

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	412
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2024-25
Date this statement was published	23 rd September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Natalie Sefton, Headteacher
Pupil premium lead	Sarah Mason, Deputy Headteacher
Governor / Trustee lead	Sian Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,600
Recovery premium funding allocation this academic year	£2,538
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£75,138

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 our school and the subsequent challenges faced. Research conducted by EEF should 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”. We consider fully the needs of St James’s pupils in our decision-making.

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.

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 socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding 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.
- Allocating a ‘Pupil Premium’ / ‘Catch Up’ - providing small group work focussed on overcoming gaps in learning and running nurture groups.
- Ensuring that all teaching assistants are used effectively to support pupil premium children.
- Additional teaching and learning opportunities provided for children. Aiming at accelerating progress, moving children to at least age-related expectations.
- Targeting able children on Free School Meals to achieve Age Related Expectations

- Supporting payment for activities, educational visits and experiences.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 but in particular in EYFS and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Statutory data Summer 2022 shows there is a gap of on average 38% between the attainment of PP and NPP pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading (EYFS and KS1), maths in KS2 and in writing across the school due to the use of remote learning. PP pupils' progress in reading and writing was the weakest for 21/22.
5	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. Teacher referrals for support have markedly increased during the pandemic.
6	Our attendance data indicates that attendance among disadvantaged pupils is significantly higher than for non-disadvantaged pupils. This gap

	<p>has increased during the pandemic with many disadvantaged families requesting in term holidays</p> <p>38% of disadvantaged pupils have been 'persistently absent' compared to 13% of their peers during the same period. Again, this has grown during the pandemic.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 (end of academic year 22/23)
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations of oral language among disadvantaged pupils, particularly in EYFS and KS1, will improve significantly showing an increase in screening scores of at least +8</p> <p>This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, Wellcomm data and ongoing formative assessment.</p>
Improved reading attainment among disadvantaged pupils.	<p>Year 1 Phonics outcome will show that up to 75% of disadvantaged pupils will meet the expected standard.</p> <p>KS1 reading outcomes will show that up to 75% of disadvantaged pupils will meet the expected standard.</p> <p>KS2 reading outcomes will show that more than 80% of disadvantaged pupils will meet the expected standard.</p>
Improved writing and maths attainment for disadvantaged pupils at the end of KS2.	<p>At least 75% of Y6 disadvantaged pupils will be working at the expected standard in Writing</p> <p>At least 70% of Y6 disadvantaged pupils will be working at the expected standard in Maths</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing as demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • SEMH interventions are shown to be effective
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance within 2022/2023 as demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance for all pupils being no less than 96.1%, and that the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to between 2%-3%. • the percentage of all pupils who are persistently absent being below 8.4% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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

Budgeted cost: £ 38,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£4,000</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Further purchasing of books from a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>£1,800</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>
<p>Enhancement of our reading and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Reading- We will fund teacher release time to embed key elements of guidance in school and to fund CPD and resources books.</p> <p>Maths-We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>We will fund sessions for staff to observe best practice and be coached by a senior leader to discuss how this practice could be brought into their own classrooms.</p>	<p>3,4</p>

<p>£25,000</p>		
<p>Improve rates of progress for all pupils in reading, writing and maths through responsive teaching sessions delivered daily by LSPs</p> <p>£7,893</p>	<p>AfL is used during lessons to identify pupils at risk of falling behind. Short interventions delivered to prepare pupils for the next stage of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>We have analysed the needs of our PP cohort and have identified a number of children who would benefit from smaller group teaching and interventions this will allow us to increase the amount of attention each child will receive.</p> <p>Allocations of TAs to ensure that each class has at least morning support.</p> <p>Extra printouts/tech support if isolating.</p>	<p>3,4</p>
<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>£800</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): 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>5</p>

Targeted academic support

Budgeted cost: £ 13,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a	1, 4

<p>disadvantaged pupils who have relatively low spoken language skills.</p> <p>£10,509</p>	<p>combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£558</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>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.</p> <p>£2538</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small groups:1:3</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>12 pupils to access tutoring in Re/Wr and Maths.</p>	4

Wider strategies

Budgeted cost: £ 20,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>£500</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>	6
<p>To provide high quality and varied range of extra-curricular activities such as clubs, experiences and trips.</p> <p>£450</p>	<p>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.</p>	5
<p>To provide SEMH support for identified pupils</p> <p>£5,000</p>	<p>Costs of Nurture/mentoring and PPE</p>	5

Total budgeted cost: £ 72,600

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our statutory data shows:

In **EYFS** there was a gap of 8% between PP and NPP in achieving GLD. 5/9 PP pupils need not achieve GLD. 3 of which have SEND.

In **Year 1 phonics** there was a 25% gap between PP and NPP pupils which amounts to 2 children not passing the screening both of which has SEN with a need focused on communication.

Only one child did not pass the **Year 2 phonics** retake who is not PP.

KEY STAGE ONE

Reading: 50% of our PP children met the expected standard compared to 70% of our NPP. This amounts to 4/8 children not achieving ARE, 3 of which have SEND. Only 1 pupil (11%) achieved GDS which is equal to that of our NPP pupils.

Writing: 38% of our PP children met the expected standard compared to 58% of our NPP. This amounts to 5/8 children not achieving ARE, 3 of which have SEND. 0% of our disadvantaged pupils achieved the high standard compared to 6% of NPP

Maths: 38% of our PP children met the expected standard compared to 72% of NPP. This amounts to 5/8 children not achieving ARE, 3 of which have SEND. 0% of our disadvantaged pupils achieved the high standard compared to 12% of NPP.

KEY STAGE TWO

Reading: 38% of our PP children met the expected standard compared to 88% of our NPP. This amounts to 4/8 children not achieving ARE, 2 of which had scale scores within reach of the ARE. 1 child was working at Pre-key stage levels and one was to the country. 13% achieved GDS compared to 20% NPP

Writing: 63% of our PP children met the expected standard compared to 78% of our NPP. This amounts to 3/8 children not achieving ARE. This cohort were externally moderated by the LA/ 13% of our disadvantaged pupils achieved the high standard compared to 14% of NPP

Maths: 63% of our PP children met the expected standard compared to 67% of NPP. This amounts to 3/8 children not achieving ARE, 1 of which have SEND and the other

being new to the country . 13% of our disadvantaged pupils achieved the high standard compared to 16% of NPP.

EGPS: 63% of PP children met the expected standard compared to 78% NPP. 13% met the higher standard compared to 20% of NPP

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also revisited our recent pupil premium review.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.