



## Pupil premium strategy and impact review statement St James's C of E Primary School 2021-22

1. Summary information					
School	St James's C of E Primary School				
Academic Year	2021/22	Total PP budget	£83,646	Date of most recent PP Review	26.2.19
Total number of pupils	411	Number of pupils eligible for PP	53	Date for next internal review of this strategy	April 2023

End of KS assessments			
<b>EYFS (7 children)</b>	<i>Pupils eligible for PP (2019) National</i>	<i>Pupils eligible for PP (2022) St James's</i>	<i>Pupils <b>not</b> eligible for PP (2019 national average)</i>
% achieving GLD	56%	43%	<b>75%</b>
KS1 (8 pupils)			
	<i>Pupils eligible for PP (2019) National</i>	<i>Pupils eligible for PP (2022) St James's</i>	<i>Pupils <b>not</b> eligible for PP (2019 national average)</i>
% achieving expected+/GD in reading	62%/14%	38%/13%	78%/28%
% achieving expected+/GD in writing	55%/7%	38%/0%	73%/17%
% achieving expected+/GD in maths	62%/12%	38%/0%	79%/24%
<b>Year 1 Phonics</b>	71%	88%	84%

KS2 (8 pupils)			
KS2	<i>Pupils eligible for PP (2019 ) National</i>	<i>Pupils eligible for PP (2022) St James's</i>	<i>Pupils not eligible for PP (2019 national average)</i>
<b>% achieving expected+ in reading, writing and maths</b>	51%	38%	69%
<b>% achieving GD in reading, writing and maths</b>	5%	2%	12%
<b>Average progress score in reading</b>	-0.6	-4.2	+0.33
<b>Average progress score in writing</b>	-0.5	1.6	+0.27
<b>Average progress score in maths</b>	-0.7	-2.3	+0.38

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

<b>F</b>	Social, emotional, and behavioural needs to be addressed for some pupils.
<b>G</b>	Ensure that pupils entitled to Pupil Premium funding engage with wider-curricular opportunities and experience culture capital.
<b>H</b>	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"> <li>• 57% PP achieved the expected standard in reading in EYFS</li> <li>• 88% of PP passed the Year 1 phonics screening with 97% passing the Year 2 retakes.</li> <li>• 50% of PP achieved the expected standard in Reading 13% achieved the higher standard</li> <li>• 63% of PP achieved the expected standard in Writing, 13% achieved the higher standard</li> <li>• 63% of PP achieved the expected standard in Maths, 13% achieved the higher standard</li> </ul>
Progress in reading fluency and reading for pleasure.	
Progress in maths	
Progress in writing	
Attendance and punctuality	<p>Overall attendance: 94% (National:92.2%)</p> <p>PP overall absence: 9.4% (National <b>Non Disadvantaged</b> 5.1%)</p> <p>PP Persistent absence: 42.9% *siblings make up a large proportion of this data (National <b>Non Disadvantaged</b> 16.9%)</p> <p>PP Severe Persistent absence: 0% (National <b>Non Disadvantaged</b> 0.16%)</p> <p>PP Authorised absence: 8.6% (National <b>Non Disadvantaged</b> 4.3%)</p> <p>PP Unauthorised absence: 0.8% (National <b>Non Disadvantaged</b> 0.8%)</p> <p>PP lates: 1.65%</p> <p>NPP: lates 0.5%</p>
Social, emotional and behavioural issues addressed.	<p style="text-align: center;"><b><u>2021-22 data for EYFS</u></b></p> <p>GLD for 2021-22 was 56%</p> <p>Self-regulation 2021-22 71% (PP) vs 79% (NPP)</p> <p>Managing self 86% (PP) vs 83% (NPP)</p> <p>Building relationships: 86% (PP) vs 79% (NPP)</p>

	Reduction of pupils needing access to 'The Den' across the school
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**6. Planned expenditure**

<b>Academic year</b>	<b>2021-22</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
<b><u>3.6</u></b>	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	Additional teaching assistant in place in Reception  Wellcomm interventions carried out regularly and % of pupils passing the screening across the year  % of GLD in line with national	LM	Termly

		as suggested by Dudley EPS and AOS.			
3,4,6,8	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’.	CPD carried out Gaps between PP/NPP closing term on term	LM	Termly
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.	Termly PPMs carried out with next steps agreed.  Edukey purchased and impact reported back to governors	LM	Termly
2,3,4	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.	% of pupils at ARE increasing term on term in reading  Phonics and reading data in line with national standards at the end of each key stage.	HS/GN/PL	Termly
<b>Total budgeted cost</b>					<b>£31,920</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>

3,4	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.	% of pupils at ARE increasing term on term in targeted subjects  Registers taken for each group and progress mapping of each child	SM	Termly
<b>Total budgeted cost</b>					£1,700
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
8	Individual play therapy for pupils at risk of school refusal.	EEF –Behaviour interventions	Boxall profiles tracked	HS	Termly
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.	CPD carried out Restorative Practice implemented Behavioural incidents reduced	LM	Termly

6,8	Introduction of REACH points to encourage positive learning behaviour and intrinsic motivation.	EEF Behaviour interventions – approached to develop a positive school ethos.	Learning behaviours improve in class Pupil conferencing shows pupils talk positively about REACH and its impact on learning behaviour in the classroom	LM	Termly
1	Increased parental engagement through regular correspondence with class teachers as well as effective use of the schools website to support and signpost families to evidence informed interventions, websites and school based strategies.	EEF – Parental Engagement.	Year group email system set up Website to include helpful sites for parents to access at home QA systems show parents feel well supported Century purchased Bug Club purchased LW online books purchased	LM	Termly
2,3,4,6,8	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.	CPD minutes Pupil voice Parent questionnaires	LM	Termly
7	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,	PP pupils have extra-curricular clubs paid for them PP pupils offered musical tuition	LM	Termly



		deserve a well-rounded, culturally rich education.”			
<b>Total budgeted cost</b>					£50,026