

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 CE Primary
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	60.3%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michael Connolly, Principal
Pupil premium lead	Claire Thomas, Vice Principal
Governor / Trustee lead	Leslee Draper, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,765.00
Recovery premium funding allocation this academic year	£34,972.00
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	£353,737.00

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 the school and the subsequent challenges faced. Research conducted by EEF should then 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”.

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.
- Act early to intervene at the point where needs are identified.
- Work together as a whole school in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that adequate challenge is provided.
- 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
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap at both expected standard and greater depth across Reading, Writing and Maths in KS1 and KS2. Internal data shows that non-pupil premium children are achieving at a higher level than pupil premium and this is a trend across school from Reception to KS2.
2	Assessments show that disadvantaged pupils are less likely to achieve a good level of development at the end of Reception compared to those pupils who are not disadvantaged.
3	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Attendance and Punctuality data shows that the attendance of pupil premium recipients is 2% lower than that of non-pupil premium recipients. Persistent Absenteeism rates are also higher for pupil premium pupils (26.9%) compared to non-pupil premium pupils (16.3%). Pupil premium recipients are also twice more likely to be late to school compared to their non-pupil premium counterparts. Our assessments and observations indicate that all of these factors are negatively impacting on disadvantaged pupils' progress.
5	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and ultimately their ability to access and fully engage with the whole curriculum.
6	CPOMS data and feedback from staff show that a high percentage of disadvantaged children have struggled emotionally since their return to school following lockdowns and periods of isolation. This has often manifested itself in behaviour ranging from low-level disruption to outbursts and even aggression towards their peers and staff. The impact this has on their learning is clear as until emotional and mental-health needs are addressed they will not be able to fully engage with the curriculum.

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
1. Improved attainment for disadvantaged pupils in R, W and M.	Gap is narrowed in attainment at expected standard and greater depth between disadvantaged pupils and their non-disadvantaged peers.
2. Gap reduced between percentage of disadvantage children reaching a good level of development and their non-disadvantaged peers.	End of year outcomes evidence increased numbers of disadvantage pupils achieving a good level of development at the end of Reception.
3. Improved oral and language skills and enhanced development of vocabulary for disadvantaged pupils – including EAL children who are disadvantaged.	Assessments to show that through use of targeted support and intervention language skills improve – this will be evidenced through informal observations and formal assessments.
4. Improved attendance and punctuality for disadvantaged pupils.	Attendance and punctuality for disadvantaged pupils to be in line with that of non-disadvantaged pupils.
5. Improved PSC outcomes for disadvantaged pupils in Y1 and Y2.	PSC outcomes to be at least in line with national.
6. Improved emotional and behavioural well-being for disadvantaged pupils enabling them to fully engage with the curriculum.	CPOMs to reflect reduction in incidents related to emotional/behavioural outbursts. Improved attainment and progress for disadvantaged pupils due to fuller engagement in curriculum.

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: £190,678.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring (first £25,312.50– 75% - NTP funded)</p> <p>125 children to receive 1:1 catch up provision from NTP through Tutor Trust. Each child to receive 15 hours of quality first teaching – additional 25% = £8437.50</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the children in each year group who are most in need of 1:1 tuition and would most benefit from it. We are targeting children who potentially could achieve greater depth but also those children falling just short of expected standard.</p> <p>These children will access Tutor Trust tutoring for Maths and English, accessing 1:1 provision to narrow the gaps.</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ensure staff are fully trained and able to deliver the programme effectively.</p>	<p>EEF (+5)</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3 and 5</p>

Employ two additional TAs to assist in deliver of the programme across KS1 and KS2		
<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>EEF (+4)</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>	6

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

Budgeted cost: £106,338.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language/Speech and Language interventions – staff to deliver Neli, Elklan and Wellcomm based interventions to targeted children.</p> <p>Speech and language therapist to be brought into school for an additional day per week to further support children identified with specific needs.</p> <p>Also invest in FlashAcademy to allow staff to better target and support EAL children.</p> <p>Delivery supported by training and</p>	<p>EEF (+6)</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	3

professional development for staff.		
Reading comprehension interventions focused on inference to be delivered to identified groups of pupils. Staff to be trained and given time out of class in order to deliver intervention sessions.	(EEF +6) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	1, 2 and 5

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

Budgeted cost: £59,719.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	EEF (+4) 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).	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	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

appointing attendance/support officers to improve attendance.		
<p>Foster parental links through a range of activities including through the National School Breakfast Programme, Reading Cafes and Learning workshops.</p> <p>Staff to be released to plan and organize events to help support parents in getting their children into school, being on time and informing them about how key subjects are delivered in school.</p>	<p>(EEF +4)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning including general approaches which encourage children to support their children with, for example reading or homework or more generalised involvement in learning activities.</p>	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £353,737.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite being on track during the first part of 2020/21, the outcomes we aimed to achieve in our previous strategy were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was partially mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which delivered using pre-recorded and live sessions on Loom and See-saw. Analysis of engagement with online tasks revealed that whilst approximately 60% of whole school children completed tasks regularly, disadvantaged pupils were significantly less engaged – around 35%.

Attendance has continued to be an issue at St. James and the last three years show that the attendance of disadvantaged pupils has been lower than that of non-disadvantaged pupils as the figures below demonstrate.

Year	Non-Disadvantaged Pupils	Disadvantaged Pupils
2018-19	94.8%	92.8%
2019-20	90.5%	87.9%
2020-21	94.4%	92%

These figures combined with assessment data is why attendance is a focus of our current plan.

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 (My Happy Mind), and targeted interventions and additional staff support where required. We are building on that approach with the activities detailed in this plan as well as the introduction of a school counsellor.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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