

Pupil premium strategy statement Baldersby St James

School overview

Metric	Data
School name	Baldersby St James CE Primary
Pupils in school	34
Proportion of disadvantaged pupils	18% (6)
Pupil premium allocation this academic year	£9880
Academic year or years covered by statement	2019-2022
Publish date	January 2020
Review date	September 2020
Statement authorised by	LGC 23.1.20
Pupil premium leads	Allyson Buckton & Steff Brown
Governor lead	Helen Davies

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils (over 3 years due to very small group)

Measure	Score
Meeting expected standard at KS2	60-70% (3-year average)
Achieving high standard at KS2	10-20% (3-year average)
Measure	Activity
Priority 1: raise achievement across all areas	Ensure all relevant staff are able to deliver appropriate interventions informed by effective assessments & gap analysis
Priority 2: embed teaching for mastery in maths	Buy approved maths resources for all year groups that work within a whole Key Stage class to establish and embed teaching for mastery throughout school
Barriers to learning these priorities address	Gaps in learning over time impacting on progress
Projected spending	TBC

Teaching priorities for current academic year (resulting in 3-year average by target date due to very small cohorts)

Aim	Target	Target date
Progress in Reading & Writing at KS2	Achieve national average progress scores at KS2 (0.0)	July 2022
Progress in Maths at KS2	Achieve national average progress scores at KS2 (0.0)	July 2022
Phonics	Achieve in line with national average EXS	July 2022
EYFS	Achieve in line with national average EXS	July 2022
Attendance	Ensure attendance of disadvantaged pupils is 95% or above	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1: raise achievement in all areas	<p>In class interventions to close identified gaps</p> <p>Read Write Inc programme</p> <p>Bespoke interventions where required such as Future Steps, SALT work</p> <p>Engagement with Compass Buzz & other agencies to support learning & well-being</p> <p>Use of O Track and Trust assessment & reporting systems to monitor progress</p> <p>Detailed feedback and personalised next steps in learning</p>
Priority 2: embed teaching for mastery in maths	<p>Use of Assertive Mentoring to identify gaps and monitor progress towards closing these</p> <p>Establish small-group/individual maths interventions for disadvantaged pupils identified as below age related expectations</p> <p>Detailed feedback and personalised next steps in learning</p>
Barriers to learning these priorities address	Gaps in learning over time impacting on progress, particularly in maths progress for all pupils at end KS2
Projected spending	TBC

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Development of a broad, challenging & engaging thematic curriculum to develop a high level of knowledge & skills</p> <ul style="list-style-type: none"> • Move to Diocesan RE syllabus • Bespoke 2-yr rolling programme to meet needs of very small cohorts in whole Key Stage classes • Access to specialist music tuition
Priority 2	<p>Widen range of visitors, visits and clubs such as</p> <ul style="list-style-type: none"> • York Minster carols • Y6 Low Mill Residential • Theatre/puppet workshops • STEM projects & local industry links
Barriers to learning these priorities address	Challenges of rural location & experiences associated with this
Projected spending	TBC

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff are able to access support in planning, assessment and monitoring of interventions effectively	Joint work with Trust primaries, including gifting process & support from key improvement staff
Targeted support	Ensure support staff are confident in monitoring and reporting the impact of their work	Gifting sessions to work alongside support staff in other schools
Wider strategies	Very small staff to develop these aspects as middle/subject leaders	Careful prioritisation; work alongside staff in other schools for support through Trust, CEFEL Small & Rural Schools Network

Review: last year's aims and outcomes

Aim	Outcome
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