



Pupil premium strategy and impact review statement St James's C of E Primary School 2024-25

1. Summary information

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School	St James's C of E Primary School				
Academic Year	2024-2025			Total PP budget	£105,560
Total number of pupils	411	Number of pupils eligible for PP	14%	Date for next internal review of this strategy	November 2025

Contextual Information

	<u>Total number of pupils disadvantaged</u>	<u>Total number of Disadvantaged pupils with SEN</u>	<u>% Each disadvantaged child is 'worth'</u>
EYFS	7	2	15%
Year 1	6	1	11%
Year 6	5	2	8%
Total number of PP pupils attending a different provision effecting attendance data	3	3	
Total number of children on a reduced timetable effecting attendance data	1	1	

End of KS assessments					
EYFS (6 children) 22% of which have SEND			Pupils eligible for PP (2025) National NCER	Pupils eligible for PP (2025) St James's	Pupils not eligible for PP (2025 national NCER)
% achieving GLD			51%	67%	22%
Phonics					
Year 1 Phonics (5 pupils) 20% of which have SEND			66%	50%	92%
KS2					
KS2 (3 pupils) 67% of which have SEND	National attainment gap for PP vs Non PP https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25		Pupils eligible for PP (2025) nationally	Pupils eligible for PP (2025) St James's	Pupils not eligible for PP (2025 national NCER)
	National gap for PP vs NPP	School Data gap for PP vs NPP			
% achieving expected+ in reading, writing and maths	22 percentage points	26 percentage points	47%	0%	73%
% achieving GD in reading, writing and maths	7 percentage points	9 percentage points		0%	9%
% achieving expected+ in reading	11 percentage points	22 percentage point	63%	66%	88%

% achieving GD in reading	Not available			33%	38%
% achieving expected+ in writing	13 percentage points	50% percentage points	59%	33%	85%
% achieving GD in writing	Not available			0%	21%
% achieving expected+ in maths	13 percentage points	51 percentage points	61%	33%	84%
% achieving GD in maths	Not available			0%	21%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Improved oral language skills and vocabulary among disadvantaged pupils.
B.	Improved reading attainment among disadvantaged pupils.
C.	Improved writing and maths attainment for disadvantaged pupils at the end of KS2.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
E	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
5. Desired outcomes	
<i>Desired outcomes and how this will be measured</i>	<i>Actual impact</i>

Improved oral language skills and vocabulary among disadvantaged pupils.	Screening scores of Wellcomm data show 2 out of 3 children showed an increase in screening score of at least +8
Improved reading attainment among disadvantaged pupils at the end of EYFS, Year 1 and KS2	EYFS reading outcomes show that 67% of disadvantaged pupils met the expected standard (no national comparison) Year 1 Phonics outcomes show that 50% of disadvantaged pupils (3 out of 6 pupils met the expected standard compared to 66% nationally. KS2 reading outcomes show 63% of disadvantaged pupils met the expected standard compared to 66%
Improved writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes show 33% of disadvantaged pupils met the expected standard compared to 59% nationally KS2 writing outcomes show 20% of disadvantaged pupils met the greater depth standard compared to 15% nationally KS2 maths outcomes show 33% of disadvantaged pupils met the expected standard compared to 61% nationally KS2 maths outcomes show 20% of disadvantaged pupils met the greater depth standard compared to 31% nationally
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing as demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations met A significant increase in participation in enrichment activities, particularly among disadvantaged pupils 15% increase

	SEMH interventions are shown to be effective met
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Overall attendance: 95.6% (National: 94%) PP overall absence: 8.9% vs 7.3% Nationally PP Persistent absence: 25% vs 24% Nationally PP Severe Persistent absence: 6.5% vs 1.6% Nationally PP Authorised absence: 8.1% vs 5.8% Nationally PP Unauthorised absence: 0.9% vs 7.3% Nationally

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How have you ensured it is implemented well?
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 were used to inform future teaching, pupil progress meetings and additional monitoring. Completed
2,3	Further purchasing of books from a DfE validated Systematic Synthetic Phonics programme to secure	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	Phonics books purchased and utilised on a daily basis Completed Phonics data term on term improvements Reception Year 1

	stronger phonics teaching for all pupils.	Endowment Foundation EEF	Phonics screening in line with national standards Year 1 -89% Year 2 retake -98%
2	Further purchasing of banded books for KS2 to further secure reading for our disadvantaged pupils £5,000	There is research evidence which suggests that reading for pleasure is important for both personal and academic development. Improving literacy in KS2	Internal data shows term on term improvements in reading across the school Autumn: 57% at exp+, 4% at GDS Spring 54% at exp+. 7%at GDS Summer 63% at exp+, 12% at GDS
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 embed key elements of guidance in school and to fund CPD and resources books. Maths-We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD	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: Improving Mathematics in Key Stages 2 and 3 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.	Release time completed - completed Reading CPD completed -completed Maths and Reading data in line with national standards for EYFS Y1 phonics, Year 4 MTC Year 6 SATS

	(including Teaching for Mastery training).		
3,4	Improve rates of progress for all pupils in reading, writing and maths through responsive teaching sessions delivered daily by LSPs	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 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. Allocations of TAs to ensure that each class has at least morning support. Extra printouts/tech support if isolating.	Responsive teaching booklets show interventions take place. PP pupil progressed discussed termly. Completed Pupil conferencing demonstrates pupils aware of the additional support needed for some pupils. Completed and impact monitored 80% of pupils make good progress R: 42% exp, 44% outstanding W: 42% exp, 29% outstanding M: 42% exp, 29% outstanding
5	Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional	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)	Lunch lounge and start of morning support in place for pupils. • Reflexions in place • Play therapist in place • Mental health workshops Growth Mindset gems purchased and handed out on a termly basis

	development and training for staff	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. We will be purchasing Growth Mindset gems to encourage pupils to challenge themselves.	
			Total budgeted cost: £64,500
ii. Targeted support			
1,4	Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	Wellcomm purchased and tracking of data take place across the year Completed
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 Completed Disadvantaged pupils passed the phonics screening in line with national 50% vs 66%

			Total budgeted cost	£14,000
iii. Wider strategies				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How have you ensured it is implemented well?	
6	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Overtime for attendance officer to conduct meetings with parents of PA pupils (focus on PP and SEN support)	Attendance data tracked half termly. LA attendance procedures followed to include issuing fine's where threshold has been met. Completed, LA audit completed. Attendance above national figures overall Parent meetings held and early help offered. Completed	
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. Completed , increase of 15% take up All disadvantaged children attend all trips where possible Completed	

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 Completed, and impact monitored.	
			Total budgeted cost	£22,974