

# Pupil premium strategy statement: Clitheroe St James' C of E

1. Summary information					
School	Clitheroe St James' C of E				
Academic Year	2019/18	Total PP budget	£85,120	Date of most recent PP Review	September 2018
Total number of pupils	305	Number of pupils eligible for PP	41	Date for next internal review of this strategy	April 2019

2. Current attainment		
<b>July 18</b>	<i>No of Pupils eligible for PP (your school) 6</i>	<i>All pupils</i>
% achieving expected standard or above in reading, writing and maths	40%	39%
% achieving expected standard or above in reading	80%	61%
% achieving expected standard or above in writing	80%	71%
% achieving expected standard or above in maths	47%	46%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social and Emotional issues. Attitude toward learning is poor not proactive
B.	Poor communication skills at an early age, (,vocabulary ,speaking and listening).
C.	Below expected reading skills on entry (phonics) Not reading at age related, therefore lacking comprehension skills
D.	Low self esteem
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance and Lateness Low attendance at parents evening and parental involvement in school generally

<b>F.</b>	A number of parents struggle to support with reading/homework/PE kit in schools. Some parents have had a poor experience of school themselves. Lack of money for enrichment activities in and out of school: clubs ,music tuition, choir, residential visits Mental health issues for parents.
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#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are more resilient with learning and friendships	Children retain more friendships Children have less fall-outs Children 's work improves as not as much energy is taken up with emotional and social issues
<b>B.</b>	Children make expected or better attainment and talk with enthusiasm about their learning and achievements. Vocabulary increases	Children talk about their learning with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets for themselves with support Increase in use of vocabulary
<b>C.</b>	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
<b>D.</b>	Parents engage with school by supporting children's homework and making sure child is ready, on time and has the correct equipment to access the school day. Children are listened to at home with reading practice. Parents engage with Family maths project, Lancashire Parent partnership courses and activities in school generally. Increased attendance at parents evening/parent meetings. More children participate in after school and paid for activities in school and out of school.	Greater % of parents attend parent's evenings/class discussions/parental information evenings and then use this knowledge to support their child at home Parents engage with 'Family maths 'project. Parents engage with Lancashire Parent partnership courses

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings . TLG counselling. Support from Ribble Valley Families for parents and children whose mental health is a barrier to learning. ELSA support and Behaviour support within the school context.	PSHE lessons allow a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. Ribble Valley Families support adults and families where mental health issues impact on the children and the adult's ability to parent.	1:1/small group sessions with the children to see that they feel they can talk about their feelings in class  Drop ins into lessons will show the class ethos % of children receiving appropriate support is documented and impact shown.	HT S Sharp W Youngs S Leach	March 2020
		TLG counselling supports low self esteem.  ELSA and Behaviour Support identified through staff in school to support issues with self esteem, difficulties with friendships and strategies to support these issues. ELSA to support children who may have difficulties with home life which create barriers to learning.	Half termly meetings with ELSA and behaviour lead with SLT to discuss individual children and impact.  Parental feedback from those who attend the Lancashire Parent Partnership courses.	SF	March 2020

Children make expected or better attainment and talk with enthusiasm about their future.	<p>Pupil progress meetings termly will inform how the children are achieving.</p> <p>Assemblies and lessons will share with the children the purposeful learning</p> <p>Children will be inspired by adults around them who are positive about learning and make it accessible.</p> <p>Children join their parents in the Lancashire Parent Partnership activities.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention (nurture, Idss specialist support small group or 1:1 support with HLTA and/or Teacher.).</p> <p>Children experience a variety of visits /experiences to enhance their self-esteem and self-confidence.</p> <p>Visits and participation in public/school events and visitors to school are an opportunity to showcase talents and learn from inspirational people allowing the children to see that it is also achievable for all.</p> <p>They can achieve the same and gives them the opportunity to ask questions about how they got to where they did.</p>	<p>HLTA's and a full time teacher are employed in the school to carry out intervention. This will be the 4th year of working the programme.</p> <p><b>All</b> staff will be role models in inviting people in to speak to the children and challenging them to perform and take part in teamwork.</p> <p>Children will perform in a public venue King Georges Hall, Grand theatre ie Raise, My Skillz projects</p> <p>School plays and worship in school and in Church.</p>	HT and all staff	March 2020
PP children's reading improves in line with non-pp children	<p>Children will receive extra daily reading with an adult</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p> <p>Books will be celebrated and enjoyed in school</p> <p>Staff will model Reading by discussing favourite author and book.</p> <p>Reading high on SIP agenda</p> <p>Y6 Children act as Reading buddies and complete additional reading with KS1 children.</p> <p>School takes part in the Lancashire Reading Project.</p>	<p>When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped.</p> <p>Assessment outcomes will be accurate and swiftly addressed.</p> <p>Phonics will be encouraged as a strategy to reading in the classroom when necessary.</p> <p>Books will be on display in the classrooms and work on the walls will show the children's interest in books.</p> <p>Children receive an award for the number of books they read at home,Gold,Silver,Bronze.(Quality of Reading checked in class).</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made.</p> <p>Monitoring books through the monitoring schedule will show books are celebrated and phonics is being used as a spelling strategy.</p> <p>The children will be able to talk to HT about their reading experiences in a positive way.</p>	HT S Filder	March 2020

The attendance of PP children improves	Topics will interest all children and especially PP children. They will include celebration days, throughout the term. Attendance rewarded, Spot the attendance Dog etc. Regular attendance meetings with PN	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Celebration days and exciting activities throughout the term will be fun and the children will want to be part of them. Class will see a positive reward for good attendance. Parents are better informed, supported with attendance /late issues.	Celebration days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. DT and outdoor learning will be regular. Half termly meetings with PN to discuss and action any issues.	F Pattison  P. Nurse	Half termly.
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## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings.  Behaviour support and non academic nurture group with SL in Nurture Room or where appropriate. WY, to offer additional nurture support through ELSA and S. Leach through behaviour support.  TLG counselling	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	HT  SL WY  (Helen Potts)	March 2020
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength.  Children will develop resilience and responsibility through the ST James' Journey approach.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.  They will become independent resilient learners.	Feedback from staff/progress and will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to become independent resilient learners who can have high aspirations. Class displays and the style of teaching will inform the children are beginning to have visions of a productive happy future. Monitoring will show children are more resilient and independent learners.	HT All staff	March 2020

PP children's reading improves in line with non-pp children. Vocabulary and comprehension skills improve	<p>A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way.</p> <p>Appropriate age related books are purchased that challenge vocabulary yet still engage the reader. Staff continue to receive CPD through English subject leader and Lancashire Consultants</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long-term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The children who do not like reading will be more inspired in class with books more appropriate to their interest. Children's spoken vocabulary improves and understanding of what they are reading meets ARE.</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. All PP children will begin to enjoy reading as a past time and not just when asked. Children will make better choices with written and spoken vocabulary and will have greater comprehension skills, more in line with non PP.</p>	<p>SF HT</p> <p>ALL staff</p>	March 2020
The attendance of PP children improves	<p>LCC Attendance Officer, Julie Lloyd will support school with persistent absence falls below 90%.</p> <p>Contracts will be discussed with parents and used. These will be a mechanism of support. Improved attendance will be rewarded.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which class received awards will be logged and tracked.</p>	<p>HT P.Nurse Julie Lloyd</p>	Half termly

## 6. Review of expenditure

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Attitude to learning is more positive.	St James' Journey	Attitudes to resilience and independence have improved Staff has spoken with enthusiasm about the way we motivate and develop our learners. Children are beginning to use the language of 'Learn, Remember, Use! 'And know that is what is expected of them.	Visitors to school and visits away from school continue to provide vital life experiences for our PP children, which otherwise they might not receive. These enhance their self esteem and enjoyment of school.	School trips £1,500 Music Tuition/private lessons £8,540
Enhance life experiences	Experiences away from school and visitors to school.	Children are much more engaged with their learning and see it as a two-way experience. This in turn gives ownership and a sense of why we learn, impacting on progress and attainment.		£1700* Visit to Pantomime £1,000
Develop vocabulary and comprehension skills	Continued support through LCC English consultants	Language of learning is more evident around the school  Staff are able to develop strategies to increase vocabulary.		Contribution to texting and e-mail system to aid home school communication £ 300 Subsidies out of school activities £800
ii. Targeted support				
Desired outcome	Chosen action/approach	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

Academic. Closing the GAP Vocabulary and comprehension development (See above)	1:1 support Teacher led support IDSS teacher support HLTA/TA support  Behaviour support TA3 Emotional support ELSA  Headstart Vocabulary Lancashire parent partnerships  St James' Journey	Targeted support especially from Teacher and HLTA is showing a closing of the Gap academically not just for PP children but others who might have been in the same group especially in writing. Reading overall is improving. Writing across the school is above National.	Continue with all levels of support but increase Teacher led small group intervention as this has had the greatest impact.  Attendance officer continues to be a vital part of support for school and families as and when needed. Continue with embedding Reading as a skill for life and an enjoyment  Continue with Headstart vocabulary sessions Children enjoy the 'Roll of Honour and Star award at the end of every term.They also enjoy seeing their photographs around school encouraging each other to make the right choices. Continue with Lancashire parent partnership as the very different activities, Lego, Art ,Maths, Painting cover a variety of interests.Delighted to win an Award from LCC for this project.	HLTA TA £50,260 Intervention Teacher £14,000 ELSA Training £550plus £100 resources £1,500 additional hours Behaviour support and ELSA staff. ELSA, BH Resources £500 Other resources 228.95 SATs Intervention resources £2000 Attendance officer £1500
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## 7. Additional detail

£2000 was set aside to support PP children as and when needed throughout the year. This included private singing lessons, attendance at sports clubs trips out of school activities on residential holiday and visitors to school.  
ELSA



