



## 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	174 Pupils
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022-2023 <i>(Will be reviewed annually (Summer 2023))</i>
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michelle Sheehan (Executive Head) Lisa Everard (Head of School)
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

Our vision : Within our community, we strive to develop **deep roots, strong growth and freedom to flourish** as a unique and whole child of God. Alongside this vision we have our values, we have two over-arching values that are **kindness and respect** that are an integral part of work at St James' alongside a value which we focus on each term: **Responsibility - Autumn 1, Friendship – Autumn 2 Perseverance - Spring 1, Trust - Spring 2, Courage - Summer 1, Positivity - Summer 2**

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. Therefore, one of our main focuses will be improving attendance and punctuation and new measures to monitor, support and challenge our families is essential in developing the importance of school and a smooth start to the day.

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.

We understand that, in order to foster success, we must address needs in every area of the child's development, and we firmly believe in considering each child as a whole person. It is our aim to proactively provide our pupils from disadvantaged backgrounds with support to promote good mental health and wellbeing, to understand their own emotions and how to regulate them, and to feel safe and valued in school. We know that this, in turn, has a positive impact on their lives and prepares them to be successful in the next phase of their education and beyond. Having our own play and music therapist shows our commitment to supporting children with their mental health and well-being.

Overall, the aim of this strategy is to outline how our pupil premium and recovery premium funding will be used to achieve these objectives and to make the very best provision for our disadvantaged pupils so that they flourish and excel in every area of their learning and development.

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	Research based on the general population, as well as observations and assessments of our own cohort of children, show that children from disadvantaged backgrounds are more likely to be affected by adverse childhood experiences (ACEs) or trauma than their peers. This can lead to a higher significance of mental health difficulties and/or difficulties with emotional regulation and social skills, all of which have an impact of children's overall wellbeing, as well as their academic attainment and progress.
4	Assessments and observations show that disadvantaged pupils have been greatly affected by missed and lost schooling as a result of the coronavirus pandemic. This has led to significant gaps in learning
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.	Targeted disadvantaged pupils in Reception will improve their oral language skills so that this is in line with their peers by the end of the academic year. Selected children will participate in a targeted intervention x 3 sessions per week using a programme called NELI .
To improve the phonics outcomes for pupils by the end of Yr1	We aspire to be closer to meeting the national expectations. in the phonics screening check. Reading Team for Phonics will be established. Phonics and guided reading sessions fully implements in EYFS and Yr1/Yr2. LSA'S/Class Techers fully trained in delivering the sessions.
To develop core strength to enable growth in fine and gross motor skills amongst the KS1 pupils	Pupils will be assessed upon entry into Reception and interventions will be put in place to develop these skills to enable then 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.
Outside agencies to support families with routines, healthcare and emotions	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.  In school provision of Play Therapy and Music Therapy is also available for children who may need these therapeutic interventions.
Improved reading attainment among disadvantaged pupils.	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 regular 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.
Improved maths attainment for disadvantaged pupils at the end of KS2.	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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Disadvantaged pupils across the school will report a strong sense of wellbeing (as evidenced by pupil voice surveys) and where an issue is identified with their mental, emotional or social health, intervention will be effectively and quickly provided (as evidenced by therapists)
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	95% or more of disadvantaged pupils have an attendance rate of 90% +, meaning that they are not persistent absentees by the end of the academic year.

## 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: £9435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff, including new staff, receive updated and ongoing training to deliver the phonics programme 'Little Wandle'	Phonics audit and training will be undertaken through support provided by the LDB. Continuous phonics training through 'little Wandle' will ensure that staff have the key knowledge and skills to teach phonics effectively to improve outcomes.	1,2
Improved oral language skills, communication and vocabulary among disadvantaged pupils	Development of our home corner will encourage language development amongst our reception children. Targeted interventions with EYFS/YR1 will develop oracy	1,2

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

Budgeted cost: £11772

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved reading attainment among disadvantaged pupils.	Daily storytime with all pupils – therefore staff are modelling the enjoyment of reading with high quality texts. Reading/inference interventions using in Year 5 and 6 Year 6 targeted session on reading comprehension x 1 session per week.	5
Improved maths attainment for disadvantaged pupils at the end of KS2.	Staff to develop skills of teaching maths Whitrose/ NCTEM used at least 2x a week to develop reasoning skills Purchase and use of doodle (Online learning platform) maths /timestables to develop skills	5
Provide interventions through the use of our LSA's . Intervention to include both catch-up support and	Research carried out by the EEF shows that small group intervention is highly effective, especially when targeted at pupils' specific needs:	2, 4,5

opportunities for more and most able pupils to develop their academic skills and abilities.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55724

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate time for attendance Officer to work with individual children and families on improving attendance.	<p>Research suggests that direct work with the child is a key strategy for improving attendance in the case of EBSNA: <a href="https://documents.hants.gov.uk/childrens-services/EBS">https://documents.hants.gov.uk/childrens-services/EBS</a> A-good-practiceguidance.pdf</p> <p>The DfE publication 'Working Together to Improve School Attendance' states that 'Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families'.</p>	5
Continue to provide 'music therapy/play therapy (Music Therapist x 1 day per week Play therapist x 4 days per week) Employed by school.	A range of research, demonstrates the positive impact of therapeutic intervention on children's mental health and wellbeing, which therefore leads to high attainment and attendance in school.	3

**Total budgeted cost: £ [77,555]**

## 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>