

# Pupil premium strategy statement – St James C of E Academy

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                                                                             | 219                             |
| Proportion (%) of pupil premium eligible pupils                                                        | 19.6%                           |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021/2022, 2022/2023            |
| Date this statement was published                                                                      | December 2022                   |
| Date on which it will be reviewed                                                                      | June 2023                       |
| Statement authorised by                                                                                | Jane Cook, Headteacher          |
| Pupil premium lead                                                                                     | Scott Clark, Deputy Headteacher |
| Governor / Trustee lead                                                                                | Lindsey Wright                  |

## Funding overview

| Detail                                                                                                                                                               | Amount  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                  | £54,015 |
| Recovery premium funding allocation this academic year                                                                                                               | £5,800  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                               | £0      |
| Total budget for this academic year<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £59,815 |

## Part A: Pupil premium strategy plan

### Statement of intent

‘Everyone is loved’ at St James and this core value underpins every decision that we make as a school. We serve a richly diverse community of children and families, which includes children from Gypsy Romany Traveller backgrounds and those with parents who serve in the Armed Forces.

It is our intention that all children leave St James with a love of learning and are ready to flourish in the wider world, and the purpose of our strategy is to support disadvantaged pupils to achieve that goal.

Much of what we outline in this strategy will support all our pupils, regardless of their socio-economic status, because quality first teaching is at the centre of our provision. Where children are supported to reach their potential through high expectations, yet a nurturing careful approach, they will flourish and grow in to confident and empowered individuals who 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 1                | Compared to the National figures, our disadvantaged pupils’ attendance is currently in line with the FFT National figures for disadvantaged pupils. However, as a school we have identified 31 persistent absentees. Around a third of these children are our pupil premium children.                                                                                                                                                                                                                                                                                                                                                                                  |
| 2                | <p>Through our in-school monitoring systems, observations and discussions with families, we have been able to identify that our pupil’s mental health and well-being, and their attitude to learning after COVID disruptions is still not where we would want them to be. There has been a significant increase in the number of children suffering from emotional outbursts and struggling to regulate their own emotions.</p> <p>Over 80 pupils (of which a high proportion are pupil premium) at present are requiring support with their social and emotional needs in a variety of ways, with others who are dealing with their emotions privately currently.</p> |

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| 3 | Internal assessments, observations and pupil progress meetings have indicated that there are significant gaps in prior learning/ knowledge that our pupils have. This is particularly evident in the current Year 3 cohort. Of the children being identified with significant gaps in their learning, an increasing proportion of the children are currently disadvantaged. |
| 4 | Our internal record keeping, pupil progress meetings and internal assessments are indicating that 26 children who are pupil premium are also identified as having dual attributes leading to barriers to learning. This is including children with SEND, ethnic minority and summer born children for example.                                                              |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 1) The percentage of persistent absentees is reduced, particularly for the disadvantaged pupils                               | <p>Pupils for whom overall attendance is below 90% are swiftly and accurately identified, and swift effective appropriate action is taken by school to support attendance.</p> <p>The data shows the percentage of children below 90% is reduced.</p>                                                                                                                                                                                  |
| 2) Pupils' mental health and well-being and their attitude to learning will improve.                                          | <p>Observations and discussions demonstrate that pupils feel safe and ready to access their learning.</p> <p>There will be fewer internal reports of children requiring additional support to regulate their emotions.</p> <p>Pupils will be well rehearsed in self-regulation activities.</p> <p>Pupils are nurtured to perform to achieve their best.</p> <p>Pupils are given work that is well-matched to their academic needs.</p> |
| 3) Pupils will have fewer gaps in their subject knowledge and will then make rapid progress towards age related expectations. | <p>Well-planned interventions will demonstrate that gaps in knowledge are being addressed.</p> <p>Formative assessment will validate that any gaps are being addressed.</p>                                                                                                                                                                                                                                                            |

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|                                                                                                                                                                              | <p>There will be an increase in pupils working at age-related expectations</p> <p>Pupils will make (or exceed) expected progress.</p>                                                                          |
| <p>Detailed knowledge of individual children informs whole class and targeted provision.</p> <p>Raise attainment for pupils who fall in to more than on vulnerable group</p> | <p>Improve attainment for all pupils including SEND children</p> <p>Monitor children with dual attributes</p> <p>Positive pupil progress meetings</p> <p>Meeting for guidance and support with the SENDco.</p> |

## 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: £14,450**

| Activity                                                                                                                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
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| Fully participate in the Open University Reading for Pleasure programme                                                                                                                                                                                                                                                                                                | Children who choose to turn the pages of books and other reading material for their own pleasure have greater attainment achievements than those children that do not<br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a><br><a href="https://ourfp.org/findings/">https://ourfp.org/findings/</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> | 2,3                           |
| Whole school CPD implementing 'Word Aware' approach to teaching vocabulary                                                                                                                                                                                                                                                                                             | Oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>                                                                                                                                                                                                                                                                                                                                                                           | 3,4                           |
| Continue to develop subject leaders.<br>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.<br>Develop leader's pedagogical knowledge through mentoring.<br>Continue to develop progressive curriculum and monitor. | Cornerstones Education website:<br>Why subject leadership is important:<br><br>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                                                                                                                                                                                                                                                                                                                                                         | 3,4                           |

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| Upskill subject leaders enabling them to confidently lead their subjects and accurately assess across the key stage.                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |
| Continued maths CPD for leaders and teachers, including White Rose Mastery Readiness Course                                                                                                                                                                                  | <p>Research from the NCETM</p> <p>These key foundations include:</p> <p>shared vision and culture around the importance of maths</p> <p>a belief that every child can achieve highly in maths</p> <p>a positive mind set towards maths amongst all staff</p> <p>good maths subject knowledge amongst teachers and TAs</p> <p>systems that maximise learning, such as timetabling, intervention, curriculum and pedagogical approaches</p> <p>teaching of arithmetical proficiency for all children, to support mathematical fluency by reducing cognitive load</p> <p>ongoing staff development, which is valued by all staff and senior leaders.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> | 2,3,4 |
| <p>Improve the quality of assessment for learning processes</p> <p>Frequent use of targeted questioning and feedback and lesson adaptation will be embedded into daily practice which will be supported by professional development and training opportunities for staff</p> | <p>Targeted questioning helps teacher to identify the gaps pupils have in their learning and provides staff with the knowledge of what effective feedback to provide pupils within order to reach an end goal.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2,3,4 |

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

**Budgeted cost: £ 28,690**

| Activity                                                                          | Evidence that supports this approach                                                                                                              | Challenge number(s) addressed |
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| Carefully deploy Teaching Assistants to provide targeted intervention both within | Teaching assistants have a positive impact on pupil outcomes when deployed well – delivering interventions that they have been trained to deliver | 1,2,3,4                       |

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| and outside of the classroom                                                                                                                | <p>or targeting individual children or groups of children to reach specific goals and aims.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>                                                                                                                                                                                                                                                                                                                                                                                          |                |
| Teaching assistants to deliver targeted phonics intervention.                                                                               | <p>For those children with gaps in their phonetical knowledge, it is crucial that their phonics learning does not stop because they are now in Key Stage 2.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>                                                                                                                                                                                                                                                                                                                                                                            |                |
| Purchase high quality texts to enrich the reading diet available to our children                                                            | High quality texts help to increase the cultural capital of pupils, particularly those who are from lower socio-economic backgrounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>2,3</b>     |
| Purchase a subscription to White Rose                                                                                                       | <p>Having a mastery approach to teaching mathematics helps to prevent gaps in children's knowledge from forming through direct instruction where necessary and class teachers ensuring that pupils understand units of work before 'moving on'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>                                                                                                                                                                                                                                                                       | <b>3,4</b>     |
| Deploy a learning mentor, who works closely with children displaying social and emotional challenges                                        | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>                                                                                                                                                                                                                                       | <b>1,2</b>     |
| Provide increased and frequent opportunities for parents to engage with their pupils' learning in school, and provide workshops for parents | <p>Parental engagement with schools provide an important bond that supports children's academic attainment and aspirations. A strong link will also support children (and their parents) to complete additional learning outside of the school hours which helps to raise attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> | <b>1,2</b>     |
| Pupil Premium Progress Meetings with DH and HT to support staff and identify children not making progress to                                | <p>Raising attainment- Stoke on Trent Research project.</p> <p>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</p>                                                                                                                                                                                                                                                                                                                                                              | <b>1,2,3,4</b> |

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| create a support plan.<br>Use of clear and concise assessments to inform future planning. | half termly so that it could be determined whether or not each pupil was making 'above', 'below' 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: £ 16,675**

| Activity                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
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| Attendance officer in place (0.4 a week) to monitor attendance, and provide support to those families struggling with persistent absences   | Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Poor attendance has serious implications for later outcomes as well<br><a href="https://nces.ed.gov/pubs2009/attendancedata/index.asp">https://nces.ed.gov/pubs2009/attendancedata/index.asp</a> | 1                             |
| Improve social reading areas.                                                                                                               | Social reading areas increase the level of informal book talk and book recommendations amongst children. Children who are able to communicate about their preferences of books and make informed decisions about their likes and dislikes of books make achieve better academically over those that do not.<br><a href="https://ourfp.org/finding/reading-communities-5/">https://ourfp.org/finding/reading-communities-5/</a>        | 3,4                           |
| Increase the access to extra-curricular activities for disadvantaged pupils.<br><br>Provide a supplement for the cost of other experiences. | Providing children with additional opportunities will help their mental well-being. Giving children opportunities to flourish in non-academic areas provides children with a release from the challenges of learning.                                                                                                                                                                                                                 | 1,2                           |
| Bookable slots to meet with                                                                                                                 | EEF – Working with parents to support                                                                                                                                                                                                                                                                                                                                                                                                 | 1,2                           |



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| <p>the learning mentor to discuss strategies to improve attendance or gather information to support families.</p> <p>Continue to use year group email to allow direct correspondence between class teacher and parents/guardians.</p> <p>Supportive guides for maths and English provided to support at home reading and maths activities.</p> | <p>children's learning guidance report.</p> <ul style="list-style-type: none"> <li>- There is an established link between the home learning environments at all ages and children's performance at school.</li> <li>- Schools and parents have a shared priority to deliver the best outcomes for their children.</li> <li>- Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading.</li> <li>- Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</li> <li>- Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships.</li> </ul> |                |
| <p>Mental health and well-being EPS Service WCC (10 sessions) – Currently for 2 pupils. Observations and reports, which will support ECHPs.</p> <p>Sycamore Counselling – Current 2 pupils accessing 6 weeks' worth of counselling to then be reviewed</p>                                                                                     | <p>EEF - Teaching and Learning Toolkit</p> <p>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.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools Guidance</p> <p>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).</p>                                                                                                                                                                                                                                 | <p>1,2,3,4</p> |

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| Use of Stormbreaker to support mental health and well-being of all. DH to lead the implementation of the plan/ approach. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
| SENDco to provide support to staff.<br>SENDco to support the writing of an EHCP's for vulnerable pupils                  | EEF - Teaching and Learning Toolkit<br>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.<br>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).<br>EEF '5-a-day' SEND guidance:<br><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a> | 1,2,3,4 |

**Total budgeted cost: £ 59,815**

## 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                                                                                                                 | Evaluation of outcome –                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 1. Consistent attendance in line with school target of 97% and punctual arrival                                                 | <p>Whole school attendance for the academic year 21/22 was 93.9%</p> <p>The whole school attendance for Pupil Premium for the academic year 21/22 was 91.8%</p> <p>So far this year pupil premium attendance is 92.2% which compares favourably to pupil premium children nationally. Currently 10 of the pupil premium children are persistently absent.</p>                                                                                                                                                                                                                                                                       |
| 2. Pupil's mental health and well-being and their attitude to learning after COVID disruptions have improved                    | <p>Internal surveys and pupil voice inform us that the percentage of pupils feeling safe at school has increased over the academic year.</p> <p>We also have case studies of children and families who have accessed either internal support from ourselves, or external support, and have had successful outcomes. These children are now settled and successfully accessing the curriculum in their classrooms, with a significant decrease in social and emotional support required. Whilst this is positive, there has been a rise in the number of pupils and families displaying a need for social and emotional support.</p> |
| 3. Disadvantaged pupils will be performing in line with non-disadvantaged pupils working at ARE and GDS, particularly in Year 6 | <p>In reading our disadvantaged pupils were performing almost in line with the non-disadvantaged children nationally</p> <p>Progress in reading for the Year 6 cohort was +2.9 for our disadvantaged pupils.</p> <p>Progress in the other year groups was positive, however not in line with National figures.</p>                                                                                                                                                                                                                                                                                                                  |

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| 4.<br>Parental engagement with school is increased and there is a reduction in external barriers to attainment | <p>There was a positive attendance to parent consultations from parents from families of vulnerable children.</p> <p>The relationships between families and the learning mentor, and the school continues to be positive, and this has helped us to support children access learning.</p> |
| 5.<br>Raising aspiration of the most vulnerable                                                                | <p>Learning values were introduced with a focus on being more creative, communicating well, working tightly together, and demonstrating ways of being aspirational.</p> <p>Extra-curricular clubs were always offered to Pupil Premium children first.</p>                                |
| 6.<br>Raise attainment for pupils with dual attributes.                                                        | <p>This continues to be a high priority for our school. To support with this we have a new SENCo in place, with a focus on monitoring children with dual attributes.</p>                                                                                                                  |

## 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                  |
|----------------------|---------------------------|
| Reading for Pleasure | Open University           |
| Word Aware           | Stephen Parsons Anna Bran |

## 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'. |

|                                                                                       |                                                                                                                                                                                                                                                                                                       |
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|                                                                                       | Materials provided for Little Troopers workshop that all service children attended.                                                                                                                                                                                                                   |
| <b>What was the impact of that spending on service pupil premium eligible pupils?</b> | <p>Share life experiences with other members of the community- positive impact as they felt more included.</p> <p>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.</p> |

**Further information (optional)**