



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	185 Pupils
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2025-2026 <i>(Will be reviewed annually (Summer 2026))</i>
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Michelle Sheehan (Executive Head) Lisa Everard (Head of School)
Pupil premium lead	Lisa Everard
Governor lead	Louise Whitaker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,290
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	£130,290

## 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. We have a high intake of EAL children who often have limited English at the start of their journey and therefore the support to speak English at home is limited therefore we need to ensure that this is a key focus within the school day.
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 selected pupils across the school	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes are good, with 89% of our pupils reaching ARE in 2024. 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 Year 6.
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 continue to purchase xtable rock stars & numbots 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) We also ensure that the children have a positive, settled start to the morning through breakfast club and offer this service to our PP children. Ensure that PP children are able to access outside cultural opportunities so that they get a range of educational experiences
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: £21,772

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
Reading Resources – so children do not have a disadvantage of books or opportunities to read high quality texts or texts within comprehension sessions at school	Reading resources, Little Wandle books/ resources, Vipers KS2	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: Staffing for interventions: £46829

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
Maths and English Leads to support the delivery of	Ensure that High quality teaching is provided and staff are supported- Release time given to leaders to team teach and support	5,

high-quality lessons across the school	staff - so that children have high quality lessons to ensure that they are not under performing	
To develop core strength to enable growth in fine and gross motor skills amongst selected pupils across the school	Development of core strength supports children in their physical development. Fine motor skills supports children with handwriting, getting dressed/undressed for PE and develops personal independence as they grow and develop and also ensures that they are able to access PE lessons effectively. <a href="https://www.southamptonbrc.nihr.ac.uk/post/active-children-have-a-better-quality-of-life-study-finds#:~:text=Children%20who%20were%20more%20physically,to%20do%20well%20in%20school.">https://www.southamptonbrc.nihr.ac.uk/post/active-children-have-a-better-quality-of-life-study-finds#:~:text=Children%20who%20were%20more%20physically,to%20do%20well%20in%20school.</a>	3
Improved maths attainment for disadvantaged pupils at the end of KS2.	Staff to develop skills of teaching maths Whiterose/ 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:  <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>	2, 4,5
Improved recall of timestables across the school in particular for disadvantage children to impact on progress and attainment in maths.	timestable 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: £61689

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: <a href="https://documents.hants.gov.uk/childrens-services/EBS">https://documents.hants.gov.uk/childrens-services/EBS</a>	5

	<p>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>	
<p>Ensure that the wellbeing of children start the day with breakfast and a settled routine</p>	<p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</a></p> <p>Evidence shows the importance of breakfast in the morning for children</p>	3
<p>Ensure that PP children are able to access opportunities for learning outside or within opportunities in school</p>	<p>Cultural Capital and opportunities for education outside of the school, or through musical/ PE and access via our play therapists to ensure that pupils have equal opportunity</p>	3
<p>Continue to provide play therapy.</p> <p>Play therapist x 4 days per week)</p> <p>Employed by school.</p>	<p>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.</p>	3

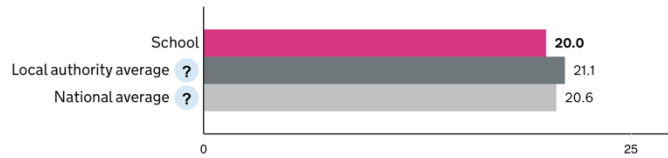
**Total budgeted cost: £ 130,290**

## Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes 2024-2025

Intended outcome	Success criteria												
Improved oral language skills, communication and vocabulary among disadvantaged pupils.	<p>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.</p> <p>This has proved successful in supporting the children's development of language and communication skills of the targeted children in EYFS – 4 achieved the early learning goals.</p>												
To improve the phonics outcomes for pupils by the end of Yr1	<p>Little Wandle Assessments &amp; Phonics test data shows an upward trend in Year 1 (comparatively with last year)</p> <p>2021 - 2022 39% pass 2022 - 2023 56% pass. Year 2: 68% pass 2023-2024 69% pass. Year 2: 70% Pass 2024-2025 93% pass. Year 2 90% pass</p> <p>We have throughout the year worked with the English Hub. They have supported us in developing the teaching of phonics with our reading lead, as well as providing CPD to the reading lead that has then been able to mentor, team teach and train the staff delivering phonics.</p>												
To develop core strength to enable growth in fine and gross motor skills amongst the KS1 pupils	<p>12 children received FSM/GMS interventions. 6/12 children completed the course and now no longer need further support outside of the classroom = 50%</p> <p>4 children improved their baseline score from the start of the intervention but will continue with the programme within the next year group.</p> <p>2 children are now receiving outside agency support for their GMS and an individual support plan has been put into place.</p> <p>The focus on FMS/GMS with the Sports Leader has made a real difference to the children especially as many of the children start in reception with a low baseline and limited physical skills have been developed in the early years or through visits to parks/ activity gyms etc.</p>												
Outside agencies to support families with routines, healthcare and emotions	<p>We have through our medical officer made strong links and support with the school nurse, who has supported several families with their medical needs e.g. Supported a family with prescriptions and medication as their we issues with supplies. We are also in the process of becoming a champion school for Asthma and through the school nursing team this has supported us in working towards this status. Making these links with the NHS has allowed us to share and support our families with their medical needs. Our multi agency working has improved significantly throughout the year.</p>												
Improved reading attainment among disadvantaged pupils.	<p>Phonics data is on a upwards trend. Our reading results at Yr2 and Yr6 show the following:</p> <table border="1" style="margin-bottom: 10px;"> <thead> <tr> <th colspan="2">KS1 Reading</th> </tr> <tr> <th>% achieving Exp standard</th> <th>% achieving Greater depth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">74%</td> <td style="text-align: center;">19%</td> </tr> </tbody> </table> <p>This shows that 74% of the children achieved the expectation of reading within Yr2 Of this 19% were graded at the higher standard. This is a significant improvement from the previous year.</p> <p>The KS2 data shows that 80% of the children who took the test achieved the expected standard. Of the children that didn't meet the expectation in SATS are because 1 pupil joined in November and was a non- English Speaker. 4 pupils within Yr6 had SEND Needs, linked to language and communication. 1 pupil achieved 97 but although they are a fluent reader their comprehension of the text was a weakness</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">KS2 Reading</th> </tr> <tr> <th>% achieving expected standard</th> <th>% achieving higher standard</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">80%</td> <td style="text-align: center;">28%</td> </tr> </tbody> </table>	KS1 Reading		% achieving Exp standard	% achieving Greater depth	74%	19%	KS2 Reading		% achieving expected standard	% achieving higher standard	80%	28%
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Improved recall of timestables across the school	<p>TTRS has become an c integral part of our maths work. There is a engagement in the online platform and results have improved from the previous year – see below:</p>												

in particular for disadvantage children to impact on progress and attainment in maths.

Year 4 completed their multiplication check and the data showed the following:



Test is out of 25 = Our average score was 20 marks

9 children achieved a score of 20 or more (41%)

4 children achieved full marks = 18%

100% of pupils increased their score from Autumn Term to Summer Term

This year we used TTRS clubs as a breakfast club x 2 per week and a daily club at lunchtime – this really supported those pupils who have no access at home. We also targeted pupils through this club too.

Weekly celebrations within TTRS is part of our celebration worship each week. This data shows a huge improvement in the recall and speed of timetables and shows that TTRS has made a huge difference to the children.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

We have maintained the use of our play therapist x 2 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.

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 wellbeing and mental health as well as their coping strategies within class and on the playground.

We implemented three 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 continued to focus on zones of regulation and this has supported children in managing their needs in class and around the class. We also added our -St James' Way' language of 'Lovely lining Up', Wonderful Walking, Super Sitting' etc to support learning behaviour around the school. 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. We also use a meet and greet in the morning to help the children start in a positive way and all classes are supplied with toast in the morning.

To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.

	Autumn Term	Spring Term	Summer Term
Average Reception - Yr6	94%	94%	94.2%
Average Yr1-6	94%	95%	n/a
Expected	95%+		

Attendance has improved significantly as the year has progressed. Mrs Ella Tona - attendance officer has worked very hard on this in ensuring that pupils are in school, parents are contacted and absence is followed up.

Our PA data is as follows:

Primary Name	Overall attendance %	No. students per year group	% of School	No. PA students
St James' CE Primary Frederick Cres, Enfield				
Year 1	91.46	30	18	8
Year 2	95.09	30	18	3
Year 3	93.69	27	16	4
Year 4	93.94	30	18	4
Year 5	94.57	27	16	4
Year 6	96.96	26	15	1
Term Total	94.26	170		24

We have made huge development and improvement in improving overall attendance and reducing our PA pupils. We have developed strong links with our

families and with our named EWO. We have clearer systems in place to chase attendance and we do have families that have accessed breakfast club and after school clubs to improve attendance using the PP fund. We have worked closely to ensure that attendance is a high priority within the school:

	100% ATTENDANCE	95%+	Overall	94%
Autumn Term	50 children	69 children	119	28 children
Spring Term	44 children	72 children	116	13 children
Summer Term	58 children	65 children	123	14 children

This data shows that we have increased the amount of pupils with attendance 95% or above

Ensure all relevant staff, including new staff, receive updated and ongoing training to deliver the phonics programme 'Little Wandle'

Little Wandle was fully implemented into EYFS/KS1, since 22-23. A new Reading Leader was in post from (March 2024) The purchase of Little Wandle -Guided Reading books were ordered and implemented into the 3 sessions in EYFS/Yr1 & Yr2 and we maintained this focus into 24-25. With some of the children who were in Year 3 still accessing the programme if they didn't pass the PSC in Year 2. Home reading books are being used rather than the eBooks, as engagement through the online books was limited. Whole CPD via the Subscription takes place in training each week. ( 15 min weekly update) Half- Termly Team meetings are now implemented. All KS2 classes have a sound mat displayed within the classroom. Our data is showing an improvement and the English Hub who have been supporting us are pleased with the improvement in the results and in the development of reading at school. We targeted key children through a phonics breakfast club and had parent sessions to support parents in how to help their child at home.

Improved oral language skills, communication and vocabulary among disadvantaged pupils

As a school we have invested in NELI - (*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.*) 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: shows that the children selected did achieve GLD in language and communication. Overall EYFS data was 80%

Improved reading attainment among disadvantaged pupils.

KS2 Pupils achieved 89% at expected expectation with the SATS 2024  
25% achieved the above expectation for SATs.  
The PP pupils targeted with support all reached the expectation in reading.

Improved maths attainment for disadvantaged pupils at the end of KS2.

KS2 Pupils achieved 92% at expected expectation with the SATS 2024  
19% achieved the above expectation for SATs.  
All targeted children who were given tutoring in the spring term achieved the standard expected. The children that took the SATs and who were PP all passed the expectation.

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.

**2022-2023**

EYFS		Phonics	
%GLD	%Exceeding	% Y1	% Y2
56%	N/A	56%	68%

**2023-2024**

EYFS		Phonics	
%GLD	%Exceeding	% Y1	% Y2
80%	N/A	69%	70%

**2024-2025**

EYFS		Phonics	
%GLD	% Y1	% Y2	
72%	93%	90%	

The above data shows that there has been consistent improvement in our data based on our cohorts and as a one form entry school, it is often the case that there is NOT a trend in the data from the previous year. Therefore, the NELI intervention, Phonics catch up, Little wandle SEND programme, and 1:1 focus sessions have really impacted the learning and more children have achieved the expected standard. LSA 's in EYFS have received training from EYFS team, our federated school FWSG and Neli throughout the year.

LSA's who are delivering phonics have also received training throughout the year with the new reading lead and through our support through the English Hub in

delivering the programmes from Little wandle and delivering the 3 reading sessions, catch up sessions and in identifying children that have not met targets.

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.

Allocate time for attendance Officer to work with individual children and families on improving attendance.

	Autumn Term	Spring Term	Summer Term
Average Reception - Yr6	94.4%	94.43%	95.1%
Average Yr1 -Yr6 <i>(Doesn't include reception as school isn't compulsory until age of 5)</i>	94.6%	94.7%	95.2%
Expected	95%+		

We have engaged with the EWO and have had meetings with families to improve attendance. We offer Breakfast Club to ALL our PP families in the aim that their attendance will improve and this has supported 12 families and attendance has improved. Attendance is reported in weekly newsletter. 100% attendance certificates assemblies are now in place. Families are contacted on day of absence and attendance is monitored and meetings with attendance officer and head of school take place if a concern is raised.

Our PA ( Persistent Absent) attendance data is as follows:

Primary Name St James' CE Primary Frederick Cres, Enfield	Overall attendance %	No. students per year group	% of School	No. PA students	PA students %
Year 1	95.8	15	10	0	0
Year 2	92.8	31	20	8	25.8
Year 3	96.6	29	19	2	6.9
Year 4	94.2	25	16	4	16
Year 5	95.6	31	20	3	9.7
Year 6	94.4	25	16	5	20
<b>Term Total</b>	94.9	156		22	14.1

Attendance has continued to improve, Mrs Ella Tona -attendance officer has worked very hard on this in ensuring that pupils are in school, parents are contacted and absence is followed up. We are working extremely hard on ensuring that after a holiday that children return on time and this has improved across the year.

Continue to play therapy, zones of regulation and emotional training for staff on Trauma so that our children are emotional ready to learn.

We have maintained the use of our play therapist - 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.

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, meaning that they were managing their emotions in class and the dysregulation was reducing.

We implemented well-being weeks within each term 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 visiting each class for whole class sessions. This year we further 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. Staff have also received training from outside agencies in understanding Trauma and the effect it has on children and their learning behaviour and how to support children with this.