

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 the same when compared to their peers. At Key Stage Two SATs 2018, Pupil Premium pupils scored an average above with their peers for Reading, Writing and English, Grammar, Punctuation & Spelling and Maths. All Pupil Premium results were above or in line with national average standards. 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 20% 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, PiXL analysis 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. This year predictions suggest that every Pupil Premium pupil without an additional SEND will reach expected in all core areas and those with an additional SEND will also achieve expected standards except cases where the additional SEND is preventing them,**
- intervene early and effectively, track progress and change approaches where necessary **(Early Years intervention and tracking in place, chn in Years 1 & 2 receiving targeted intervention)**
- 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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Pupil premium overview data:

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC)	Number of post-LAC children	Number of service children	Number of PP pupils / SEND crossover
64	25	39	1	0	0	23

Total Pupil Premium pupils at St James Hatcham <u>with ADDITIONAL SEND</u>	Pupils	% of class	% of PP pupils	No. Girls	No. Boys
Reception	2	7%	17%	0	2
Year 1	1	3%	20%	0	1
Year 2	3	12%	38%	1	2
Year 3	4	13%	44%	2	2
Year 4	3	10%	23%	1	2
Year 5	2	7%	33%	1	1
Year 6	8	33%	72%	2	6
TOTAL	23	12%	35%	7	16

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

February 2019

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 ASP).
- 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.
- Families with persistent absence are supported by a member of the SLT.

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 (including PiXL groups) are delivered daily by Class Teachers / SMT 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 and through targeted intervention 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 and small group 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.
- Scholarship assessment and progress tracking system will soon be 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.