

St James CE Academy



Pupil Premium Strategy 2021 - 2022

"Here at St James we believe that 'everyone is loved, this will allow all to flourish and unlock their potential promoting joy in lifelong learning. We will use our faith, Gods words and the light he gives to support this."

Unlocking potential and flourishing

"I can do all things through Christ; who strengthens me."
Philippians 4:13

Joy in Lifelong learning

"Put these abilities to work; throw yourself into your tasks so that everyone may notice your improvement and progress."
1Timothy 4:15

Everyone is Loved

"My command is this: Love each other as I have loved you"
John 15:12



Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 CofE Academy
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	
Date on which it will be reviewed	September 2022
Statement authorised by	Jane Cook
Pupil premium lead	Nicola Smith
Governor / Trustee lead	Lindsey Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£ 4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,776

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

We aim to provide a safe, positive environment to enable all pupils to access their lessons and reach their full potential through love, nurture and joy in lifelong learning. We aim for all children to flourish and grow as confident, empowered individuals and to understand that they are valued members of the school community that can make a difference to the world around them.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Consistent attendance above 90% and punctuality
2	Pupil's mental health and well-being and their attitude to learning after COVID disruptions to learning.
3	Gaps in prior learning/ knowledge
4	Dual attributes leading to barriers in learning.
5	Parental engagement with school
6	Raising aspiration of the most vulnerable

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
1) Consistent attendance in line with school target of 97% and punctual arrival	Assessment of attendance will identify any persistent absentees. Analysis of persistent absentees from the previous year will identify pupils who need immediate support in the Autumn Term and continued analysis to identify pupils in each term.

	Successful family meetings
2) Pupil's mental health and well-being and their attitude to learning after COVID disruptions have improved	Pupils feel safe and ready to access their learning. Pupils know where they can ask for help and get support when needed. Pupils are nurtured to perform to achieve their best.
3) Disadvantaged pupils will be performing in line with non-disadvantaged pupils working at ARE and GDS, particularly in Year 6	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
4) Parental engagement with school is increased and there is a reduction in external barriers to attainment.	Increased opportunities for parents to attend assemblies and extra-curricular events. Information sheets to support reading and maths. Parental questionnaire at end of year. Continued use of year group emails to communicate with parents/careers. Parental questionnaire at end of year. Measured through pupil interviews and progress meetings. Registers to show completion of homework and reading diary usage.
5) Raising aspiration of the most vulnerable	Increased self-esteem which will reflect in pupils attitudes to learning. Pupil voice to gather thoughts and feelings. Data analysis of all vulnerable groups. Pupils can find out about future careers and this will increase their engagement and motivation to achieve highly in school.
6) Raise attainment for pupils with dual attributes.	Improve attainment for all pupils including SEND children Monitor children with dual attributes Positive pupil progress meetings Meeting for guidance and support with the SENDco.

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: £ 9,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop subject leaders. By upskilling the subject leaders across the school, observing across the curriculum will improve as will pupil attainment/progress. This will be carried out in unison with SLT to ensure continuity. Develop leader's pedagogical knowledge through mentoring. Continue to develop progressive curriculum and monitor. Upskill subject leaders enabling them to confidently lead their subjects and accurately assess across the key stage.	Cornerstones Education website: Why subject leadership is important: Subject leaders should be given the opportunity to both observe and support teaching and learning to cultivate their subjects. Such opportunities should include working with all staff to develop their pedagogical content knowledge, time to develop their own expertise through training and research and investigating how implementations are embedding	3,6,
Maths CPD for leaders and teachers, including White Rose Mastery Readiness Course	Research from the NCETM These key foundations include: shared vision and culture around the importance of maths a belief that every child can achieve highly in maths a positive mind set towards maths amongst all staff	3, 6

	good maths subject knowledge amongst teachers and TAs systems that maximise learning, such as timetabling, intervention, curriculum and pedagogical approaches teaching of arithmetical proficiency for all children, to support mathematical fluency by reducing cognitive load ongoing staff development, which is valued by all staff and senior leaders.	
Regular check ins on mental health and well-being of all staff. Use of the employees assistance programme to support emotional well- being	Employees Assistance programme states that: Balancing everyday life with the requirements of work and home can create pressures for all of us. Work is a large part of people's lives. With increasing working hours as well as technological developments to support remote working, it is vital to ensure that there's a productive, healthy environment that is conducive to a healthy lifestyle.	

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

Budgeted cost: £ 28,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in the classroom Teaching assistants with a focus on supporting our disadvantaged pupils. These TA's will support within class in the mornings, ensuring that all pupils have equal access to the teacher and quality first teaching	EEF – Making best use of Teaching Assistants Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.	3,4,6
Phonics Targeted phonics interventions for	EEF – Making best use of Teaching Assistants - Where TAs are working individually with low attaining pupils the focus should be	3,4,6

Year 3 pupils who did not pass PSC and who have not passed been able	on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions. - If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.	
TA led targeted interventions Small, targeted interventions to take place in afternoons based on teacher assessment.	EEF – Making best use of Teaching Assistants Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training	3,4,6
Individualised instruction through Third Space learning to identify and close gaps for pupils in maths	EEF- individualised instruction Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	3,6
Pupil Premium Progress Meetings with DH and HT to support staff and identify children not making progress to create a support plan. Use of clear and concise assessments to inform future planning.	Raising attainment- Stoke on Trent Research project. The importance of assessing the children in order to establish their level of progress was fundamental in all five schools. It came through all interviews as the most important aspect of making teaching and learning effective. For each school, children were assessed in numeracy and literacy at least termly and sometimes half termly so that it could be determined whether or not each pupil was making 'above', 'below'	3,4,6

	or 'expected' progress. This was carried out by levelling pupils' work in relation to specific criteria, which demonstrated specific steps of learning (sub-levels). The information gleaned from such assessment activities was shared across the whole school. Teachers spoke at staff meetings in which the progress of all pupils in each year were discussed so that the whole school took responsibility for progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring. Designated office staff to monitor target pupils throughout the week. Information passed to head teacher and learning mentor for follow up. Learning mentor and head teacher meet regularly with parents to discuss attendance and set targets and provide support	Supporting the attainment of disadvantaged pupils (DfE Nov 2015) NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building block to success, number 3 of which is addressing attendance.	1,2,6
Bookable slots to meet with the learning mentor to discuss strategies to improve attendance or gather information to support families. Continue to use year group email to allow direct correspondence between class teacher and parents/ guardians. Supportive guides for maths and English provided to support at home reading and maths activities.	EEF – Working with parents to support children's learning guidance report. - There is an established link between the home learning environments at all ages and children's performance at school. - Schools and parents have a shared priority to deliver the best outcomes for their children. - Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading. - Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. - Communication should be two-way:	1, 2,4,5,6

	consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships.	
Mental health and well-being EPS Service WCC (10 sessions) – Currently for 2 pupils. Observations and reports, which will support ECHPs. Sycamore Counselling – Current 2 pupils accessing 6 weeks' worth of counselling to then be reviewed Use of Stormbreaker to support mental health and well-being of all. DH to lead the implementation of the plan/ approach.	EEF - Teaching and Learning Toolkit Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. EEF – Improving Social and Emotional Learning in Primary Schools Guidance report. Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers).	2,4
SENDco to provide support to staff. SENDco to support the writing of an EHCP's for vulnerable pupils	EEF - Teaching and Learning Toolkit Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. EEF – Improving Social and Emotional Learning in Primary Schools Guidance report. Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers).	2,3,4,6

Total budgeted cost: £ 52,641

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Evaluation of outcome
A Improve outcomes of all disadvantaged pupils in reading, writing and maths across the school.	Continue to provide regular Maths and English leads to monitor & evaluate standards. SENCO in post 1 day per week to work alongside pupils, staff & external agency support External Agency support e.g. STS, Ed Psych	Historic 2019 data showed an improvement in outcomes however the gap was inconsistent across the school. We want all pupils; particularly Pupil Premium pupils with SEND to continue to receive timely intervention, scaffolding through resources & appropriate challenge to enable them to make better rates of progress	Regular analysis of data with teachers through pupil progress meetings. SENCO to establish plan to monitor children and set children to be assessed. English lead, maths lead & SENCO to work collaboratively so that pupils at risk of falling behind are identified, provided with appropriate support and given the same opportunities as all Support staff to be used strategically	Children identified at PP meetings and through data. Interventions put in place, monitored and evaluated. SENDco positive impact to support the paper work process with children.
B Higher rates of progress achieved in writing for all pupils eligible for pupil premium.	Provide regular release time for English lead to monitor children and perform book trawls and	Historical 2019 progress data evidences improved progress scores with higher attainment in all milestone data. We want to	Regularly monitor the progress through pupil progress meetings. Observe teaching to quality assure the provision. Provide a	Evidence from book trawls indicated that books were showing signs of writing improvements. However COVID resulted in less

	Improve spelling teaching & outcomes.	support for staff	sustain the progress & ensure it is consistent throughout school. Our pupils start school with low starting points & poor communication skills.	quality text rich environment. Children who miss school due to COVID are educated remotely by staff	progress than expected. Communication/ vocabulary improving through reading sessions. Further spelling teaching needed for all pupils	
	C Develop knowledge through skills taught across the wider curriculum & apply key knowledge from core subjects	Embed curriculum topics for all year groups. Ensure key enquiry questions & skills are planned to improve knowledge & understanding. Release time for subject leaders.	pp pupils with SEND to receive timely intervention, scaffolding & appropriate challenge to Enable them to make better rates of progress. This approach ensures gaps in learning that appear are not allowed to widen by changing approach/use of apparatus with small group tuition Many pupil premium pupils have limited experiences & can't make links or relate to topics. More time needed to embed learning & develop knowledge	Rigorous monitoring of interventions, including baseline and end point assessments. End point reports -Time providing for planning with class teacher and teaching assistants. -Targeted pupil progress meetings Following assessment points. Intent & progression of skills are developed in each subject area. Monitoring to ensure enquiry questions can be answered confidently with evidence of skills taught. Foundation subject leads to support teachers with planning of topics & resources. CPD to support teachers with progression.	Baseline and end point assessments completed. Further intervention supported needed to address gaps in learning post COVID.	

D	Increased emotional support and self esteem	Boing, Boing awareness tool to be used. Talkabout units of work to be covered. Dimensions toolkit used to identify individual needs	Pupil voice & monitoring evidenced wider curriculum needed reviewing.	Pupil voice Monitoring attendance. Self esteem groups.	Self-esteem and mental health still remains an ongoing concern, this will need to be a new area of focus.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
1:1 Maths Interventions	Third Space Learning.
Storm Breaker	NSPCC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning mentor working with Service children in a weekly group called 'Little Troopers'. Materials provided for Little Troopers workshop that all service children attended.
What was the impact of that spending on service pupil premium eligible pupils?	Share life experiences with other members of the community- positive impact as they felt more included.

	Support within the group for children moving was a source of comfort for children, this in turn allowed them to focus on their learning as well as their feelings and emotions.
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