

Pupil premium strategy statement – St James’ VA Primary School (DSAMAT)

Update report 2025/26

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	24/25 194 25/26 194
Proportion (%) of pupil premium eligible pupils	24/25 16.1% 25/26 17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Alison Barden, Headteacher
Pupil premium lead	Sarah Morton, Deputy Headteacher
Governor / Trustee lead	Melanie Nanckeivill, Chair of Local Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024/25 £47,360

	2025/26 £52,497
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	2024/25 £0
Total budget for this academic year	2024/25 £47,360 2025/26 £52,497

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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

Allow all Pupil Premium children to have equal access to enrichment and extra-curricular activities which further broadens and motivates their learning

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all the pupils

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning

- 1-1 support
 - Additional teaching and learning opportunities provided through trained TAs or external agencies
 - All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
 - Pupil premium resources may also be used to target children on Free School Meals to achieve Age Related Expectations
 - Subsidise or pay for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the class-room.
 - Greater opportunities to take part in music and PE experiences, building on children’s cultural capital
 - Emotional and Behaviour support through a qualified Play Therapist and trainee Play Therapist
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><i>Reading 2024</i></p> <p>In the 2024 PSC there was a 20% difference between disadvantaged (60%) and non- disadvantaged pupils (80%).</p> <p>ELG data for 2024 showed 20% of disadvantaged pupils reached a Good Level of Development and 16.7% of disadvantaged children achieve the ELG for Reading</p> <p>End of KS2 data shows that 42% of disadvantaged children reach the expected level in reading.</p> <p>School Autumn 2024 baseline data shows, 15% of our disadvantaged learners across KS1 and 2 are below expected levels in reading. This is above the average for their non-disadvantaged peers. However, this is not the case in some year groups, for example in Year 1, 50% of PPG are below age related expectations for reading. A number of PPG pupils require phonics teaching for longer than their non-PPG peers. They have therefore not developed fluency and are not yet reading for pleasure as they enter KS2.</p> <p>24/25</p>

	St James' PP	ST James' not PP	National PP	National not PP
EY GLD	25%	92%	51.3%	72.5%
EY Reading	50%	92%	-	-
KS2 Reading	57%	90%	63%	81%

EY

KS2 (Y6) target data for 2025/26 shows 60% of our pupil premium pupils (PP) are predicted to achieve ARE or above compared to 90% of pupils not PP. Of those PP children who are not predicted to reach ARE by the end of Year 6 100% of them are also SEND.

2

Writing

ELG data for 2024 showed 20% of disadvantaged pupils reached a Good Level of Development and 16.7% of disadvantaged children achieve the ELG for writing

End of KS2 data shows that 29% of disadvantaged children reach the expected level in writing.

School Autumn 2024 baseline data shows, 12.5% of our disadvantaged learners across KS1 and 2 are below expected levels in writing, this is 4.5% lower than their non-disadvantaged peers.

24/25

	St James' PP	ST James' not PP	National PP	National not PP
EY GLD	25%	88%	51.3%	72.5%
EY Writing	29%	75%	-	-
KS2 Writing	29%	75%	59%	78%

KS2 (Y6) target data for 2025/26 shows 20% of our pupil premium pupils (PP) are predicted to achieve ARE or above compared to 85% of pupils not PP. Of those PP children who are not predicted to reach ARE by the end of Year 6 50% of them are also SEND.

3

Maths

ELG data for 2024 showed 20% of disadvantaged pupils reached a Good Level of Development and 50% of disadvantaged children achieve the ELG for Maths
 End of KS2 data shows that 42% of disadvantaged children reach the expected level in maths.
 School Autumn 2024 baseline data shows, 16.7% of our disadvantaged learners across KS1 and 2 are below expected levels in maths, this is 2.5% lower than their non-disadvantaged peers.

24/25

	St James' PP	ST James' not PP	National PP	National not PP
EY GLD	25%	88%	51.3%	72.5%
EY Maths	43%	75%	-	-
KS2 Maths	43%	75%	61%	80%

KS2 (Y6) target data for 2025/26 shows 20% of our pupil premium pupils (PP) are predicted to achieve ARE or above compared to 90% of pupils not PP. Of those PP children who are not predicted to reach ARE by the end of Year 6 50% of them are also SEND.

4 Cultural capital/enrichment.
 Limited Cultural capital and enrichment - lack of experiences limits language, understanding and contextual knowledge. This impacts on children's ability to draw on previous knowledge, contextualise learning and transferable skills. As costs of living have increased, PPG families are less able to afford extra curricular activities and trips. There is a pattern of some disadvantaged families being absent on days that trips are planned.

5 Attendance
 There is a gap in attendance for those children who are disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. For Pupil Premium children in the Autumn 2024 term, attendance was 90.01% compared with 96.68% of their non-pupil premium peers. This is comparable with the 2023-24 academic year where PPG attendance was 90.52% compared with non-Pupil Premium children who's attendance was 95.86%. Low attendance levels for PPG children can be due to several differing reasons such as ongoing health issues, low level illness and family circumstances. A number of single parent-families struggle with attendance when the adult or a sibling are unwell. 50% of persistent absentees are Pupil Premium eligible, which is a large proportion of the total number of PPG children within the school (i.e. 13 children)

6	<p>Wellbeing and mental health</p> <p>A number of disadvantaged pupils are emotionally vulnerable and need support with wellbeing – If not addressed, this can have an impact on behaviour for learning, memory and long term mental health. A number of disadvantaged pupils have experienced adverse childhood experiences. All of our pupils identified as ‘young carers’ are eligible for PPG. There are many PPG families where parents have physical and/or mental health difficulties.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Over time at least 75% of our disadvantaged children will meet age related expectations in reading. Our disadvantaged children will meet the phonics threshold by the end of KS1. Disadvantaged children will have access to a high quality reading curriculum where adults model a love of reading for pleasure. They will develop a fluent reading style and make progress through the reading scheme which is carefully matched to their phonics ability and fluency. Intervention will ensure that children have acquired the necessary phonic skills and fluency in order to access the full curriculum.</p>	<p>Data will show that the gap is closing and children are making accelerated progress towards meeting age related expectations by the end of Year 6. Children to have completed the phonics programme and be reading confidently by the end of KS1. Staff will model reading for pleasure. Books match phonic level and children progress well through the levels.</p>
<p>Over time at least 75% of our disadvantaged children will meet age related expectations in writing. Our disadvantaged children will be able to use a wider range of tier 2 and tier 3 vocabulary in their spoken and written language across the curriculum. They will develop an increased understanding of how text is constructed and will write independently at the expected level. They will be immersed in a carefully selected range of age-appropriate fiction and nonfiction books. Children will take these books home through class libraries. Children will have targeted spelling and writing interventions.</p>	<p>Writing moderation will show that children are developing their ability to vary sentences to compose coherent paragraphs and making increased progress in their writing over time. Children can articulate the links between the texts that have been read to them and their written work. Children use the vocabulary they have learned in their writing.</p>

Over time at least 75% of our disadvantaged children will meet age related expectations in maths . Our disadvantaged children will develop increased fluency in maths as a result of improved knowledge of place value, number facts and calculation. Our disadvantaged children are engaged with times table practice.	Data will show that the gap is closing and our disadvantaged children are making accelerated progress towards meeting age related expectations by the end of Year 6.
Our disadvantaged children will experience good mental health, they will have improved self-esteem and resilience as learners. Mental health needs will be met with appropriate support and early intervention.	Internal monitoring including pupil and teacher voice will show that our disadvantaged children are showing increased resilience as learners, have improved self-esteem and reduced anxiety.
PPG attendance and punctuality good and at least in line with national average. Attendance will not be a barrier to learning or impact negatively on progress.	PPG attendance and punctuality in line with non-PPG peers, both of which should be at least good.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8000

25/26 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching of Reading £2500 RWInc training and ongoing CPD £1000 phonic book bag books £1500 Reading Leader time</p>	<p>“Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.” Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) There is a strong research base for the effectiveness of phonics. RWInc training and access to the online platform and up to date resources ensures all staff have the necessary pedagogical skills and content knowledge to teach phonics at the highest standard.</p>	<p>1,2,3,4,6</p>
<p>Use of high quality texts across the curriculum. Additional reading for children who don't read at home. £1000 class libraries</p>	<p>Embed our approach to English teaching with high quality reading instruction Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,6</p>
<p>To implement HFL writing across KS2. With the view to roll the scheme into KS1 Sept 2026. Purchase for resources to support scheme. £2000</p>	<p>https://www.hfleducation.org/school-improvement/primary/english/essential-writing https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</p>	<p>2</p>
<p>Maths Hub £1000 Leader and staff CPD, leader time</p>	<p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>3</p>
<p>Maths fluency sessions £1000 leader time and staff CPD</p>	<p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ Children's proficiency in mental and written calculation is central to them meeting the expectations of the NC. Their fluency in performing calculations and mathematical techniques is dependent on secure number sense and a deep understanding</p>	<p>3</p>

	of the number system and the underlying structures of the four operations. Maths Mastery approach evidences increase in attainment Mastery learning EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,000

25/26 £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency Project 6,000	https://www.hfleducation.org/reading-fluency/collaboration-education-endowment-foundation-eeef Improving Literacy in Key Stage 2 (EEF) Recommendation : Support pupils to develop fluent reading capabilities “Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text.”	1
Small group intervention/1:1 support for individuals matched to their needs. Classroom support. 24,000	Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,6
SEND & HT CPD MITA project Maximising the impact of teaching assistants 2,000	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants Training completed in 24/25. HT & SENDCo to continue to embed strategies across all year groups to improve the quality of interventions and training for TA's	1, 2, 3, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,000

25/26 £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular activities paid for/subsidised 2,000	PPG pupils prioritised for sports and arts extra curricular activities, for which there is a strong research base: Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk) Specific support for Post LAC	4
<i>Play therapy</i> 2,000	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	6
<i>Lego therapy</i> 5,000	LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. https://www.edpsyched.co.uk/blog/lego-brick-based-therapy-what-you-need-to-know	
<i>Mental Health Team</i> 2,000	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	6
PPG lead – DHT monitor data and plan intervention ½ day/week 1,000	https://www.gov.uk/government/publications/pupil-premium	5
<i>Attendance Lead</i> 1,000	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5

	Targeted parental engagement approaches to maintaining and improving attendance of individuals. Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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Part B: Review of the previous academic year 23/24 & 24/25

Outcomes for disadvantaged pupils

Teaching						
Desired Outcome	Chosen action/approach	Impact				
Our disadvantaged children will meet the phonics threshold by the end of KS1.	High Quality Teaching of Reading £1,900 RWInc training and ongoing CPD £3,500 phonic book bag books £1000 Reading Leader time	Phonics data disadvantaged pupils				
			July 22	July 23	July 24	July 25
		Year 1	40%	50%	60%	57%
		Year 2	100%	100%	100%	50%
		23/24 Children in YR, 1, 2 now have Book Bag books that matched to the sounds they have been taught. Staff have received RWI training. Sept 23 additional Book Bag books have been purchased to give the children to over learn their sounds within an additional text. Recruitment of additional TA's means children are taught in smaller groups 'phase not age'. Assessment and monitoring of early reading as become more robust to support High Quality Teaching. 24/25 TA's and teachers all engaged well with the RWI training and reading lead is now effectively using the online assessment system for assessments, enabling tracking of data to be much more effective. Small intervention groups were set up to support those children with specific gaps.				
Over time at least 75% of our disadvantaged children will meet age related expectations in reading.	Use of high-quality texts across the curriculum. Additional reading for children who don't read at home. £1000 class libraries. Delivery of staff CPD					
			July 22	July 23	July 24	July 25
		Y6 Exit data	60%	100%	29%	42%
			23/23 A more structured approach to the teaching of reading has been developed by the English lead & Reading lead. Along with targeted intervention for identified pupils, 24/25			

		<p>A review of the teaching of KS2 reading has taken place and launched in Sept 25. Also, a review of the teaching of reading Y2 to improve the fluency and comprehension skills of Y2.</p> <p>Reading fluency project used in Y2 & Y3 to target key children improve their fluency in reading. The project accelerated the progress Y3 pupils significantly however the impact of the Y2 children was much smaller.</p>				
<p>Disadvantaged children will have access to a high-quality reading curriculum where adults model a love of reading for pleasure. They will develop a fluent reading style and make progress through the book band reading scheme which is carefully matched to their phonics ability and fluency.</p>	<p>Use of high-quality texts across the curriculum. Additional reading for children who don't read at home. £1000 class libraries</p>	<p>23/24 Introduction of Book Club in KS2. More opportunities to read for pleasure. Daily reading of class reader by teacher. Structured plan of delivering reading. Reading area improved, renewing text and the purchase of addition text to meet the interests of pupils. Class teachers share their love of books. Targeted opportunities to read aloud every day.</p> <p>24/25 Pupil voice tells us that children across KS2 enjoy Book club and the opportunity to read for pleasure. They still needs to more consistency across the school to celebrate the love of reading.</p>				
Targeted academic support						
<p>Over time at least 75% of our disadvantaged children will meet age related expectations in maths. Our disadvantaged children will develop increased fluency in maths as a result of improved knowledge of place value, number facts and calculation. Our disadvantaged children are engaged with times table practice</p>	<p>Use of pre-teach/reteach maths intervention in small groups by class TA's Raising the profile of pupil and parent engagement with Mathletics and Timetables Rockstars Small group intervention/1:1 support for individuals matched to their needs. Classroom support. £12380</p>					
			July 22	July 23	July 24	July 25
		Y6 Exit data	40%	50%	43%	43%
		<p>23/24 50% of year 4 PPG scored over 20 in the multiplication test.</p> <p>24/25 50% of year 4 PP scored over 20 in the multiplication test</p>				
Wider strategies						

<p>Our disadvantaged children will experience good mental health, they will have improved self-esteem and resilience as learners.</p>	<p>Family Support Coordinator 3 hours per week (£3,600) to work with PPG families and directly with most vulnerable children 24/25 Children had access to 2 play therapist. Along with the mental health team.</p>	<p>23/24 Pupil and teacher voice shows that our disadvantaged children are showing increased resilience as learners, improved self-esteem and reduced anxiety. Making me – Children have the opportunity to express how they are feeling on an at least daily basis. Staff will check in regularly with children, KS leaders and Family Support Coordinator. Family Support Coordinator work with the most vulnerable children and families, has built better relationships between school & home. TAF meetings and individual support is in place. 24/25 Children who met the criteria to work with our play therapists discovered and rehearsed different ways of understanding and coping with difficult feelings, leading to a healthier and happier way of being. By understanding what they are feeling and why, means that a child can decide more consciously what they want to do, before they do it.</p>																			
<p>PPG pupils prioritised for sports and arts extracurricular activities</p>	<p>Extra curricular activities paid for/subsidised</p>	<p>23/24 Trips and extra curricula events have been subsidised to ensure all pupils can participate. School has also run free lunchtime clubs to give all an opportunity to take part. 24/25 The financial support offered for out PP children continued in 24/25. With all PP children taking part in school trips and enrichment opportunities'. PP children are selected to take part in our external sports festivals, providing an opportunity to take part in competitive sport. Additional to this the school helped families to facilitate a bursary application to further subsidise the Y6 residential. The school also support families to receive food bank vouches regularly and free school uniform. At Christmas the staff donate to a hamper which are delivered to some of our most vulnerable families.</p>																			
<p>PPG attendance and punctuality in line with non-PPG peers, both of which should be at least good.</p>	<p>Targeted parental engagement approaches to maintaining and improving attendance of individuals.</p>	<table border="1"> <thead> <tr> <th></th> <th>July 22</th> <th>July 23</th> <th>July 24</th> <th>July 25</th> </tr> </thead> <tbody> <tr> <td>Not PPG</td> <td>96.1%</td> <td></td> <td>96.7%</td> <td>96.5%</td> </tr> <tr> <td>PPG</td> <td>96.3%</td> <td>90.5%</td> <td>90.5%</td> <td>90%</td> </tr> </tbody> </table>						July 22	July 23	July 24	July 25	Not PPG	96.1%		96.7%	96.5%	PPG	96.3%	90.5%	90.5%	90%
	July 22	July 23	July 24	July 25																	
Not PPG	96.1%		96.7%	96.5%																	
PPG	96.3%	90.5%	90.5%	90%																	

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWInc phonics training/materials	Ruth Miskin/Oxford University Press
White Rose Maths	White Rose Maths
Jigsaw	
MITA training	https://www.maximisingtas.co.uk/
Reading fluency project	Herts for learning
Maths Hub	Enigma
Mental Health Training	Anna Freud
Essential writing	Herts for learning