



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 School
Number of pupils in school	172 Pupils
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025 <i>Will be reviewed annually (Summer 2022/23/24)</i>
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joanna Dimmock, Headteacher
Pupil premium lead	Lisa Everard Deputy Headteacher
Governor lead	Ian Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,560
Recovery premium funding allocation this academic year	£0
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	£76,560

Part A: Pupil premium strategy plan: Statement of Intent

At St James' we want all of our children to fulfill their potential, this simple aim relates directly to our vision: *Our school community is inspired by the Parable of the Sower (Matthew 13) where we are encouraged to think about and understand that the smallest things have the greatest potential when they are provided with the best environment for growth. This is exactly what we all strive for at St James'; a learning environment where all our children can flourish and grow in their own unique way*

Being a small school, we pride ourselves in knowing our children and families well. We meet the needs of our children through our engaging curriculum, our pastoral care through our staff and that of music and play therapy as well as spiritual guidance, which is supported by our link to St James' Church. We believe that the economic situation of a family should not impede our children. We use the Pupil Premium Grant to try to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Our vulnerable children may face challenges, such as having an unsettled home-life, their families may not have a regular income, they may come from large families and some live in relatively small homes. Some children have allocated social workers to support them and their families, which in turn can add additional pressures. Some of our families struggle to support their children with their learning because of their own difficulties during their school career. Some of our families struggle to get their children to school on time, which naturally has an impact on the children's start to the school day.

Since the 'Lockdowns due to COVID' we recognised that many of our families struggle with online device access as well as the technological skills to manage logins and online resources/learning platforms. This in itself has proven to be a barrier to supporting our children at home. The support of loaning devices to some of our children has really helped them access online learning and we know that this has helped the children gain skill and success that they can then use in school. The children have also been able to share their skills with their parents/carers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified this is through Pupil Progress meetings and class teacher meetings with SLT.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- be flexible and see all children as individuals, ensure the support meets the needs as best as we can

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. This is evident with our intake at Reception and through KS1, some children have speech and language difficulties, which is then followed up by the SENCO and class teachers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and potentially as writers too.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in children not being in the best place to learn, children need to feel safe and happy. For many of our children school is their safe place.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect some of our disadvantaged pupils, including their attainment as well as other pupils within our cohort.
5	Our attendance data indicates that attendance among our disadvantaged pupils has been between 80%- 95% this is lower than for non-disadvantaged pupils. Some of our disadvantaged pupils also are regularly late to school and this is also impacting the smooth start to the day. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills, communication and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure that disadvantaged children have access to online learning platforms provided by the school	Chrome books/Data will be provided to families that have difficulty accessing the online platforms that the school uses e.g. Google classroom, Doodle, Collins eBooks, Letterjoin. This access will allow progress for these pupils.

<p>To develop core strength to enable growth in fine and gross motor skills amongst the KS1 pupils</p>	<p>Pupils will be assessed upon entry into Reception and interventions will be put in place to develop these skills to enable them to manage their own body actions. Core strength will also encourage the control when writing or drawing with different instruments. This therefore should ensure that no gap is developing between the disadvantaged children and the rest of the cohort.</p>
<p>Reception pupils are school ready for full time by Autumn 2</p>	<p>Reception pupils begin a phased start to St James' this allows children to build relationships with the adults and children. It enables them to learn school routines and become familiar with their new setting. This also enables us to build strong relationships with parents in preparation for them full time schooling.</p>
<p>Outside agencies to support families with routines, healthcare and emotions</p>	<p>School will liaise with the Child Development Team, School Nurses (including dental) to ensure that families are supported in healthcare and wellbeing. Pupils will learn this through lessons and tasks within reception to enable good healthcare.</p> <p>In school provision of Play Therapy and Music Therapy is also available for children who may need these therapeutic interventions.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes are good, averaging at 95% of our pupils reaching ARE. Our disadvantaged pupils generally achieve a SATs average of 108.1 (standardised score) and this is in line with the rest of the cohort. However regularly reading at home is a weakness amongst our PP pupils with many not achieving a scaled score above 110+. This will be the focus to challenge these pupils to reach this score in Year6.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes show that more that although the majority of our pupils achieve at the expected standard, our disadvantaged pupils do not generally achieve a score above 110 (standardised score) in the SATs, whereas the rest of the cohort the percentage of children is significantly higher.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Referrals to be made to our play therapy and music therapy within school, to ensure that pupils are supported if needed. • A significant reduction in disagreements and incidents amongst our children. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Improve attendance to above 95% for targeted pupils:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than xx% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. • Letters and contact made by the school to families, whose attendance is a concern and followed up by school and EWO with an action plan if necessary. • The percentage of all pupils who are persistently absent being below 90% will be targeted through school engagement. Currently (2021/22) 8 pupils (14%) are in the concerned zone.

