

Pupil premium strategy statement – St James C of E Academy

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

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	27.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Jane Cook, Headteacher
Pupil premium lead	Scott Clark, Deputy Headteacher
Governor / Trustee lead	Stephen Rea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,290
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£55,290

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
1	Compared to the National figures, our disadvantaged pupils’ attendance is broadly in line with the FFT National figures for disadvantaged pupils – School – 91.9%, National – 91.3%. The school’s Pupil Premium attendance is below all pupils. As a school, we have identified 34 persistent absentees as a school and that 27% of our Pupil Premium contribute to that number.
2	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. Just under 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.
3	Through our internal assessments, we have established that children continue to have significant gaps in prior learning/ knowledge. We are increasingly aware of pupils finding it more challenging to retain the knowledge that they are being taught in their lessons. Of these children being identified, an increasing proportion of the children are our Pupil Premium pupils.
4	Our internal record keeping, pupil progress meetings and internal assessments are indicating that 40 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
The percentage of persistent absentees is reduced, particularly for the disadvantaged pupils	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. The data shows the percentage of children below 90% is reduced.
Pupils' mental health and well-being, and their attitude to learning will improve.	Observations and discussions demonstrate that pupils feel safe and ready to access their learning. There will be fewer internal reports of children requiring additional support to regulate their emotions. Pupils will be well rehearsed in self-regulation activities. Pupils are nurtured to perform to achieve their best. Pupils are given work that is well-matched to their academic needs.
Pupils will have fewer gaps in their subject knowledge and will then make rapid progress towards age related expectations.	Well-planned interventions will demonstrate that gaps in knowledge are being addressed. Formative assessment will validate that any gaps are being addressed. There will be an increase in pupils working at age-related expectations

	Pupils will make (or exceed) expected progress.
Detailed knowledge of individual children informs whole class and targeted provision. Raise attainment for pupils who fall in to more than on vulnerable group	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: £12,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the strategies that were implemented as part of the Open University Reading for Pleasure programme in the previous academic year.	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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf https://ourfp.org/findings/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
Continue to implement 'Word Aware' approaches to teaching vocabulary that was introduced in the	Oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	3,4

previous academic year.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Continue to 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	3,4
Continued 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 good maths subject knowledge amongst teachers and TAs systems that maximise learning, such as timetabling, intervention,	2,3,4

	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Improve the quality of assessment for learning processes 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	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. Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2,3,4
Carefully begin to implement the new, knowledge rich, PKC curriculum.	A knowledge-rich curriculum exposes children to ambitious content that has been highly specified and well-sequenced, leaving nothing to chance. Within schools, time is limited, and a knowledge-rich curriculum ensures that each moment will support children in acquiring the knowledge, skills and cultural capital that they will need to become well-educated citizens of the future. Every historical figure encountered, philosophical idea grappled with, and scientific concept applied, fits neatly into a scheme of learning that holds a sense of purpose and develops logically from lesson to lesson, unit to unit and year to year. Utilising cognitive science, the psychology of learning, memory and schemata, a knowledge-rich curriculum is designed to ensure that the knowledge is taught to be remembered. At its core, a knowledge-rich curriculum democratises knowledge – it	2,3,4

	enables all children, regardless of socio-economic background, to be provided with the opportunities to succeed in later life. The PKC has taken evidence and research into account to ensure that it incorporates the principles of spaced retrieval, formative low-stakes quizzing and plenty of practice to develop knowledge fluency in pursuit of mastery.	
Introduce a new phonics catch up scheme – Little Wandle	It is important is that schools take an approach that is rigorous, systematic and used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and that achieves strong results for all pupils, including the most disadvantaged.	3,4

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

Budgeted cost: £32,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully deploy Teaching Assistants to provide targeted intervention both within and outside of the classroom	Teaching assistants have a positive impact on pupil outcomes when deployed well – delivering interventions that they have been trained to deliver or targeting individual children or groups of children to reach specific goals and aims. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4

Teaching assistants to deliver targeted phonics intervention.	In-depth training and guidance provided to support teaching assistants to deliver the new phonics catch up programme.	
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. These texts are further supplemented by matching with excellent PKC curriculum.	2,3,4
Purchase a subscription to White Rose	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' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3,4
Deploy a learning mentor, who works closely with children displaying social and emotional challenges Deploy a sports mentoring scheme, who will supplement the above work.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2

Provide increased and frequent opportunities for parents to engage with their pupils' learning in school, and provide workshops for parents	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2
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' 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.	1,2,3,4

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

Budgeted cost: £10,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 https://nces.ed.gov/pubs2009/attendancedata/index.asp	1
Increase the access to extra-curricular activities for disadvantaged pupils. 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 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.	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: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships.	1,2

Supportive guides for maths and English provided to support at home reading and maths activities.		
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	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).	1,2,3,4
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). EEF '5-a-day' SEND guidance: https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1,2,3,4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcome	Evaluation of outcome –
1. The percentage of persistent absentees is reduced, particularly for the disadvantaged pupils	Whole school attendance for the academic year 22/23 was 93.7%, which is down 0.2% on the previous academic year. The whole school attendance for Pupil Premium for the academic year 22/23 was 91.9%, which is an increase on the previous academic year. So far this year pupil premium attendance is 92.9% which is a slight increase on any term in the previous academic year, and up 0.7% on the same term last academic year. For all pupils the current term is 94.4%, which is up 1% on the same period last year. It also compares favourably to pupil premium children nationally. Currently 12 of the pupil premium children are persistently absent, which is slightly up on the previous academic year. As a school, we continue to work with the families of these pupils.
2. Pupils' mental health and well-being, and their attitude to learning will improve.	Our annual pupil survey and ongoing pupil voice monitoring informs us that the percentage of pupils feeling safe at school has continued to increase with now well over 90% of pupils reporting that they feel safe in school. We have a growing number of case studies and examples 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 ever decreasing need for social and emotional support required for those particular pupils. Whilst this continues to be a positive trend, there is still an increase in the number of pupils and families displaying a need for social and emotional support. There are also some pupils and families who are continuing to find things difficult despite accessing relevant support.
3) Pupils will have fewer gaps in their subject knowledge and will then make rapid progress towards age related expectations.	Analysis of our end of Key Stage 2 data from the previous academic year demonstrates that the cohort achieved a higher standard than the previous cohort with an improved combined score – with particular gains in Writing and Maths. Having said this, our Pupil Premium children less favourably compared to the previous year where the combined score is concerned, due to the reading attainment. However those same children achieved great things in Maths and Writing – performing almost in line with the National figures. Our internal data is showing that in the other year groups, whilst there is progress towards the expected standard, our disadvantaged pupils are maintaining their level of progress. Those children that are already at

	expected standards are maintaining that, and those that are not, still are not.
4. Detailed knowledge of individual children informs whole class and targeted provision. Raise attainment for pupils who fall in to more than one vulnerable group	Regular formal and informal discussions have taken place over the previous academic year. The senior leadership team and their teachers have identified the pupils who need interventions or adaptations to be made to support the children's access to the curriculum. Internal records demonstrate the successes from those specific interventions. However, we continue to monitor where interventions are not as successful and what the barriers are to learning there. Pupils with more than one potential barrier to learning continue to be of a high priority to leaders and teachers alike. Planning takes account of these pupils and teachers work hard to meet the children's varying needs. The end of Key Stage 2 data showed that those with more than one barrier to learning achieved well, with many reaching the expected standard in at least one subject area.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent 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

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 relocating was a source of comfort for children, this in turn allowed them to focus on their learning as well as their feelings and emotions. It has also opened up parental conversations and additional Early Help support being provided.

Further information (optional)