

Pupil Premium - Building Blocks for Success

Pupil Premium: At St James Hatcham we understand that, 'children entitled to Pupil Premium encompass the full spectrum of needs and backgrounds in the school community, including white and minority ethnic pupils, looked after children, gifted and talented (G&T) children and those with special educational needs (SEN).'

The pupil premium is additional funding for schools in England given by the government to raise the attainment of certain pupils and close the gap between them and their peers. We have used this funding well in the past few years to ensure that year-on-year our Pupil Premium pupils attained at least at national expectations to give them the best start in life. Last year, in the Early Years Foundation Stage profiles, Pupil Premium pupils achieved at the expected range or above compared to their peers. This demonstrates the success of the early intervention planned for over the past two years. At Key Stage Two SATs, Pupil Premium pupils scored an average in line with their peers for Reading, Writing and English, Grammar, Punctuation & Spelling but below in Maths. Half of our Pupil Premium pupils were graded as Working at a Greater Depth in at least one core area. These results are pleasing particularly as 50% of our Pupil Premium pupils also had an additional identified Special Educational Need or Disability (SEND). We will use this information to ensure that gaps or weaknesses are identified and support placed strategically, as well as strengths built upon.

At St James Hatcham we use research from leading bodies (including the Education Endowment Fund) to ensure we:

- use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate **(as seen through our vulnerable pupil tracking and intervention)**
- accept no excuses **(seen through monitoring and Pupil Progress Meetings)**
- take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly **(this ethos is stretched through our whole school)**
- evaluate, celebrate and share success **(we work with other local schools on sharing successes)**
- recognise and unlock potential, including identification of G&T pupils eligible for Pupil Premium **(half of our Pupil Premium pupils gained a 'Working at Greater Depth' grade for at least one subject in last year's statutory assessments)**
- intervene early and effectively, track progress and change approaches where necessary **(Early Years intervention and tracking in place)**
- focus on transition, one-to-one tuition and progressive development of language and literacy skills **(Early Years support & Read, Write Inc. applied across Early Years foundation Stage and Key Stage One)**
- search out the most effective ways of engaging parents and families, and listen to pupils and engage them in sustained dialogue about learning **(using research and our highly trained Learning Mentor to improve impact).**

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This year our Pupil Premium funding is £81,840.00. We are strategically targeting this funding to support all of our Pupil Premium pupils as such:

| Identified need | Objectives & Actions taken | Impact expected & seen to date (April 2017) |
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| More Pupil Premium pupils to be 'Secondary ready' by achieving 'expected' (age-related) standards in Reading, Writing, Grammar and Maths by end of Key Stage 2. There will be an emphasis on Maths as Pupil Premium pupils did not achieve as highly in this subject as their peers. | <ul style="list-style-type: none"> 1-2-1 or small group tuition out of hours including Maths Booster groups and pre-teaching run by the best teachers who have a proven track record of accelerating progress Targeted Easter Booster classes for all subjects. (ALL PUPIL PREMIUM PUPILS ENTERING SATS TESTS HAVE RECEIVED EASTER BOOSTER SESSIONS). Symphony programme targeted at Pupil Premium pupils (especially those deemed at risk of not making expected standards). Programme tailored to individual pupil's needs (i.e. where arithmetic is strong but reasoning weaker, Symphony will present a problem in a range of contexts). | <p>Pupils have a more secure grounding in core maths concepts. (Easter booster and 1-2-2 groups have observed as having progress and confidence boosted in maths lessons since).</p> <p>Pupils see maths challenges in a variety of contexts.</p> <p>Pupils engage with the programme at home. (Many Pupil Premium pupils currently accessing regularly at home).</p> <p>More pupils reach expected standards at the end of Key Stage 2.</p> |
| More Pupil Premium pupils (particularly those identified as having a Higher Learning Potential) to reach grading of Working at a Greater Depth. | <ul style="list-style-type: none"> Reading club to expand on class work by reading more complex texts and working on higher level vocabulary, entering competitions (such as reviewing the Carnegie and Kate Greenaway awards), and performance poetry. (Pupil Premium pupils currently make up approximately 40% of Reading Club groups). | <p>Pupils understanding and knowledge of challenging texts and reading awards is improved (Pupils have worked with a local bookstore to write book recommendations and performed to audiences. Impact being seen in class discussions and summative test results)</p> <p>More pupils gain Working at a Greater Depth by the end of Key Stage 2</p> |
| More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check. | <ul style="list-style-type: none"> Read, Write Inc. applied across Key Stage 1 and Early Years Foundation Stage effectively. (All pupils in Reception and Year 1 classes receiving sessions under the programme. Year 2 children below the expected end of Year 1 standards on entry to Year 2 also receiving the programme. Pupils in Year 2 identified as at the lower end of the expected reading standard also receive specialist reading intervention under the programme additional to their literacy lessons). Staff highly trained for consistency and pupils make rapid progress under the programme. (Currently embedded – all teachers and Teaching Assistants trained whilst 9 highly trained staff are acting as reading teachers daily – all observed as 'Good' or 'Outstanding'). | <p>More pupils reach the expected standard in Writing and Reading at the end of Key Stage 1. (Pupils are moving rapidly through the programme with sustained and accelerated success. Pupil Premium pupils receiving 1-2-1 boosters daily if behind their peers. Progress measure exceeds expected).</p> <p>More pupils pass the Phonics Screening Check in Year 1. (Predictions have doubled since September 2016).</p> <p>Pupils entering with a low baseline in Early Years Foundation Stage are quick to catch up to expected standards. (Additional trained reading teacher placed in Reception for the programme to ensure all pupils make accelerated progress through small, targeted groups).</p> |

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| <p>More children need to reach expected standard or above in KS2 SATs Reading & Writing.</p> | <ul style="list-style-type: none"> • Lexia Programme subscription for pupils whose phonological awareness is weak or missing gaps. Also targeted at pupils whose comprehension could be strengthened. (Run daily by Reading TA. Pupils currently progressing through the programme). • Inclusion TA focused on children not on track for expected standards and those who have an additional Special Education Need or Disability. (Needs are met through targeted small phonics, reading, comprehension & Speech & Language groups). • Reading TA to target help for children who are vulnerable to not make progress or meet national expectations. (All observations have been 'good'. Pupils reading with the Reading TA recorded as having a more positive attitude to reading). • Fresh Start catch-up programme for pupils who need rapid progress. (All pupils moving through the programme at expected rate with some accelerating. New to the school Pupil Premium pupil to receive targeted 1-2-2 catch up tuition daily). • 1-2-1 Writing tuition for targeted individuals to increase % of Pupil Premium pupils achieving expected standards. | <p>Pupils have a more secure grounding in basic literacy skills.</p> <p>More pupils reach expected standards at the end of Key Stage 2 in Writing. (All Pupil Premium pupils without a severe Learning Disability now on track to reach expected standards; includes Pupil Premium pupils with other SEND needs).</p> <p>More pupils reach expected standards at the end of Key Stage 2 in Reading. (All Pupil Premium pupils without a severe Learning Disability now on track to reach expected standards; includes Pupil Premium pupils with other SEND needs).</p> |
| <p>Pupil Premium pupils with additional Speech & Language need often not achieving in relation to their peers.</p> | <ul style="list-style-type: none"> • Ensuring Pupil Premium pupils with an additional Speech & Language need are identified early and supported quickly. (Language Link programme purchased in April 2017. Pupil Premium pupils identified to be assessed as priority. On day one, two pupils were assessed as having additional need and activities provided to support and manage this within the class setting). | <p>Pupils with an additional need are identified and assessed early (without the delayed waiting time of waiting for a referral to a specialist).</p> <p>Pupil Premium Pupils with an additional Speech & Language need are supported in the classroom setting, and receive targeted intervention to enable them to access more of the learning and achieve more highly.</p> |
| <p>Ensuring children from overcrowded housing are calm and ready to learn.</p> | <ul style="list-style-type: none"> • Stand Out Boys Project for targeted children. • Developing a PSHE programme for Nursery - Seeds of Empathy. • Homework Clubs targeted at Pupil Premium pupils unable to work at home. (All Pupil Premium pupils in Year Groups 1-4 currently offered space in Homework Club). | <p>Behaviour for learning improves and knocks onto achieved standards. (No incidents of exclusion for Pupil Premium pupils in Spring Term).</p> <p>Homework is completed with support.</p> |
| <p>Support pupils' active lifestyle</p> | <ul style="list-style-type: none"> • Dance & Football Clubs paid for pupils receiving Free School Meals. • Pupils receive free access to educational visits to local outdoor education centre. | <p>Pupils are happy & active. G & T pupils identified</p> |

The National Foundation for Educational Research found that schools that were more successful in promoting high attainment had a number of things in common. This research was used to form the 'seven building blocks to success' and we have used this model to evidence how we are promoting high attainment for all children here at St James Hatcham CE Primary School

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Michelle Omoboni
September 2016
(reviewed April
2017)

ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Whole School ethos for attainment for all

- Our mission statement clearly reflects our approach to all children's learning and is clear about how we ensure the growth of the whole child.
- Expectations are high for all pupils and challenge for all is a key priority.
- All staff are aware of Pupil Premium Pupils and who to seek out for advice. There is a belief that we are all learners at St James Hatcham and that we can all improve.

Addressing behaviour and attendance

- Behaviour is outstanding in classes and around the school. Pupils and parents are regularly asked to voice their opinions on school life and these feed into the school's SEF / SDP
- Attendance is highly valued by all and half termly monitoring ensures that all families are supported in maintaining high attendance. Attendance is above National Average (as seen in Raiseonline).
- A well trained Learning Mentor supports and monitors families who are struggling with attendance. Headteacher monitors lateness and incentives given to pupils who improve their attendance to become 'late Ambassadors'.
- Training at St James ensures children are met with a restorative and consistent response to their choices. Outreach workers support pupils who need further help - there have been no exclusions for 12 years and exclusions are therefore well below National Average.

High quality teaching for all

- A strong belief in Quality First Teaching underpins our strategy ensuring that responsibility for all pupils is shared. All teaching and learning is judged as good or outstanding using the triangulation method and those falling below outstanding are supported. Judgements are made for 'teaching over time'. Informal observations are welcomed and each classroom has an 'open-door' policy.
- Feedback in books is in line with the marking policy and moves children on. This is monitored regularly.
- Lessons are highly engaging with a school personalised curriculum that covers National Curriculum basics with high expectations of all learners. iPads have been bought to support classroom learning.
- Teachers' planning and Leaders observations of lessons prioritise challenge and engagement for all.
- Teacher judgements are moderated in collaboration within school through moderation meetings and with local outstanding schools to ensure judgements are deemed accurate.
- Personalised success criteria and detailed feedback is used to challenge at all levels.

Meeting individual learning goals

- Understanding of the social, emotional & educational needs of pupils are best met through building strong relationships with the pupil and family unit. (Case study evidence).
- High quality interventions are delivered daily by Class Teachers and Teaching Assistants which link directly to that child's targets or key assessment objectives from the curriculum.
- The school work closely with external agencies to provide specialist support for those children with additional needs.
- Expectation that ALL Pupil Premium pupils work with the Class Teacher, and not just Teaching Assistants throughout a school week.
- Individual pupils not meeting expectations are discussed, monitored and tracked through Book Looks, Observations & Pupil Progress Meetings.

Deploying staff effectively

- All Teaching Assistants run daily interventions to support children with key assessment objectives. Teaching Assistants have had training on effective reading 1-2-1, questioning, maths, phonics and precision teaching. A HLTA works to support pupils falling behind.
- Specialist Teaching Assistants run intervention groups in EYFS/Infants and ensure that pupils falling below expectations are read with 1-2-1 at least 3 X weekly (as suggested by evidence at EEF).
- SLT / SMT support in classes where the Class Teacher needs development through modelling & team-teaching. UPS teacher used to further develop staff.
- Highly trained Reading Teachers work with small groups to ensure early rapid progress in reading.
- 1-2-1 support for pupils falling behind in Upper Key Stage 2 is carried out by members of SMT / SLT with the best experience and track record of accelerating pupil progress in a particular field.

Data driven and responding to evidence

- Pupil progress meetings are held half termly to ensure the progress of all children is within school expectations or higher, and focuses specifically on Pupil Premium children as well as other disadvantage factors.
- Interventions are reviewed half termly and are 'needs led' based on data and vulnerability ratings (from Disadvantaged tracking sheet).
- All interventions are created with clear intent and are monitored using the statement of intent for impact.
- Frog assessment and progress tracking system is now in place to create reports for all pupils and through group selection, Pupil Premium pupils' progress can be carefully monitored and tracked through each individual KPI (Key Performance Indicator).

Clear, responsive leadership

- SLT member selected to be 'Pupil Premium Champion' ensuring that Pupil Premium pupils are carefully tracked and monitored through the academic year (always attends Pupil Progress Meetings).
- Governors have high expectations and hold the Head of School and staff accountable for the schools performance through effective monitoring systems and there is a Lead Governor for Pupil Premium.
- SMT lead by example, effectively supporting and modelling best practice in classes, monitoring standards and developing best practice.
- High quality opportunities for continuing professional development are given to staff through in house training, external agencies, the Diocese and the Borough.
- Pupil Premium has a focus section in the SDP / SEF
- Annual Leadership Away Day focus on reviewing the year for groups and planning for improvements.