

Pupil premium strategy statement – St James C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	56.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr. M. Connolly
Pupil premium lead	Mrs. C. Thomas
Governor / Trustee lead	Mrs. L. Draper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,860.00
Recovery premium funding allocation this academic year	£35,941.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£399,094.00

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 especially 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.

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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
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: £216,750.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
Implement Read, Write, Inc phonics programme to ensure stronger teaching of phonics, securing better outcomes for pupils.	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: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1, 2,3 and 5

<p>Deployment of Teaching Assistants to deliver RWI</p>	<p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in word and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. Education Endowment Foundation.</p>	
<p>To provide targeted speech and language therapy programmes for identified pupils throughout school both within small groups and on a one to one. These are to include: Employing a speech and language therapist to support identified pupils in year 1.</p>	<p>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) NELI is currently the most well evidenced early language programme in the country. It has been robustly tested through several trials including two funded by the EEF.</p> <p>The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>

<p>Along with additional sessions with school-based TA. Delivering Nuffield Early Language Intervention programme (NELI) in reception. Delivering NHS devised programmes on a one to one. Targeted social skills interventions. WELLCOMM assessments and follow up interventions.</p>		
<p>Implement revised learning review meetings with each pupil. We will fund teacher release time in order to meet individually with pupils regularly to review their</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils: Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1.</p>

<p>learning. This is for pupils to receive clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p>		
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported</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>	<p>6</p>

by professional development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £156,804.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>School Led Tutoring (first £38,466.00) – 60% - NTP funded)</p> <p>231 children to receive 1:1 catch up provision from NTP through Third Space Learning. Each child to receive 15 hours of quality first teaching – additional 25% = £25,644</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator work-ing 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 tuton 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 Third Space Learning tutoring for Maths accessing 1:1 provision to narrow the gaps.</p>	1.
Additional phonics sessions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for	3 and 5

targeted at disadvantaged and vulnerable pupils throughout school who require further phonics support.	disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Targeted interventions following diagnostic assessments and gap analysis.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that receive the correct additional support through interventions or teacher instruction: The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term	1, 2, 3 & 5

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

Budgeted cost: £ 25,549

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</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

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
Enhancing wider opportunities throughout school.	EEF toolkit suggests that enriching education has intrinsic benefits. They think all pupils including those from disadvantaged backgrounds deserve a well-rounded culturally rich education. The DFE states: Giving young people the opportunity to try new things and develop new skills can be hugely beneficial. It can help children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come	6

Total budgeted cost: £ 399,094.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>1. Improved attainment for disadvantaged pupils in R, W and M.</p>	<p><i>2021/22 internal data shows that 25.7% (An increase of 4.9% on the previous year) of disadvantaged pupils achieved combined in RWM across the school compared to 44.4% of non-disadvantaged pupils.</i></p> <p><i>In reading 56.6% of non-disadvantaged pupils met their year group expectations compared to 43.9% of disadvantaged (An increase of 8.9% on the previous year)</i></p> <p><i>In writing, 36.4% of disadvantaged pupils met the expected standard (an increase of 1.9%) compared to 53.5% of non-disadvantaged pupils.</i></p> <p><i>In maths 39% of disadvantaged pupils met the expected standard (up 5.2% on the previous year) compared to 56.6% of non-disadvantaged pupils.</i></p> <p><i>End of KS1 outcomes show that 20% of disadvantaged pupils met the expected standard for writing, compared with 64% of non-disadvantaged pupils. In maths 17.1% of disadvantaged pupils met the expected standard in maths, compared with 44% of non-disadvantaged pupils.</i></p> <p><i>End of KS2 outcomes show that 35.6% of disadvantaged pupils met the expected standard for reading, compared with 80% of non-disadvantaged pupils. In maths 28.9% of disadvantaged pupils met the expected standard in maths, compared with 60% of non-disadvantaged pupils. In writing 44.4% of disadvantaged pupils met the expected standard for writing,</i></p>
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	<i>compared with 80% of non-disadvantaged pupils.</i>
2. Gap reduced between percentage of disadvantage children reaching a good level of development and their non-disadvantaged peers.	<i>The number of pupils achieving GLD went up from 19% to 33% in the 2021-22 academic year.</i>
3. Improved oral and language skills and enhanced development of vocabulary for disadvantaged pupils – including EAL children who are disadvantaged.	<i>Through the implementation of RWI and continued use of speech and language therapies, we have been able to track improvements in oral and language skills of our disadvantaged EAL children. On average, our disadvantaged EAL pupils have made 1.4 groups progress which is broadly in line with non-disadvantaged EAL pupils.</i>
4. Improved attendance and punctuality for disadvantaged pupils.	<i>2021-22 Disadvantaged pupils' attendance was 91% - compared to 93.8% for non-disadvantaged pupils.</i> <i>2022 to date shows that attendance for disadvantaged pupils has improved by 1.3% compared to an improvement of 0.2% for non-disadvantaged pupils.</i>
5. Improved PSC outcomes for disadvantaged pupils in Y1 and Y2.	<i>At end of KS1, 34.3% of disadvantaged pupils passed the phonics screening test, compared with 68% of non-disadvantaged pupils.</i>
6. Improved emotional and behavioural well-being for disadvantaged pupils enabling them to fully engage with the curriculum.	<i>Additional speech and language therapy was provided along with Occupational therapy and Play therapy for targeted children. CPOMs data showed that there was a reduction in recorded incidents for children who were accessing those therapies.</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.