

Pupil premium strategy statement

St James' Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data Year 1 (2022/23)	Year 2 (2023/24)
St James' Primary School	(updated with Jan 23 census data)	
Number of pupils in school	194	203
Proportion (%) of pupil premium eligible pupils	13.3%	18.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	
Date this statement was published	Autumn 2021	December 2023
Date on which it will be reviewed	July 2022	Autumn 2024
Statement authorised by	Maria Soulsby	Alison Barden
Pupil premium lead	Sarah Morton	Alison Barden
Governor / Trustee lead		Melaine Nancekievill

Funding overview

Detail	Amount	Amount
Pupil premium funding allocation this academic year	£41,000	£43,650
Recovery premium funding allocation this academic year	£6030	£4,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47030	£48,435

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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be exclusive of:

- 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
- Pay for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Greater opportunities to take part in music and PE experiences, building on children's cultural capital
- Emotional and Behaviour support through a designated Family Support Coordinator

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	Autumn 2021 baseline shows, 47% of our disadvantaged learners are below expected levels in reading. They have difficulties with acquiring the skills required to confidently decode text. 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.
2	Autumn 2021 baseline shows, 53% of our disadvantaged learners are below expected levels in writing. They find composition of sentences and paragraphs difficult. They are not acquiring the tier 2 and tier 3 vocabulary that many of our non-disadvantaged children get from being read to at home. The pandemic has exacerbated this with some disadvantaged pupils not accessing services such as speech and language therapy and early intervention that may have usually taken place in pre-school settings. This is further impacted by a lack of rich life experiences and opportunity talk in the home. Disadvantaged children are less likely to be exposed to and immersed in high quality books at home which means they are not familiar with the way writing is constructed.

3	Autumn 2021 baseline shows, 47% of our disadvantaged learners are below expected levels in maths. Poor fluency with number skills for some disadvantaged children has a detrimental effect on progress across the mathematics curriculum.
4	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. This has been compounded for disadvantaged pupils during the pandemic and as costs of living rise.
5	Historically, attendance for PPG pupils has been poor. This has improved more recently. Attendance during 2020-21 for PPG eligible pupils was 96.93%. This is 1% below but generally in line with non-PPG pupils (97.95%). There are a small number of PPG pupils for whom attendance and punctuality remains challenging. This is due to several differing reasons such as ongoing health issues, low level illness and family circumstances during the pandemic.
6	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.

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 July 2022 data review July 2023 data review
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 book band reading	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>scheme which is carefully matched to their phonics ability and fluency.</p>	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">KS1</th> <th colspan="2">KS2</th> </tr> <tr> <th>July 22</th> <th>July 23</th> <th>July 22</th> <th>July 23</th> </tr> </thead> <tbody> <tr> <td>All reading</td> <td>75%</td> <td>76.7%</td> <td>87%</td> <td>92.8%</td> </tr> <tr> <td>PPG reading</td> <td>60%</td> <td>0%</td> <td>60%</td> <td>100%</td> </tr> </tbody> </table>		KS1		KS2		July 22	July 23	July 22	July 23	All reading	75%	76.7%	87%	92.8%	PPG reading	60%	0%	60%	100%
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<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> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">KS1</th> <th colspan="2">KS2</th> </tr> <tr> <th>July 22</th> <th>July 23</th> <th>July 22</th> <th>July 23</th> </tr> </thead> <tbody> <tr> <td>All writing</td> <td>75%</td> <td>70%</td> <td>83%</td> <td>82%</td> </tr> <tr> <td>PPG writing</td> <td>60%</td> <td>0%</td> <td>40%</td> <td>75%</td> </tr> </tbody> </table>		KS1		KS2		July 22	July 23	July 22	July 23	All writing	75%	70%	83%	82%	PPG writing	60%	0%	40%	75%
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<p data-bbox="170 632 1070 700">Our disadvantaged children will experience good mental health, they will have improved self-esteem and resilience as learners.</p>	<p data-bbox="1155 632 2047 876">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. 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, working closely with parents, KS leaders and Family Support Coordinator.</p> <p data-bbox="1155 879 2047 1043">Family Support Coordinator will work with the most vulnerable children and families, supporting families through early help assessments, TAF meetings and individual support as needed. Referrals to Mental Health (support practitioner, CHUMS or CAHMS) to be made by DHT as needed.</p> <p data-bbox="1155 1046 2033 1147">PPG attendance (see below) has improved. PPG pupil voice shows positive impact of FS Coordinator on wellbeing and self-esteem. Families report positive experiences from MHST involvement.</p>																			
<p data-bbox="170 1169 322 1198">Attendance</p>	<p data-bbox="1155 1169 2040 1233">PPG attendance and punctuality in line with non-PPG peers, both of which should be at least good.</p> <p data-bbox="1155 1241 1883 1351">2021-22 Attendance has improved on the previous year: Whole school: 96.1% attendance, 0.59% lates PPG: 96.3% attendance, 0.75% lates</p>																			

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching of Reading</p> <p>£1,900 RWInc training and ongoing CPD</p> <p>£3,500 phonic book bag books</p> <p>£1000 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)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>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>Improving Literacy in Key Stage 2 (EEF) Recommendation 2: 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.”</p>	<p>1,2,3,4,6</p>

	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
Use of high quality texts across the curriculum. Additional reading for children who don't read at home. £1000 class libraries	Embed our approach to English teaching with high quality reading instruction Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,4,6
Introduce peer study/ coaching alongside ongoing professional development using 'Teaching Walkthrus' £100 texts	Effective Professional Development (EEF) Effective Professional Development EEF (educationendowmentfoundation.org.uk) High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Research into teacher development suggests that one of the best bets is to develop programs of instructional coaching where teachers engage in sustained periods of practice, focusing on specific teaching techniques supported by an expert coach who can guide, support and model effective practice.	1,2,3,4,5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25840

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Robust instruction of curriculum specific vocabulary. Pre-teaching for disadvantaged pupils.</p> <p>£5460</p>	<p>“Language provides the foundation of thinking and learning and should be prioritised” Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF states that improving young children’s vocabulary is often a high priority, particularly when teaching students from disadvantaged backgrounds who are more likely to have a less extensive vocabulary.</p>	<p>1,2,3,4,6</p>
<p>Use of pre-teach/reteach maths intervention in small groups by class TA’s</p> <p>Raising the profile of pupil and parent engagement with Mathematics and Timetables</p> <p>Rockstars</p> <p>£8000</p>	<p>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 of the number system and the underlying structures of the four operations.</p> <p>Maths Mastery approach evidences increase in attainment</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Small group intervention/1:1 support for individuals matched to their needs. Classroom support.</p> <p>£12380</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,6</p>

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

Budgeted cost: £ 13258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Coordinator 3 hours per week (£3,600) to work with PPG families and directly with most vulnerable children	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	6
Extra curricular activities paid for/subsidised £3500	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
DHT monitor attendance and plan intervention ½ day/week £6158	Targetted parental engagement approaches to maintaining and improving attendance of individuals. Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	5

Total budgeted cost: £47098

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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
		Year 1	40%	50%	
		Year 2	100%	100%	
		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.			
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.				
			July 22	July 23	July 24
		Y6 Exit data	60%	100%	
		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			

	Delivery of staff CPD				
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.	Use of high quality texts across the curriculum. Additional reading for children who don't read at home. £1000 class libraries	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.			
Targeted academic support					
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	Use of pre-teach/reteach maths intervention in small groups by class TA's Raising the profile of pupil and parent engagement with Mathematics and Timetables Rockstars Small group intervention/1:1 support for individuals matched to their needs. Classroom support. £12380				
			July 22	July 23	July 24
		Y6 Exit data	40%	50%	
		50% of year 4 PPG scored over 20 in the multiplication test.			

engaged with times table practice		
Wider strategies		
Our disadvantaged children will experience good mental health, they will have improved self-esteem and resilience as learners.	Family Support Coordinator 3 hours per week (£3,600) to work with PPG families and directly with most vulnerable children	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.
PPG pupils prioritised for sports and arts extracurricular activities	Extra curricular activities paid for/subsidised	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.
PPG attendance and punctuality in line with non-PPG peers, both of which should be at least good.	Targeted parental engagement approaches to maintaining and improving attendance of individuals.	

Externally provided programmes.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWInc phonics training/materials	Ruth Miskin/Oxford University Press
White Rose Maths	White Rose Maths
Times Table Rock Stars	Maths Circle Ltd
Sum dog	
Jigsaw	
Mental Health Training	Anna Freud