESCO foodshare and the foodbank</p>	<p>£ 900</p>
<p>Nurture groups for vulnerable pupils</p>	<p>Pupils will be focused upon learning and additional support can be given swiftly to parents</p>	<p>This has had a strong impact upon pupils, pupils are happier and have shown that they are more focussed on their learning.</p>	<p>Yes we will continue with this support as pupils are focussed upon their learning . To investigate the use of Burnley FC In the Community to assist parents regarding Holiday hunger.</p> <p>Pastoral support to assess all nurture group children regarding their needs.</p> <p>Funding for a nurture specific room in the school to be established through the redevelopment and LCVAP bid?</p> <p>Forest school to be established for all pupils with a focus on PSED, PSHCE, vocabulary focus, speaking and listening.</p>	<p>£66595 - 3 family support workers for school plus oncosts</p>

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Moving forward

The Planned expenditure for the academic year 2019 – 2020

Academic year	2019 - 2020	<p>£66595 - employment costs including overheads to employ 3 family support workers</p> <p>£15200 - SLA cost for experienced SENDCo 1 day per week</p> <p>£2700 - Specialist teaching costs to work 1 day per month throughout academic year</p> <p>£750 - SWAT cluster inclusion including CPD and school to school support for children and staff</p> <p>£ 12,000 for new home reading scheme</p> <p>£12,000 for new Guided reading scheme and additional resources for reading spine, library areas, aspirations</p>
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Quality of teaching for all

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation ?
<p>To implement whole school benchmarking and reading scheme.</p> <p>CPD for staff with a focus upon reading and how to teach reading effectively.</p> <p>To implement MNP throughout the school and support parents with pupils learning.</p> <p>Engage parents with reading, seek support from external sources such as adult learning</p>	<p>Teachers pedagogy will improve for each child.</p> <p>Children will enjoy reading developing the age appropriate skills.</p> <p>Children will develop</p>	<p><b>Evidence suggests that the most effective approach will combine the whole school to ensure all teachers and TA's are fully aware of the reading levels of all pupils.</b></p> <p><b>Teachers CPD will be able to tackle underperformance quickly in all classes and implement any specialist teacher work / support that maybe needed.</b></p>	<p>Staff discussion</p> <p>Parental feedback</p> <p>SLT to check and read with pupils to ensure that children are reading at the appropriate standard and with the correct fluency.</p> <p>SENDCO specialist to implement resources where needed.</p> <p>Pupil Voice projects in relation to reading.</p>	<p>D STITCHER – Curriculum leader</p> <p>H Gregory – English leader</p> <p>A RILEY –library</p> <p>SENDCO – C ASHTON</p>	<p>AUTUMN TERM FGB meeting.</p> <p>CPW meeting</p> <p>Resources</p> <p>Spring term FGB meeting FGB meeting.</p> <p>CPW meeting</p> <p>Resources</p>

<p>with regard to phonics. LA courses for staff and develop a rich vocabulary environment.</p> <p>To read to all pupils through the use of story time. To seek authors to visit the children to enthuse them and raise their aspirations.</p> <p>To implement phonics sessions for all pupils to ensure that they achieve. To match reading books to phonic ability for pupils.</p> <p>Target pupils in KS2 who did not pass their phonics screening. Dyslexia training and First Quality Teaching training for all staff by ADys Ltd (Autumn term )</p> <p>To purchase a reading scheme for both guided and home readers to enthuse the children and also improve the outcomes for pupils.</p>	<p>mathematical skills in line with the national expectations.</p>		<p>External and internal assessments show that the pupils are making progress.</p>		<p>Summer term FGB meeting FGB meeting. CPW meeting Resources</p>
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<p>Pupils who have an identified additional need are supported by Adys specialist limited.</p>					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation ?
<p>To support the Learning mentor with attendance and punctuality. To support families with timely intervention through direct and indirect work. To work with individuals and groups of children on barriers to learning. To work with families – as a key worker to provide best outcome.</p> <p>To fill in paperwork and appropriate referrals and intervention.</p> <p>Non class based staff member can react quickly to events and concerns. Attendance continues to improve</p>	<p>Children will be in school, on time and be ready to learn</p>	<p>To Continue to fund the post of Children and Families Support team.</p> <p>Fund post for an additional member of staff to support the emotional health of pupils in school. Train mental health first aiders.</p> <p>Time for pastoral team to network with the Burnley Professionals including community kitchen, CSC, Council etc.</p> <p>Fund extra support in class at the point of need.</p> <p>Fund extra welfare staff – including library and Chill zone staffing</p> <p>Individual year group planning</p>	<p>Weekly pastoral meetings.</p> <p>Half termly attendance meetings.</p> <p>Multi agency training</p> <p>SLT critical friend weekly monitoring</p> <p>Baseline questionnaire actioned Autumn and reviewed in summer ½ termly pastoral meetings with year group staff members.</p>	<p>Pastoral manager</p>	<p>Autumn term.</p>

<p>and the yearly attendance figure is above the national. Attendance for all children improves</p> <p>To support children individually and in small groups with improving emotional literacy and increasing children's emotional resilience. To provide specific programmes of support to individual pupils who are currently or historically experiences emotionally difficulties that are causing barriers to learning.</p> <p>Children are in an emotionally secure place where they can fully access the curriculum and make expected progress.</p> <p>Work with parents in supporting their child's emotional health- courses and targeted support.</p> <p>Timely intervention ensures children meet</p>		<p><b>Burnley FC in the community to be used to improve disability awareness and SEMH within pupils.</b></p> <p><b>Burnley FC in the community – Primary Stars focus boys reading (Monday )</b></p>			
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<p>individual targets of achievement and make good progress.</p> <p>Life experiences are broadened and aspirations and life chances and knowledge.</p> <p>To provide support/ challenge in all classes for children at all ability levels. To provide curriculum workshops for parents to inform them of how they can best support their child/ren at home.</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points.</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p> <p>Tracking of progress is positive.</p> <p>Family Support worker to use nurture and</p>					
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intervention to support pupils within Online Safety. This is through the National Online Safety materials.					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
<p>Within EYFS and KS1 High staff ratio in each class, enabling key worker support for children and enabling more targeted teaching and learning, impacting on raising standards.</p> <p>Teacher/TA to support SEND children and provide an environment to facilitate regular precision teaching to ensure SEND children make at least good progress from their starting points and have access to a personalised curriculum.</p> <p>TA to provide ‘fast track phonics’ and speaking and listening interventions ‘Talk</p>	<p>Children will have the support to ensure that their knowledge is secure within EYFS and KS1 to ensure that they have the building blocks for success in KS2 and beyond.</p>	<p>Smaller group sizes enable targeted, highly-differentiated focused teaching, ensuring more children reach age-related expectations. It also enables a point of contact for the parents, giving them advice and support on how to help their child at home or to offer advise with personal issues. It enables early intervention for our lower attaining children.</p> <p><b><u>Success Criteria:</u></b></p> <p><b><u>Classroom Support:</u></b></p> <ul style="list-style-type: none"> <li>• 1:1 daily reading for identified individuals</li> <li>• Small groups across all curriculum areas to ensure children make expected progress</li> <li>• Daily guided reading for all children ensuring children are working towards ARE and developing associated language and vocabulary.</li> <li>• Phonics groups are smaller, resulting in an increase in the number of children working within age-expected phonics phases</li> </ul>	<p>Half termly pupil progress meetings</p> <ul style="list-style-type: none"> <li>• Provision mapping</li> <li>• Intervention timetables</li> <li>• Regular book looks</li> <li>• SEND children making good progress from their starting points – Pupil progress monitoring</li> </ul>	<p>H TOWRIESS EYFS LEADER AND KS1 LEADER SENDCO</p>	<p><b><u>Desired Outcome</u></b></p> <p>Children to improve in their attainment and progress with some children exceeding their targets. Resources are up to date and enhance teaching and learning.</p> <p>Data drops and PP MEETINGS alongside monitoring</p>

<p>Boost' is used across KS1 and KS2 to ensure children make at least good progress from their starting points.</p> <p>All EYFS TA's trained to deliver daily speaking and listening interventions.</p> <p>Rigorous Pupil progress meetings to monitor and evaluate impact to ensure all children are progressing</p> <p>Additional staffing within Early years and Key stage 1 with a focus upon speech and language, writing, reading and mathematics.</p> <p>This is broken down into</p> <ul style="list-style-type: none"> <li>• EYFS SLT teacher with 2 full time TAs</li> <li>• KS1 (y2) SLT teachers with 2 full time TA's</li> </ul>		<ul style="list-style-type: none"> <li>• Intervention groups, focusing on developing fine-motor skills and developing basic skills of reading, writing, S&amp;L and maths in EYFS</li> <li>• Speech and Language intervention groups to develop children's speaking and listening and daily guided reading intervention across KS1</li> </ul>			
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<p>YEAR 1 – experienced teachers with 2 TAs in each class.</p> <p>Talk Boost to be implemented within the school with the correct training from the TA's.</p> <p>Forest school to be implemented with a focus upon speech and language and vocabulary,</p> <p>Speech and language skills alongside PSED will be addressed within EYFS. Staff to be trained within this area.</p> <p>Fast Forward resources to be used across the school for GPS.</p>					
<p>Pastoral team to identify additional barriers to learning and enlist the support of external agencies where needed promptly.</p> <p>Audit the experiences pupil have outside of school to ensure that the provision in school is appropriate to the</p>	<p>To ensure the best possible attendance of all children and support families in need, breaking down barriers to learning</p> <p>To encourage target parents to attend classes in</p>	<p>Pastoral team to work closely alongside the Headteacher and SENDCO to support our most vulnerable families, dealing with safeguarding and child protection concerns.</p> <p>The school has excellent systems of CAF referrals and CP referrals in place followed by tailored family support. This is critical in ensuring our children feel safe and secure and are not at risk. By doing this our children are able to access their learning, thus closing the gap.</p> <ul style="list-style-type: none"> <li>• A wide range of classes are being explored, to increase the employability of our parents</li> </ul>	<p>Positive improvements with home/school relationships.</p>	<p>Headteacher</p>	<p>Parental questionnaires</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>

<p>children at St James Lanehead.</p> <p>Audit the visits and visitors to school to ensure that where possible all pupils are able to access the curriculum,</p> <p>Audit the use of IT within the classrooms such as VI resources and online reading / times tables resources etc.</p> <p>Re design the homework policy with all stakeholders in relation to the pupils with PPG – resources needed for art projects etc, payments for trips – advance notice etc</p>	<p>school, enabling them to support their child at home and help toward improving attainment.</p> <p>Barriers to learning will be addressed with pupils ready to learn.</p>	<p>and give them ideas on how to help their children with their home-learning at home. The classes also break down social barriers, so families can access provisions in school, impacting on their self esteem and confidence to support their children at home</p>			
<p>Development and use of Sports Lead through school to support pupils with fine and gross motor skills linked to core curriculum.</p>	<p>Increased activity both in and out of classroom. Monitoring of PPG pupils in out-of-school learning/activities to be improved</p>	<p>Lunchtimes and playtimes organised to encourage increased activity and participation in active games will improve the mental health of pupils.</p>	<p>Monitoring of PPG Pupils by Sports lead</p>	<p>Sports Lead</p>	<p>Boxall online GL £150</p> <p>TA Nurture BFCitC Monday each week working with PPG pupils and</p>

					pupils who have SEMH.
For identified gaps in learning to be addressed.	Varied interventions (according to need) to be provided before (and sometimes during) school.	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> </ul>	Targeted additional adult support in every classroom. Key Stage Coordinators Termly	Targeted additional adult support in every classroom. Key Stage Coordinators Termly	Targeted additional adult support in every classroom. Key Stage Coordinators Termly
For selected pupils to be supported in accessing learning.	1:1 support for disadvantaged pupils who require it. 20 hours per week offering 1:1 support	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.	Internal tracking systems will support the identification of PP who are not achieving their potential. Provision maps will ensure that appropriate intervention and provisions is in place. Half termly pupil progress meetings will be used to frequently review the impact of quality first teaching and interventions.	SENCO	TERMLY

Targeted support

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
<p><b>To address and improve Social and emotional development; anxiety and lack of resilience, behaviour for learning</b>                      Train staff in ACES.                      Increase staff knowledge of referrals, support.                      Pastoral team to attend local cluster and train to be Mental Health First Aiders.                      Use of interventions bespoke nurture support to improve social and emotional wellbeing                      Access to group work, such as Yoga to improve resilience, reduce anxiety and enable children to learn.</p> <p>Operation Empowerment with SLT project to be run throughout the year.</p>	<p>Children to develop confidence and independence in addressing issues arising.</p> <p>Improve children's self-esteem</p> <p>Improve children's self-esteem</p> <p>Improve children's self-esteem</p>	<p>Children have a clear pathway and strategies to be able to regulate and communicate their social and emotional needs.</p> <p>School to engage within the BIV on all levels. Pastoral team to attend pastoral meetings and Headteacher to attend Burnley Professionals group and the panel.</p> <p>Increased staff awareness of strategies to support pupils and referral to appropriate intervention and support</p> <p>Evidence of improved emotional well being and emotional intelligence of pupils.</p>	<p>Children are able to problem solve, use strategies taught.                      CPOMS review of incidents.</p> <p>Soft evidence needs support of PSHE PIVATS and Boxall Profile.</p>	<p>SENDCO and pastoral team</p>	<p>Termly</p>

<p>SLT time to train all staff and review the outcomes and impact upon the whole school with a particular focus upon SEMH and wellbeing.</p> <p>Snack- ensure children have had a nutritious start to the day, enabling them to learn.</p> <ul style="list-style-type: none"><li>• To engage children in extra-curricular provision, widening their opportunities</li><li>• To ensure all children have access to school visits to enrich the curriculum and remove the potential cost barrier.</li><li>• Involve PP children in cluster work, visiting other schools and widening their experiences.</li></ul>					
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#### Additional detail

We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of morning groups in all year groups and targeted groups in the afternoons.

We have employed experts who are able to get to the bottom of how each child learns best. We are working towards enabling all children to flourish.

The school has a Governor responsible for the usage of PPG.