

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	409
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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	£ 111560
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£ 111560

Part A: Pupil premium strategy plan

Statement of intent

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.

At St James C of E Primary School, the intent of our Pupil Premium Strategy is to uphold our high aspirations and ambition for all pupils. We are committed to ensuring that every child, regardless of background or need, makes good progress and achieves at least the expected standard in Reading, Writing, and Maths in their respective year groups. We will diligently address the specific barriers to learning faced by our Pupil Premium pupils through targeted support and guidance, simultaneously utilising the funding to guarantee equitable access to a rich, varied curriculum and a range of exciting opportunities, enabling all learners to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poorer phonics skills and language development.</p> <p>Assessments and observations show that pupils eligible for Pupil Premium join St James with lower starting points in reading than their peers. Alongside this PP Pupils have underdeveloped oral language comprehension and vocabulary gaps.</p> <p><u>Root Cause:</u> For some children, limited access to reading books outside of school to support independent learning and practice. Entry data indicates that some of these pupils have inconsistent engagement with early years settings, emerging developmental and emotional needs.</p>

	<p>Educational research has identified that a vocabulary gap (Hart and Risely 2003) from an early age for disadvantaged pupils and this has been evident within entry assessments at St James</p>
2	<p>Insecure understanding of number concepts and reasoning skills</p> <p>Assessment and observation show that pupils eligible for Pupil Premium join St James with lower starting points with number. Additional observation and teacher assessment identify lower mathematical problem comprehension and solving skills which impact on pupil's mathematical reasoning abilities.</p> <p><u>Root Cause:</u> For some pupils retention and recall of number impact on the rate of progress individuals make.</p>
3	<p>Composition and vocabulary limiting progress to ARE and Greater Depth in Writing.</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> <p><u>Root Cause:</u> Educational research has identified that a vocabulary gap (Hart and Risely 2003) from an early age for disadvantaged pupils and this has been evident within entry assessments at St James</p>
4	<p>Underdeveloped fine motor impacts progress to ARE</p> <p>Assessment an observation of pupils on entry, and tracking data, identifies lower fine motor skills (two-hand tasks, dexterity, strength, stamina and control).</p> <p><u>Root Cause:</u> For some pupils there has been lower engagement with play based activities e.g. construction/crafting, proprioceptive activities and using tools (cutlery, scissors, mark making) and continued engagement with proprioceptive activities has further impact on core strength and body awareness.</p>
5	<p>Attendance</p> <p>Evidence shows that Pupil Premium is the pupil group at St James with the lowest attendance. 24.7% of pupils eligible for Pupil Premium are persistent absentees. Poor attendance is negatively impacting pupils' progress.</p> <p><u>Root Cause:</u> For some pupils there is lower parental engagement in school attendance and less understanding of the impact of poor school attendance.</p>
6	<p>Financial Pressures</p> <p>St James has received an increase in request from families for financial support with extra-curricular activities, educational visits and requests for foodbank vouchers.</p> <p><u>Root Cause:</u> For children who are in receipt of Free School meals there is less disposal income, due to rising cost of living, which access to extra curricular activities.</p>

7	<p>Emotional Wellbeing and Regulation</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> <p><u>Root Cause:</u> Additional family stress related to financial pressures which can lead to increase well-being needs to pupils.</p>
8	<p>Limited access to wider opportunities</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> <p><u>Root Cause:</u> For children who are in receipt of Free School meals there is less disposal income, due to rising cost of living, which access to wider opportunities.</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
Poorer phonics skills and language development.	In June 2028, all pupils in Year 1 will achieve the expected level in phonics.
Insecure understanding of number concepts and reasoning skills	By 2028, KS2 maths outcomes show that more disadvantaged pupils meet the expected standard and the gap is diminished compared to their non-disadvantaged peers.
Composition and vocabulary limiting progress to ARE and Greater Depth in Writing.	By 2028, KS2 writing outcomes show that more disadvantaged pupils meet the expected standard and the gap is diminished compared to their non-disadvantaged peers.
Underdeveloped fine motor impacts progress to ARE	By 2028, KS1 writing outcomes show that more disadvantaged pupils meet the expected standard in letter formation and handwriting.
To achieve and sustain improved wellbeing for all pupils in our school, in particular our disadvantaged pupils.	By 2028, Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observation.
Improved and sustained attendance for all pupils, in particular those who are disadvantaged.	By 2028, All pupils will have an attendance of 95%+ and the attendance

	gap between disadvantaged and non-disadvantaged pupils is reduced.
Providing wider opportunities for all pupil, in particular disadvantaged pupils, which enhance their cultural capital.	By 2028, 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: £66,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Greater Depth Writing	EEF evidence shows that mastery learning has an impact rate of +5 months.	3, 4
CPD Maths	EEF evidence shows that mastery learning has an impact rate of +5 months.	2
CPD – Cross School Moderations	Taylor and Francis 'A critique of writing moderation policy and implementation in England' Feb 2025	3, 4
Directed Teacher run pre-teaching and interventions to enhance curriculum delivery	EEF reports High impact for low cost based on extensive research +5 months	1, 2, 3, 4, 5, 7
Writing Conferencing	EEF identifies that individualised instruction has an +4 months impact on progress.	3
Willing Attention by all staff	EEF +6 months	1, 2, 3, 4, 5, 7
AI training - Inclusive	EEF) and related research indicate that AI supports inclusive teaching and learning by personalising content for individual student needs.	1, 2, 3
AI online learning - Doodle - Century	EEF - Using Digital Technology to Improve Learning Report quote impact of up to +3 months	1, 2, 3, 4, 5, 7

Additional reading with an adult in school	EEF – Reading comprehension strategies impact +7 months	1, 2, 3
Targeted questioning	Targeted question was identified as having significant impact on pupil's learning in John Hattie's 'Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement' Other researchers include Dylan Williams, Rosenshine.	1, 2, 3,7
Mastery learning	EEF +5 months	2, 3, 4

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

Budgeted cost: £33,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 7
NELI	EEF states the impact of NELI as low cost and high evidence of impact +4 months	1, 3
White Rose Maths Primary Intervention Program	EEF states the impact of mastery learning is +5 months EEF states the impact of teaching assistant intervention is +4 months	3
Project X	EEF reports the teaching of reading comprehension strategies through modelling and supported practice as high impact for low cost +6 months	1, 3

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

Budgeted cost: £11,156

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
ELSA training for TA Elsa Supervision	Impact +4 months by EEF. Internal data shows that ELSA can indirectly boost attainment, as children feel more confident in class.	5, 7
Support for school residential	Children would not be able to access these trips without additional support	8
Prioritisation of Sports Clubs	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, 5, 7, 8
Targeted Music Tuition Lunchtime Club	<p>Music is an important part of education, and it has been proven that it plays a key role in children's cognitive and social development.</p> <p>This is because it helps with the nurturing of language, motor skills, emotional intelligence, and collaboration skills. (DfE Education Hub)</p>	5, 7, 8

Total budgeted cost: £ 111,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To reduced disadvantaged gap in reading	<p>Reading</p> <table border="1" data-bbox="443 450 992 669"> <tr> <td></td> <td><i>PP Achieved Word Reading</i></td> <td><i>Non PP Achieved</i></td> <td colspan="2"></td> </tr> <tr> <td><i>EYFS</i></td> <td><i>67%</i></td> <td><i>92%</i></td> <td colspan="2"></td> </tr> </table> <table border="1" data-bbox="443 723 992 869"> <tr> <td></td> <td><i>PP Achieved</i></td> <td><i>Non PP Achieved</i></td> <td colspan="2"></td> </tr> <tr> <td><i>Phonics</i></td> <td><i>73%</i></td> <td><i>93%</i></td> <td colspan="2"></td> </tr> </table> <table border="1" data-bbox="443 922 1396 1066"> <tr> <td></td> <td><i>PP ARE</i></td> <td><i>Non PP ARE</i></td> <td><i>PP GD</i></td> <td><i>Non PP GD</i></td> </tr> <tr> <td><i>Year 6</i></td> <td><i>70%</i></td> <td><i>90%</i></td> <td><i>40%</i></td> <td><i>53%</i></td> </tr> </table>						<i>PP Achieved Word Reading</i>	<i>Non PP Achieved</i>			<i>EYFS</i>	<i>67%</i>	<i>92%</i>				<i>PP Achieved</i>	<i>Non PP Achieved</i>			<i>Phonics</i>	<i>73%</i>	<i>93%</i>				<i>PP ARE</i>	<i>Non PP ARE</i>	<i>PP GD</i>	<i>Non PP GD</i>	<i>Year 6</i>	<i>70%</i>	<i>90%</i>	<i>40%</i>	<i>53%</i>
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		<i>Writing ELG</i>		
	<i>EYFS</i>	<i>56%</i>	<i>86%</i>	
		<i>PP ARE</i>	<i>Non PP ARE</i>	<i>PP GD</i>
	<i>Year 6</i>	<i>50%</i>	<i>81%</i>	<i>8%</i>
				<i>Non PP GD</i>
				<i>20%</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
NELI	Nuffield Early Language Intervention