



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (3-year plans are recommended)	2023-2024 <i>(Will be reviewed annually (Summer 2024))</i>
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Michelle Sheehan (Executive Head) Lisa Everard (Head of School)
Pupil premium lead	Lisa Everard
Governor lead	Chanelle Francis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81 480
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	£81480

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	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 are also 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 has been established so that the reading sessions schedules for 3x per week take place within YR and Yr1. Phonics and guided reading sessions are fully implements in EYFS and Yr1/Yr2. LSA'S/Class Techers have been trained in delivering the sessions and have regular updates to their training.
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 is also available for children who may need these therapeutic interventions.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes are good, with 80% of our pupils reaching ARE in 2023. 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 recall of timestables across the school in particular for disadvantage children to impact on progress and attainment in maths.	A greater percentage of children who are confident and fluent in recalling timetsables allowing them to successfully access the Year 4 timetable test. However, some of our children do not have access to online platforms to support the retention and recall of them, so the school will ensure that access is given during the school day. The school will be purchasing xtable rock stars and will raise the profile of timetables within the school and their community.
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 our therapist)
To achieve and sustain improved attendance and punctuality for	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.

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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: £300

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: £525

Resources - Staffing for interventions: £42,810

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 opportunities for more and most able pupils to develop their academic skills and abilities.	Research carried out by the EEF shows that small group intervention is highly effective, especially when targeted at pupils' specific needs: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4,5
Improved recall of timestables across the school in particular for disadvantage children to impact on progress and attainment in maths.	timetsbale Rock Stars subscription - to improve the rapid recall of timestables Time given within school day to access online devices	5

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

Budgeted cost: £36272

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.	Research suggests that direct work with the child is a key strategy for improving attendance in the case of EBSNA: https://documents.hants.gov.uk/childrens-services/EBS A-good-practiceguidance.pdf 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'.	5
Continue to provide play therapy. 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: £ [82,281] : PP Funding : £81,480

Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes 2022-2023

Intended outcome	Success criteria												
Ensure all relevant staff, including new staff, receive updated and ongoing training to deliver the phonics programme 'Little Wandle'	Little Wandle has been fully implemented into EYFS/KS1. New Reading Leader is now in post (November 2023) The purchase of Little Wandle Guided Reading books ordered and implemented into the 3 sessions in EYFS/Yr1 & Yr2. Home reading books are now being used rather than the eBooks, as engagement through the online books was limited. Whole CPD via the Subscription takes place in briefing each week. (10 min weekly update) Half- Termly Team meetings implemented. Class teachers received intense training in Spring 1 and Summer 1 via staff meeting sessions (20mins)												
Improved oral language skills, communication and vocabulary among disadvantaged pupils	As a school we have invested in NELI - (<i>The NELI programme provides schools with a way of identifying early language difficulties and is proven to improve children's language skills and behaviour in school.</i>) This intervention is run in reception - it consists on 3 sessions of 20 minutes a week in a small group. The LSA that runs this session , then targets these pupils within the class - through questioning, targeted support etc. There were 5 children in the group. Data:												
Improved reading attainment among disadvantaged pupils.	Our PP (Pupil Premium) children in all year groups have made progress either at the expected 6 points or above. Yr1: 6pts, Yr2: 9.2, Yr3:9.8 Yr4: 8.8 , Yr5:11, Yr6: 8.8. these progress points either matched or were above the rest of the children. KS1 Data: 52% KS2 data: 80% - above national expectations												
Improved maths attainment for disadvantaged pupils at the end of KS2.	PP pupils had points progress of 8., which above the expected 6 pts for the year. There are 9 pupils who are PP in Yr6 of this 1 pupil achieved Greater Depth, 7 pupils all achieved at the expected standard and 1 pupil who has SEND needs achieved 98 scaled score so was working just below expectation. Therefore 89% of the PP children achieved the expected/ above standard in Reading.												
Provide interventions through the use of our LSA's . Intervention to include both catch-up support and opportunities for more and most able pupils to develop their academic skills and abilities.	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">EYFS</th> <th colspan="2">Phonics</th> </tr> <tr> <th>%GLD</th> <th>%Exceeding</th> <th>% Y1</th> <th>% Y2</th> </tr> </thead> <tbody> <tr> <td>56%</td> <td>N/A</td> <td>56%</td> <td>68%</td> </tr> </tbody> </table> <p>The above data shows that there is improvement in % from the previous year. Therefore, the NELI intervention, Phonics catch up and 1:1 focus sessions have impacted the learning and more children have achieved the expected standard. LSA in EYFS has received training from EYFS team and Neli</p> <p>LSA's who are delivering phonics have also received training throughout the year in delivering the catch-up programme from Little wandle and delivering the 3 reading sessions.</p> <p>Overall, this target was achieved. All disadvantaged pupils received support to help them catch up on missed and lost learning, through a combination of quality-first teaching in class, and high-quality out of class intervention. Class teachers reported that the work carried out in these sessions impacted positively on pupils' learning in class and that they made good progress as a result.</p>	EYFS		Phonics		%GLD	%Exceeding	% Y1	% Y2	56%	N/A	56%	68%
EYFS		Phonics											
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Allocate time for attendance Officer to work with individual children and families on improving attendance.	Autumn Term: 93% Spring Term. Term: 93% - all classes were now above 91% Summer Term: 95% - 4 classes at the expected 96% or above. We have engaged with the EWO and have had meetings with families to improve attendance. We offer Breakfast Club to our PP families in the aim that their attendance will improve and this has supported 6 families and attendance has improved. Attendance is now reported in weekly newsletter. 100% attendance certificates assemblies are now in place. Families are contacted on day of absence												

	<p>and attendance is monitored and meetings with attendance officer and head of school take place if a concern is raised.</p>
<p>Continue to provide 'music therapy/play therapy (Music Therapist x 1 day per week Play therapist x 4 days per week) Employed by school.</p>	<p>We have maintained the use of our play therapist x 4 days per week. - This is supporting our pupils to manage their emotions and wellbeing at school and we know that this is a valuable aspect of what we provide at St James'. We are supporting 9 children who are PP with weekly sessions.</p> <p>Overall, this target was achieved. Of the pupils who are receiving support, these pupils showed that they have benefitted from the sessions. The feedback from parents/carers and teachers also reflected a positive impact on the children's well-being and mental health.</p> <p>We implemented two well-being weeks through the academic year and all children benefitted from the planned activities to meet their needs. These included sports/music/art sessions and we also incorporated the use of our play and music therapist visiting each class for whole class sessions. This year we implemented zones of regulation and this has supported children in managing their needs in class and around the class. Staff have received training in managing their language when speaking to children but also strategies in how they can help children who find themselves struggling with emotions.</p> <p>Due to financial constraints, we have decided to no longer offer music therapy from Sept 23.</p>