



The James Cambell Primary School

Review of expenditure from previous academic year: Pupil Premium Strategy Statement 2018 2019

The headings below help you to demonstrate how you used the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

PREVIOUS ACADEMIC YEAR 2018 2019				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Continue to develop Reciprocal Reading in Years 1 to 6. Continued use of Reading Recovery in Year 1 to improve the number of pupils achieving age related outcomes. Review of Guided reading teaching across the school. Develop the use of vocabulary across the school.	Improved progress for children in reading across the school	The use of Reciprocal Reading did not have the impact initially desired due to lack of training dates and trained staff moving on in their careers. We continued to support reading through the 'Guided Reading – Carousel method – which was in part successful, and supported teachers by way of its design and their prior knowledge of the process.	In order to support reading across Key Stage Two more successfully this year – Destination Reader will be introduced in January 2020. All staff will be trained by training professionals and the introduction throughout Key Stage Two will implemented at the same time. Ongoing training will be given to ensure that the teachers are able to accelerate pupils' reading skills, progress and attainment.	5,000 (cover and training)

Deputy Head to teach higher attaining children in English and Mathematics five mornings per week. Moderation with cluster and MAT to support assessment outcomes. Making classes smaller to ensure targeted support across Year 6	Raise the attainment of Year 6 children and the number of children attaining expected standards+.	All Children in DHT Mathematics group passed End of Key stage SATs assessments. With 23 children out of 30 achieving scaled score of 105 or more. Writing was also successful with all 30 children working at or above after moderation of books in June 2019.	The mathematics groups were more successful as they were discrete and DHT knew the children's areas of opportunity. The Writing was less successful as SpaG was completed by the class teacher and did not always fit in to writing genres -therefore different classes were teaching to their children's needs and double handled SpaG elements. Academic year 2019 – 2020 class teachers will be solely responsible for the writing attainment in their classes.	15,000
Action	Intended outcome	Impact	Lessons learned	Cost
Targeted speech and language support by trained teachers and TAs to develop oral language and listening skills. 1 TA /NNEB per class in Reception and Year 1 to further support language development.	Improved language development of pupils in Reception and Nursery	Targeted children were supported throughout, and each made progress against their starting points based on their one to one support.	In order to envelop more children's needs, next academic will see small groups replace one to one support and ensure each child is benchmarked in September 2019. This will allow Senior Leaders to track progress throughout the year and adjust grouping depending on children's progress.	17,550
School to work as part of NLE project to support in teaching Phonics with training for all TAs. Training in Early reading and Phonics for teachers new to the school. Moderation with cluster and MAT to support assessment outcomes.	Raise the attainment of Year 1 and 2 children and the number of children attaining expected standards+.	TAs in Year 1 and 2 visited TVI and INSET planned. Unfortunately lead teacher was not able to carry out the training due to staffing issues at her own school. YGL in Reception and Year 1 also visited the school and meetings were held for next steps.	Staff sickness at JCPS (EYFS/KS1 lead on maternity, Y1 lead ill for 6 weeks and teacher still on long term absence) caused some disruptions. TVI were not able to fulfil aspects of the action plan themselves due to other issues.	2,500 (cover and release time for teachers and TAs)

Lead teacher will introduce approach in KS1, support staff in implementation and work with support team from Maths Hub.	Introduce Readiness to Mastery in KS1 to improve KS1 results in maths	5 teachers received high quality CPD which has supported their teaching in the classroom. KS1 results higher than previous year by 4% and GDS by 18%	Frequent 'touching base' sessions re: pedagogy have been more beneficial than larger less frequent INSET sessions. Monitoring of approach needs to be more regular to ensure consistency.	5,000 (some will be match funded next year)
Raise the pedagogy of staff in Maths, Writing, Reading and Phonics.	Staff (Teachers and TAs) to attend CPD on these core aspects from outside providers and then to be supported in further enhancing those skills by in school follow up training	CPD provided for teachers and TAs across the school to improve pedagogy has shown impact in Year 2 but not in Years R, 1 or 6 as yet.	Tighter monitoring of the impact of the CPD needed to ensure increase in outcomes for children.	7,500 (cover and training costs) + cost of SLA to BDSiP
Develop curriculum leadership across the school to ensure that all subjects are equally promoted, and that the curriculum offered has breadth and a deepening of knowledge	Training will be provided for all subject leads with time allocated to review their subject, conduct learning walks and book looks and interview the children to plan careful next steps to improve their subject across the school.	SL have improved understanding of their role and how to lead their subject. This work needs to continue over the coming year as it is still in its infancy.	Courses have not been 'bespoke' enough to offer all staff the training that they need. Teachers are becoming more confident with their subjects but require time to monitor and review their areas to have the most impact.	5,000 (cover and training costs) + cost of SLA to BDSiP
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A full-time Reading Recovery teacher will teach approximately 14 children per year to accelerate reading progress to be in line with age related expectation at year 1	Reading Recovery year 1	17 pupils discontinued at exit 16-18. 1 left and 2 ongoing for the Autumn term	Review Summer born Yr 1 children to assess for RR in the Autumn term as these children do not always get the opportunity.	55,000

HLTA and three TAs to support intervention work and workstation training ASD children in Years R to 6.	ASD support	7 pupils in R & KS1 high needs ASD or complex social and language skills. Able to transition from room to class, developed some self-help skills, increasing understanding and expressive language, work station training. 11 pupils KS2 – developing social skills, turn taking, communication skills, literacy and maths, fine motor and creative skills	Room in KS1 was too small. Larger space with clear access to amenities needed. Work on timetabling needed to allow children to access good quality English and maths in class and extra support in the Yellow room – especially those children in Year 6.	75,000
Trained TAs to run interventions, such as Better Reading Partners, 1 st Class @ Number each afternoon for targeted pupils	Improved attainment in KS1/2 English and Mathematics	BRP – Y2 – 16 pupils- Y1- 8 pupils 1 st C @ N -Y3 & 4 16 pupils	Staff absence has meant that staff often get pulled away from their intervention to cover in other areas of the school.	15,000
Provide Nurture room support for targeted children to support emotional and social needs to enable them to reach age related expectations.	Ensure targeted children have opportunities to develop emotional resilience and social skills	50 children attended. 88% successfully developed SEMH, resilience in class.	Children at risk of exclusion or with long term SEMH need (LAC) further support needed to successful and ensure transition ay Y7 – CAMHS, EHCP, therapy	25,000
Provide lunchtime support in the form of nurture room provision to encourage social interaction and mediation.	Ensure targeted children have opportunities to improve social interactions and build relationships with peers	Small group provision set up for pupils not managing to interact in the playground or 'at risk' pupils.	Engage TAs in lunchtime support, including support for high needs pupils at lunchtime.	10,000
Provide 2 Parent Support Advisers to work with families and attendance issues	Ensure families have access to support to ensure good attendance and emotional well being	31 families are being supported through home visits, signposting to services, food banks, NRPF	Attendance meetings needed to include all key members of the staff team – DHT, Attendance officer, DSL, PSA. CAF/EHA support and uptake	67,000
Train 3 staff members as Mental Health First aiders	Improve provision for those children with SEMH needs	Staff members supporting children with SEMH issues using tools from training. Clear focus on relaxation, strategies to support, exam stress	Develop further links between home and school for targeted pupils. Access to therapy (Play and Art from September 2019)	1,000 (cover and training)