



Pupil premium strategy and impact review statement St James's C of E Primary School 2022-23

| 1. Summary information | | | | | |
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| School | St James's C of E Primary School | | | | |
| Academic Year | 2022-2023 | Total PP budget | £75,138 | Date of most recent PP Review | 27.6.2023 |
| Total number of pupils | 412 | Number of pupils eligible for PP | 53 | Date for next internal review of this strategy | November 2023 |

| End of KS assessments | | | |
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| EYFS (4 children) | <i>Pupils eligible for PP (2023) National NCER</i> | <i>Pupils eligible for PP (2023) St James's</i> | <i>Pupils not eligible for PP (2023 national NCER)</i> |
| % achieving GLD | 51% | 50% | 71% |
| KS1 (7 pupils) | | | |
| | <i>Pupils eligible for PP (2023) National NCER</i> | <i>Pupils eligible for PP (2023) St James's</i> | <i>Pupils not eligible for PP (2023 NCER)</i> |
| % achieving expected+/GD in reading | 54%/9% | 72%/0% | 74%/22% |
| % achieving expected+/GD in writing | 45%/3% | 29%/0% | 66%/10% |
| % achieving expected+/GD in maths | 56%/8% | 29%/0% | 76%/19% |
| Year 1 Phonics (6 pupils) | 66% | 58% | 83% |

| KS2 (8 pupils) | | | |
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| KS2 | <i>Pupils eligible for PP (2023)</i> National NCER | <i>Pupils eligible for PP (2023) St James's</i> | <i>Pupils not eligible for PP (2023 national NCER)</i> |
| % achieving expected+ in reading, writing and maths | 43% | 50% | 66% |
| % achieving GD in reading, writing and maths | 3% | 0% | 10% |
| Average progress score in reading | -0.88 | -2.95 | +0.44 |
| Average progress score in writing | -0.70 | -0.40 | +0.37 |
| Average progress score in maths | -1.06 | -5.80 | +0.52 |

| 4. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Narrow the gap in attainment in phonics |
| B. | Narrowing the attainment gap in reading, writing and maths, in particular in key stage 2. |
| C. | Narrow that attainment gap in greater depth in reading, writing and maths in key stages 1 and 2. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D | Lack of parental engagement in phonics, early reading and reading for pleasure. |
| E | Address attendance and punctuality issues for some pupils. |
| F | Social, emotional, and behavioural needs to be addressed for some pupils. |

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| G | Ensure that pupils entitled to Pupil Premium funding engage with wider-curricular opportunities and experience culture capital. |
| H | Ensure that the school's behaviour and positive relationship policy reflects the need of all pupils and that there is not a disproportionately high level of behaviour incidents recorded for pupils entitled to Pupils Premium funding. |
| 5. Desired outcomes | |
| <i>Desired outcomes and how this will be measured</i> | <i>Actual impact</i> |
| Progress in phonics and early reading. | <ul style="list-style-type: none"> • 50% PP achieved the expected standard in reading in EYFS • 58% of PP passed the Year 1 phonics screening with 89% passing the Year 2 retakes. • 71% of PP pupils in Year 2 achieved the expected standard in reading <p style="text-align: center;"><u>Key Stage 2</u></p> <ul style="list-style-type: none"> • 63% of PP achieved the expected standard in Reading 25% achieved the higher standard • 75% of PP achieved the expected standard in Writing, 13% achieved the higher standard • 50% of PP achieved the expected standard in Maths, 0% achieved the higher standard |
| Progress in reading fluency and reading for pleasure. | |
| Progress in maths | |
| Progress in writing | |
| Attendance and punctuality | <p>Overall attendance: 95% (National:94%)</p> <p>PP overall absence: 7.5% (National Non Disadvantaged 7.5%) PP Persistent absence: 12% (National Non Disadvantaged 24.2%) PP Severe Persistent absence: 57.6% (One child on a reduced timetable for the year)</p> <p>PP Authorised absence: 4.96% (National Non Disadvantaged 4.3%) PP Unauthorised absence: 1.37% (National Non Disadvantaged 0.8%)</p> <p>PP lates: 0.5 % NPP: lates 0.34%</p> |
| Social, emotional and behavioural issues addressed. | <p style="text-align: center;"><u>2022-23 data for EYFS</u></p> <p>GLD for 2022-23 was 78% 60% for PP pupils and 80% for NPP pupils</p> |

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? |
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| 1, 2, 3, 4 | Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | Standardised tests carried out on a termly basis and are used to inform future teaching. |
| 2,3 | Further purchasing of books from a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | Phonics books purchased and utilised on a daily basis Phonics data term on term improvements Phonics screening in line with national standards |
| 2,3 | Enhancement of our reading and maths teaching and curriculum planning in line with DfE and EEF guidance. Reading- We will fund teacher release time to | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: | Release time completed Reading CPD completed Maths and Reading data in line with national standards for both KS1 and KS2 |

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| | | Extra printouts/tech support if isolating. | | |
| 5 | <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>We recognise that a number of our pupils are continuing to struggle with aspects of SEMH since CV19 began. We will facilitate family liaison time for identified pupils and additional nurture sessions for those pupils.</p> <p>We will be purchasing Growth Mindset gems to encourage pupils to challenge themselves.</p> | <p>Lunch lounge and start of morning support in place for pupils.</p> <p>Nurture sessions take place weekly</p> <p>Growth Mindset gems purchased and handed out on a termly basis</p> | |
| | | | Total budgeted cost | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead |
| 1,4 | Purchase of a programme to improve | Oral language interventions can have a positive impact on pupils' language skills. Approaches that | Wellcomm purchased and tracking of data | KG/ HS |

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| | listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | take place across the year | |
| 2 | Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | Additional timetables planned for and carried out Disadvantaged pupils pass the phonics screening | SM |
| 4 | Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small groups:1:3 Small group tuition Toolkit Strand Education Endowment Foundation EEF | 12 pupils to access tutoring in Re/Wr and Maths. | SM/LP |
| | | | Total budgeted cost | £13,605 |

| iii. Wider strategies | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead |
| 6 | <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Overtime for attendance officer to conduct meetings with parents of PA pupils (focus on PP and SEN support)</p> | <p>Attendance data in line with national</p> <p>Gaps between PP and Non PP pupils have closed</p> | NS/DH |
| 5 | To provide high quality and varied range of extra-curricular activities such as clubs, experiences and trips | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities and socialisation during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. | Range of clubs available to pupils. All disadvantaged children attend all trips where possible | LP |

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| 5 | To provide SEMH support for identified pupils | Costs of nurture/ mentoring and PPE if necessary | Nurture groups set up and analysed for impact on a termly basis | HS |
| | | | Total budgeted cost | £20,502 |