

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   | 411            |
| Proportion (%) of pupil premium eligible pupils  | 14.49%         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-2026      |
| Date this statement was published  | September 2023 |
| Date on which it will be reviewed  | October 2024   |
| Statement authorised by  | Mrs B Murphy   |
| Pupil premium lead   | Mrs V Wales    |
| Governor / Trustee lead  | Mrs J Mason    |

### Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 106,170 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £ 2610    |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £ 0       |
| <b>Total budget for this academic year</b><br><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> | £ 108,780 |

# Part A: Pupil premium strategy plan

## Statement of intent

The last national reported data shows that disadvantaged pupils have a progress score of -0.85 in Reading, -0.66 in writing and -1.01 in Maths. In 2023, 43.5% of Pupil Premium group achieved ARE in Reading, Writing and Maths in Year 6, our progress scores were -1.2 for Reading, -0.41 for Maths and -2.52 Maths. A high percentage (26.1%) of Pupil Premium children last year had additional barriers to learning.

Across the school, using internal data, the attainment gap between PP and Non PP children is diminishing but still exists in maths.

In Phonics 75% of Pupil Premium Group achieved the expected standard in 2023.

The pupil premium strategy plan intends to ensure that all children: irrespective of their background, needs or challenges they encounter in their primary life make good progress and reach at least the expected standard in Reading, Writing and Maths in each year group.

At St James C of E Primary School, we have high aspirations and ambitions for our children and believe that all learners should reach their full potential by developing the necessary skills and values required to succeed.

Pupils in receipt of Pupil Premium Funding face specific barriers to reaching their full potential, and at St James, we are committed and determined to provide the support and guidance they need to help overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Poorer phonics skills and language development.</b><br>Assessments and observations show that pupils eligible for Pupil Premium join St James with lower starting points in phonics and reading than their peers. Alongside this PP Pupils have underdeveloped oral language skills and vocabulary gaps. Furthermore, access to reading |

|   |  |
|---|--|
|   | books outside of school to support independent learning and practice is limited of our pupils eligible for Pupil Premium.  |
| 2 | <p><b>Insecure understanding of number concepts</b></p> <p>Assessment and observation show that pupils eligible for Pupil Premium join St James with lower starting points with number. Retention and recall of number impact on the rate of progress individuals make.</p>  |
| 3 | <p><b>Spelling, punctuation and grammar understanding is lower for disadvantaged group</b></p> <p>Underdeveloped language skills and limited exposure to books increases the achievement gap between pupil premium and non-pupil premium pupils.</p>   |
| 4 | <p><b>Writing stamina and writing structure limiting progress to ARE and Greater Depth</b></p> <p>Assessment and observation show that pupils eligible for Pupil Premium often start school at a lower developmental stage with their physical development which impacts on their progress with early writing skills. The achievement gap develops as peers progress with their language and physical development differently.</p> |
| 5 | <p><b>Parental engagement</b></p> <p>Parental aspirations for their child and personal confidence have impacted over time the engagement with aspects school life. Families' non-engagement with information sessions impacts on the collaborative learning between home and school.</p>   |
| 6 | <p><b>Attendance</b></p> <p>19% of pupils eligible for Pupil Premium are persistent absentees. 51% of pupils eligible for Pupil Premium have an attendance rate below 95%. Poor attendance is negatively impacting pupils' progress.</p>   |
| 7 | <p><b>Financial Pressures</b></p> <p>Since Autumn 2022, cost of living crisis, school have received an increase in request from families for financial support with extra-curricular activities, educational visits and requests for foodbank vouchers.</p>  |
| 8 | <p><b>Emotional Wellbeing and Regulation</b></p> <p>Observations of pupils identifies that emotional literacy and regulation skills along with resilience, impact on the classroom and social engagement for pupils, thus impacting on their academic and personal development.</p>  |
| 9 | <p><b>Limited access to wider opportunities</b></p> <p>Limited life experiences and opportunities to join enrichments opportunities out of school, such as swimming lessons, joining a library or playing on a sports team.</p>  |

## 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   |
|--|--|
| All children achieve national average progress scores in KS2 Reading (0) or greater,                                   | In July 2026, the KS2 progress score for disadvantaged pupils will be greater than 0 in reading.           |
| All children achieve national average progress scores in KS2 Writing (0) or greater                                    | In July 2026, the KS2 progress score for disadvantaged pupils will be greater than 0 in writing            |
| All children achieve national average progress scores in KS2 Maths (0) or greater                                      | In July 2026, the KS2 progress score for disadvantaged pupils will be greater than 0 in maths              |
| The disadvantage gap in early reading to close.  | In June 2026, all pupils in Year 1 will achieve the expected level in phonics.                             |
| Improved and sustained attendance for all pupils, in particular those who are disadvantaged.                           | In June 2026, all pupils will have an attendance of 95%+   |
| Providing wider opportunities for all pupil, in particular disadvantaged pupils, which enhance their cultural capital. | In June 2026, all pupils eligible for Pupil Premium will have attended at least two enrichment activities. |

## 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: £3,000

| Activity   | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| CPD around book led teaching of writing and spelling | EEF                                  | 1, 3, 4                       |
| CPD around engaging learning and retrieval practice  | EEF                                  | 1, 2, 3, 4, 8                 |

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

Budgeted cost: £ 80,708

| Activity                                    | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| AI online learning<br>- Doodle<br>- Century | EEF - Using Digital Technology to Improve Learning Report quote impact of up to +3 months  | 1, 2, 3, 4, 5, 6              |
| TA interventions                            | EEF quotes impact of +4 months. Internal analysis shows that the impact is wider than just academic as TAs offer pastoral support. | 1, 2, 3, 4, 6, 8              |
| Willing Attention by all staff              | EEF +6 months  | 1,2,3,4,8                     |
| NELI  | EEF states the impact of NELI as low cost and high evidence of impact +4 months  | 1                             |
| Teacher run pre-teaching and interventions  | EEF reports High impact for low cost based on extensive research +5 months   | 1, 2, 3, 4, 8                 |

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

Budgeted cost: £ 25,000

| Activity                                 | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Family support worker                    | Parental engagement has a +4 month impact, according to the EEF   | 5, 6, 7, 8                    |
| ELSA training for TA<br>Elsa Supervision | Impact +4 months by EEF. Internal data shows that ELSA can indirectly boost attainment, as children feel more confident in class. | 6, 8                          |

|  |   |                     |
|--|---|---------------------|
| Targeted fitness sessions with trained coach | Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics (EEF) | 1, 2, 3, 4, 7, 8, 9 |
| Prioritisation of Sports Clubs               |   |                     |

**Total budgeted cost: £ 108,708**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

|   |   |                   |                        |              |                      |
|---|---|-------------------|------------------------|--------------|----------------------|
| To reduced disadvantaged gap in reading | <b>Reading</b>                            |                   |                        |              |                      |
|   |   | <i>PP ARE</i>     | <i>All pupils ARE</i>  | <i>PP GD</i> | <i>All pupils GD</i> |
|   | <i>Year 2</i>                             | 63.6              | 72.9                   | 9.1          | 16.9                 |
|   | <i>Year 6</i>                             | 69.6              | 82                     | 17.4         | 43                   |
|   | <b>Whole School ARE/+</b> (internal data) |                   |                        |              |                      |
|   | Pupil Premium                             | Non Pupil premium | Diminishing Difference |              |                      |
|   | 75  | 87.9              | 12.9                   |              |                      |
| To reduced disadvantaged gap in maths   | <b>Maths</b>                              |                   |                        |              |                      |
|   |   | <i>PP ARE</i>     | <i>All pupils ARE</i>  | <i>PP GD</i> | <i>All pupils GD</i> |
|   | <i>Year 2</i>                             | 63.6              | 76.7                   | -            | 18.6                 |
|   | <i>Year 6</i>                             | 47.8              | 75.6                   | 4.3          | 26.7                 |
|   | <b>Whole School ARE/+</b> (internal data) |                   |                        |              |                      |
|   | Pupil Premium                             | Non Pupil premium | Diminishing Difference |              |                      |
|   | 57.8                                      | 84.4              | 22.3                   |              |                      |

|   |                |                   |                       |                        |                      |
|---|----------------|-------------------|-----------------------|------------------------|----------------------|
| To reduced disadvantaged gap in writing   | <b>Writing</b> |                   |                       |                        |                      |
|   |                | <i>PP ARE</i>     | <i>All pupils ARE</i> | <i>PP GD</i>           | <i>All pupils GD</i> |
|   | <i>Year 2</i>  | 63.6              | 71.7                  | -                      | 8.5                  |
|   | <i>Year 6</i>  | 65.2              | 70                    | 4.3                    | 11.1                 |
| <b>Whole School ARE/+</b> (internal data) |                |                   |                       |                        |                      |
| Pupil Premium                             |                | Non Pupil premium |                       | Diminishing Difference |                      |
| 56.2                                      |                | 78.5              |                       | 22.3                   |                      |

## 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                             |
|-----------|--------------------------------------|
| NELI      | Nuffield Early Language Intervention |
|           |                                      |