



## 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 <b>(3-year plans are recommended)</b>	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
<b>Total budget for this academic year</b> 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 than 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"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Referrals to be made to our play therapy and music therapy within school, to ensure that pupils are supported if needed.</li> <li>• A significant reduction in disagreements and incidents amongst our children.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<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"> <li>• 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%.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes 2021-2022

Intended outcome	Success criteria
Improved oral language skills, communication and vocabulary among disadvantaged pupils.	As a school we have invested in staff having working walls as well as displaying vocabulary linked to the topics/themes on walls and also within the books. Vocabulary is discussed as part of the lessons now and is a feature in the plans that staff create. As staff we model language and especially how to respond – sharing good practice with children in all areas of learning.
To ensure that disadvantaged children have access to online learning platforms provided by the school	Chrome books were provided to 8 families last year – so that the children could access our online platforms – this proved successful in allowing the pupils to learn outside of school. Sim cards were also provided to some of our families to enable them to access the internet. the children who had access to a device showed improved data across the subjects as well as engagement in our online learning platforms. Of the targeted children especially in Yr6, all pupils achieved a score over the 100 achieving at the expected level.
To develop core strength to enable growth in fine and gross motor skills amongst the KS1 pupils	<p>A significant amount of children other than disadvantaged children accessed the provision across the school.</p> <p><b>Reception Class:</b> accessed the FSM and GMS and of these children 2/4 children achieved a good level of development in both areas. Particularly writing their name was a focus and was fully achieved.</p> <p><b>Year1:</b> 4 children accessed the provision and of these the progress was significant in the session but also through their integration back into class. Confidence in GMS was a significant development.</p> <p><b>Year 2:</b> At the start of the provision 3 children were assessed as needing support. All children made significant process with one completing the intervention in the Autumn Term and the other 2 children achieving higher percentage scores than their initial baseline.</p>
Reception pupils are school ready for full time by Autumn 2	All accessed full time school by Autumn 2. We worked hard to ensure that all children developed good learning behaviour and were able to manage transitions to school.
Outside agencies to support families with routines, healthcare and emotions	We made links with the school nurse – who visited and did some lessons in the lower class. We made a link with a local dentist and the staff put in place personal care ( teeth/washing etc within the PSHE sessions and this is also a feature of the scheme we use – one decision) Andrea Collins our play therapist has worked with classes on understanding feelings in all classes.
Improved reading attainment among disadvantaged pupils.	Overall, this target was achieved. During regular pupil voice activities throughout the year, all disadvantaged pupils reported that they enjoyed reading and were able to talk about authors and books that they read. Regular reading was monitored in each class through the use of reading records and teachers reported that the majority of disadvantaged pupils recording their reading daily. We used the access to Collins ebooks in class and the children used this at home to ensure that reading was a part of the daily school day. Each class had a storybook that they engaged with during the day.

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>92.6% achieved at/above in maths and the end of KS2 – 2022.  33.3% achieved the higher standard in maths  Our average was 107.9  All children who took the maths Sats scored 100 or higher in the test.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Our children have engaged with the play therapist and the music therapist across the year and these children have benefitted from having dedicated time to ensure that their well-being and emotions are addressed. This has supported the children in class and on the playground to manage their feelings and emotions. 13 disadvantaged children have accessed this over the course of the year.  Moving forward we have a new behaviour policy and reflection alongside our vision and values and wellbeing weeks to ensure that pupils well-being remains a focus for the school.</p>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>We worked hard on improving the attendance of all children but in particular our disadvantaged families.  Autumn Term: 95.65%, Spring Term 95.4%, Summer Term 94.5%.  Moving forward we have a new attendance policy and a designated attendance officer to ensure that we are monitoring the pupils attendance and that we are targeting support for families with a low attendance.  In addition, last year we offered breakfast club to some of our most vulnerable and this proved really successful and ensured that these children attended school and were ready for the day ahead.</p>