

Pupil premium strategy statement

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
School name	St James's C of E Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Alan Millichip
Pupil premium lead	Lindsay Mason
Governor / Trustee lead	Alan Millichip

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,873
Recovery premium funding allocation this academic year	£13,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,043
Total budget for this academic year	£83,646

Part A: Pupil premium strategy plan

Statement of intent

When creating our Pupil Premium Strategy, we recognise the importance of considering the context of the school and the subsequent challenges made. We use research by the EEF and recognised literature (see recommended reading at the end of the document) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuality issues and behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all' approach.

As recognises by the EEF, we know that 'good teaching is the most important lever that school have to improve outcomes for disadvantaged students and we intend to focus heavily on developing the quality of teaching through focused CPD and a strong recruitment process.

The key principles of our strategy are:

- Promote an ethos of attainment for all, without stereotyping. We will maintain a strong focus on outcomes for individuals, carefully tracking the progress of pupils entitled to Pupil Premium funding and adjustments made where necessary.
- Individualised approach to address barriers.
- Decision will be made based on data and respond to evidence, frequently.
- High quality teaching with quality CPD opportunities for all adults.
- Clear, responsive leadership that sets high aspirations and responsibility got raising attainment lies with all staff.

The objectives of our strategy are:

- To narrow the attainment gap between pupils entitled to Pupil Premium funding and students not considered to be disadvantaged.
- For all disadvantaged pupils to achieve age related expectations.
- For all disadvantaged pupils to have attendance of national average (94.4%)
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements for the strategy will overlap categories and that the balance of the approach will vary as the school's and students' priorities change.

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement in phonics, early reading and reading for pleasure.
2	Narrow the gap in attainment in phonics.
3	Narrowing the attainment gap in reading, writing and maths, in particular in key stage 2.
4	Narrow that attainment gap in greater depth in reading, writing and maths in key stages 1 and 2.
5	Address attendance and punctuality issues for some pupils.
6	Social, emotional and behavioural needs to be addressed for some pupils.
7	Ensure that pupils entitled to Pupil Premium funding engage with wider-curricular opportunities and experience culture capital.
8	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.

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
Progress in phonics and early reading.	Increase in parental engagement and support from home. Ensure that support documents and training videos are easily accessible on the school's website. All pupils that are at risk of falling behind are quickly identified and relevant keep up and catch up interventions are put into place, in order for all pupils to pass the phonics screening check by the end of year 2.
Progress in reading fluency and reading for pleasure.	Improvement in pupils' attitude and engagement in reading independently.

Commented [MLM1]:

	<p>Quality and variety of texts chosen by pupils for independent reading is carefully checked and monitored.</p> <p>End of key stage assessment results and progress scores are at least in line with national.</p>
Progress in maths.	<p>Gaps in knowledge due to school closure and other disruptions are quickly identified, prioritised and addressed through quality first teaching and measurable interventions.</p> <p>End of key stage assessment results and progress scores are at least in line with national.</p>
Progress in writing	<p>Feedback sheets and planning demonstrates that pupils' needs have been accurately identified by class teachers and addressed through quality first teaching and measurable interventions.</p> <p>End of key stage assessment results and progress scores are at least in line with national.</p>
Attendance and punctuality	<p>Individuals of concern are identified.</p> <p>Effective communication with families and strategies put into place to support improvement.</p> <p>Attendance and punctuality are consistent and in line with peers, at least 97%</p>
Social, emotional and behavioural issues addressed.	<p>The curriculum is designed to ensure that all children experience success and feel valued.</p> <p>Needs are correctly identified and support is sought from SENCo and external agencies.</p> <p>The school's new behaviour policy is followed to create individual behaviour plans for those pupils requiring it.</p> <p>Effective communication is maintained with families to ensure a consistent and coherent approach.</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional TA to support in year group with greatest need academically and behaviourally.	EEF Toolkit Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This in turn will improve pupils' access to and engagement with an age appropriate curriculum. SEMH interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs as suggested by Dudley EPS and AOS.	3,6
CPD for all staff regarding effective teaching and learning with a particular focus on effective modelling and scaffolding.	EEF Toolkit – Metacognition and self-regulation DfE Supporting the Attainment of Disadvantaged pupils'.	3,4, 6, 8
Regular Pupil Progress meetings to identify needs, concerns and to signpost interventions.	EEF Toolkit – Mentoring. Use to teacher assessment and test data to analyse pupil progress and attainment. Use of FFT and Eudkey to monitor progress.	3,4,6,8
Reading interventions (Enable and BRP) alongside Little Wandle Keep up and Catch Up sessions for pupils not at age related expectations.	EEF Toolkit – Reading comprehension.	2,3,4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition with a qualified teacher Years 5 and 6, NTP.	EEF Toolkit – small group tuition DfE School Led Tutoring Guidance Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. An effective teacher will,	3,4
3 rd Space online tuition	EEF Toolkit – small group tuition DfE School Led Tutoring Guidance	3,4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual play therapy for pupils at risk of school refusal.	EEF –Behaviour interventions	8
Restorative Practice CPD to support the school's updated Behaviour policy in line with recovery agenda.	EEF – Behaviour Interventions Quality CPD to new behaviour approaches to support the school's wider needs. Approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.	8
Introduction of REACH points to encourage positive learning behaviour and intrinsic motivation.	EEF Behaviour interventions – approached to develop a positive school ethos.	6,8
Increased parental engagement through regular correspondence with class teachers as	EEF – Parental Engagement.	1

well as effective use of the schools website to support and signpost families to evidence informed interventions, websites and school based strategies.		
CPD and teaching and learning briefings, assemblies and systems to develop a school culture to embed high expectations and standards for all.	DfE Supporting attainment of disadvantaged pupils EEF Toolkit – Metacognition and self-regulation.	2,3,4,6,8
School offer to cover the cost of all extra-curricular activities, including learning to play a musical instrument and sports activities.	'A New Direction' – highlights the importance of culture and arts opportunities to support wider learning. EEF – Arts participation EEF – “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.”	7

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Tutoring	3 rd Space
Online interventions and personalised learning pathways	Century

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	We did not have any pupils entitled to service pupil premium funding last year.

National Tutoring Programme

- **Summary**
- School-Led Tutoring is being introduced as part of the National Tutoring Programme in 2021/22. Eligible state-funded schools and academy trusts will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.
- We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.
- There are three routes to take advantage of the funding available through the National Tutoring Programme: Route 1 – Tuition Partners; Route 2 – Academic Mentors; and Route 3 – School-Led Tutoring.
- There is an expectation that schools prioritise disadvantaged or vulnerable pupils for tutoring.
- **Funding and Payments**
- At St James's Primary School, we have decided to pursue School-Led Tutoring. We feel our teachers are best placed to support the children they teach and they are prepared to do so.
- Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in academic year 2021/22. Schools and academy trusts will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium.
- St James's will receive £5,670 to support school led tutoring this year. This should represent 75% of the cost of tutoring. We have decided to use the Recovery Premium to subsidise the remainder of the tuition.
- The total cost of St James's in school tutoring will be £7560.
- Sessions will be 1 hour long. Afterschool sessions will take place between 3.30pm-4.30pm and some sessions will take place during the afternoon. Teachers will be paid a common rate of £30 per/hour. This is based on the typical cost of tutoring locally.
- **Tuition Programme**
- The tuition itself will be arranged as follows:
- Small group tutoring (3 children per group).
- Each group aims to include at least two pupil premium/SEND children.
- Children from all year groups (Y3-Y6) will be considered for tuition.
- Tuition cycles will be 15 sessions long. New children will be identified for each cycle.
- Children will be selected through consultation with teachers, CLA teacher, DSL and SENDCO for cycle 1.
- Tutoring will focus on English or Maths fluency – with a priority on addressing gaps in learning and receiving high-quality feedback
- 7 sessions of tutoring will take place this academic year, starting in Spring 1.
- School staff tutoring will take place after school between 3:15pm and 4:30pm.
- School Supply staff tutoring will take place during the afternoon
- Sessions cancelled by children/parents will not be rescheduled.

Pupil Premium – useful reading.

DfE	PPG allocations – how much money you will get and eligibility	https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-academies-and-free-schools
DfE	Using Pupil Premium: guidance for school leaders How school leaders can use their pupil premium funding effectively, complete their strategy statement and information about pupil premium payments.	https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statement-template
Derby Research School	Marc Rowland – Pupil Premium Strategy Planning - recording of whole seminar	https://drive.google.com/file/d/1ySQ1xq mNh5m5gJ1 IpBVO46q3dKyK2gP/view
DfE	Recovery Premium Funding	https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding
EEF	School Improvement Planning	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning
EEF	Putting Evidence to Work – a School’s Guide to Implementation	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation
EEF	Teaching and Learning Toolkit	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit
EEF	Using your pupil premium funding effectively	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium
EEF	How to compare your data to other similar schools	https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/?fbclid=IwAR2YpVxXYFYCZxRQp-

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The Key	Pupil Premium: How to spend it wisely	https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/pupil-premium-support-learning/pupil-premium-how-spend-it-wisely/
Book:	Addressing Educational Disadvantage. The Essex Way. Marc Rowland	https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=sr_1_1?crid=1EWXOS6J2EHQ3&dchild=1&keywords=addressing+educational+disadvantage+the+essex+way&qid=1635602633&srefix=addressing+edu%2Caps%2C169&sr=8-1