

## Pupil Premium Outcome statement for 2014-2015

Activity	Cost	Impact	Evaluation
Extra pupil tuition, evening and within school day.	£3600	To narrow the gap for identified vulnerable pupils in Year 6. Develop resilience in study skills in preparation for secondary school.	Average point score at least match average in key areas of reading, writing and maths.
Brass instrument tuition	£6400	Develop collaboration and cooperation.	Ability to perform successfully as a group in public arenas and at prestigious events.
Sports Coach	£3000	To develop the soft skills of team work, collaboration, resilience.	Improved team skills observed in targeted groups. Feedback from class teachers.
School Journey	£3000	To develop the soft skills of team work, collaboration, resilience.	Response to new challenge. Improved self-confidence, self-esteem and motivation. Including children self evaluation.
Reading Recovery	£15000	To narrow the gap for identified vulnerable pupils in Year 1 and 2.	Average point score at least match average in key areas of reading and writing.
EAL support	£10000	To narrow the gap for identified vulnerable pupils.	Average point score at least match average in key areas of reading and writing.
Speech & Language Therapy	£11000	To develop specialist, effective teaching and learning programmes for individual children across the school.	Support staff up-skilled in order to deliver programmes and interventions. Working towards closing the attainment gap.
Parent Support Worker	£11000	To provide parents and children with skills to access the curriculum and other aspects of the school community life.	Greater parental support for pupils at home. Participation levels of parents increased.
Vulnerable Children	£3000	To provide bespoke support to access all aspects the educational offer in school time as well for extended school offer.	Average point score at least match average in key areas of reading, writing and maths.

The pupil premium grant is money that is given to schools with the purpose of closing the attainment gap of those who come from economically disadvantaged backgrounds. It is to be spent by schools with the purpose of ensuring that no particular group of children are left behind in learning. At St James the Great, this money is spent on additional teaching and support for children. It is also spent to fund intervention programmes for those children who need help to 'catch up' with their peers. Additionally, it is also used to fund activities that enrich the curriculum with activities that pupils of the school would not otherwise have access to do, such as learning to play a musical instrument, going on a residential school journey, water-based sports including learning to sail, etc.

### Early years

Data from the end of the Early Years Foundation Stage of education suggests that there is no difference between those children who are economically disadvantaged and those who are considered not to be.

### Year 1

The data from the screening test suggests there is only a very small difference in the outcomes of those children considered disadvantaged, less than 10%, but this difference will be looked at to see how things may be improved for the next academic year.

### Year 2

The data from the end of key stage one would suggest that those children from disadvantaged backgrounds did very well indeed and outperformed their peers and the national average.

### Year 6

The data from the end of key stage two shows there is a little difference in both the attainment and the progress made for those children who are from a disadvantaged background in comparison with their peers. As a result, the menu of interventions on offer to children as they progress through key stage 2 is being reviewed this coming year.