

Pupil premium strategy statement – 2023-2026



This statement details our school's use of pupil premium (and recovery premium) funding for the academic year 2023-2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 to 2025-26
Date this statement was published	20 th November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Natalie Sefton, Headteacher
Pupil premium lead	Natalie Sefton, Headteacher
Governor / Trustee lead	John Nicholson/ Dennis Carty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,190
Recovery premium funding allocation this academic year	£2,284
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£101,474

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We consider fully the needs of St James’s pupils in our decision-making.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

Achieving these objectives:

- The range of provision the Governors consider making for this group include:
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Allocating a ‘Pupil Premium’ / ‘Catch Up’ - providing small group work focussed on overcoming gaps in learning and running nurture groups.
- Ensuring that all teaching assistants are used effectively to support pupil premium children.
- Additional teaching and learning opportunities provided for children. Aiming at accelerating progress, moving children to at least age-related expectations.
- Targeting able children on Free School Meals to achieve Age Related Expectations
- Supporting payment for activities, educational visits and experiences.

- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier

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 many disadvantaged pupils. These are evident from Reception through to KS2 but in particular in EYFS and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
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.
3	Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Statutory data Summer 2023 shows there is a gap of on average 4% between the attainment of PP and NPP pupils but this was cohort specific, internal data demonstrates an average difference of 20%
4	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 significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading (EYFS and KS1), maths in KS2 and in writing across the school due to the use of remote learning.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities and socialisation during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic.
6	Our attendance data indicates that attendance among disadvantaged pupils is significantly higher than for non-disadvantaged pupils. This gap has increased during the pandemic with many disadvantaged families requesting in term holidays 17% of disadvantaged pupils have been 'persistently absent' compared to 7% of their peers during the same period.

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 and vocabulary among disadvantaged pupils.	<p>Assessments and observations of oral language among disadvantaged pupils, particularly in EYFS and KS1, will improve significantly showing an increase in screening scores of at least +8</p> <p>This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, Wellcomm data and ongoing formative assessment.</p>
Improved reading attainment among disadvantaged pupils.	<p>Year 1 Phonics outcome will show that up to 75% of disadvantaged pupils will meet the expected standard.</p> <p>KS1 reading outcomes will show that up to 75% of disadvantaged pupils will meet the expected standard.</p> <p>KS2 reading outcomes will show that more than 80% of disadvantaged pupils will meet the expected standard.</p>
Improved writing and maths attainment for disadvantaged pupils at the end of KS2.	<p>At least 80% of Y6 disadvantaged pupils will be working at the expected standard in Writing</p> <p>At least 80% of Y6 disadvantaged pupils will be working at the expected standard in Maths</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing as demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

	<ul style="list-style-type: none"> • SEMH interventions are shown to be effective
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance within 2023/2024 as demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance for all pupils being no less than 96%, and that the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to between 2%-3%. • the percentage of all pupils who are persistently absent being below 8.4% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: £ 64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£4,500</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Further purchasing of books from a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>£2,000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3
<p>Further purchasing of banded books for KS2 to</p>	<p>There is research evidence which suggests that reading for pleasure is important for both personal</p>	2

<p>further secure reading for our disadvantaged pupils £5,000</p>	<p>and academic development. Improving literacy in KS2</p>	
<p>Enhancement of our reading and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Reading- We will fund teacher release time to embed key elements of guidance in school and to fund CPD and resources books.</p> <p>Maths-We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£29,000</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>We will fund sessions for staff to observe best practice and be coached by a senior leader to discuss how this practice could be brought into their own classrooms.</p>	<p>3,4</p>
<p>Improve rates of progress for all pupils in reading, writing and maths through responsive teaching sessions delivered daily by LSPs £23,000</p>	<p>AfL is used during lessons to identify pupils at risk of falling behind. Short interventions delivered to prepare pupils for the next stage of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>We have analysed the needs of our PP cohort and have identified a number of children who would benefit from smaller group teaching and interventions this will allow us to increase the amount of attention each child will receive.</p> <p>Allocations of TAs to ensure that each class has at least morning support.</p>	<p>3,4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>5</p>

educational practices and supported by professional development and training for staff	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
£1,000	We recognise that a number of our pupils are continuing to struggle with aspects of SEMH since the pandemic. We will facilitate family liaison time for identified pupils and additional nurture sessions for those pupils. We will be purchasing Growth Mindset gems to encourage pupils to challenge themselves.	

Targeted academic support

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. £12,000	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £2,000	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 22,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£18,000</p>	<p>Overtime for attendance officer to conduct meetings with parents of PA pupils (focus on PP and SEN support)</p>	
<p>To provide high quality and varied range of extra-curricular activities such as clubs, experiences and trips.</p> <p>£800</p>	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities and socialisation during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>	5
<p>To provide SEMH support for identified pupils</p> <p>£4,174</p>	<p>Costs of Nurture/mentoring</p>	5

Total budgeted cost: £101,474

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see impact statement 2022-23

Externally provided programmes

Programme	Provider
Not Applicable	