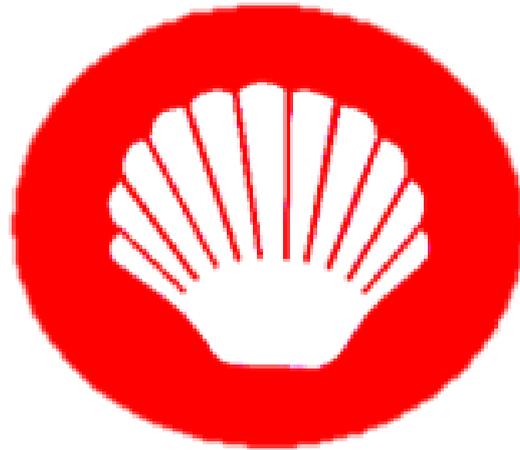


# St James CE Primary School



2021-2024

*Learn, laugh and live with the love of God*

## Pupil premium strategy statement

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 CE Primary School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	38.75%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 <b>2022-23</b> 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Jennifer Young Executive Headteacher
Pupil premium lead	Mrs Andrea Conant Inclusion Manager
Governor / Trustee lead	Mr Joe Heavey, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95 505.83
Recovery premium funding allocation this academic year	£13415.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,920.83

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have access to the highest standard of education and expectations. This ensures that they can all achieve their full potential academically, socially and emotionally. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attainers.

Our Journey Curriculum provides a bespoke, unique, and exciting learning experience which, through the nurturing of curiosity, aims for all our pupils to develop into articulate learners with high aspirations. Within this broad and balanced approach, we provide enriching experiences with the aim to build cultural capital. Our curriculum also places an important emphasis on developing resilience and perseverance and promoting wellbeing and health, with reading as the key to everything that we do.

We understand that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of National Lockdowns (EEF, 2021). As a result of this, we will consider the challenges for all our vulnerable pupils. The activity we have outlined in this statement is also intended to support the needs of, not only the disadvantaged, but also those we consider to be more vulnerable.

High-quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils and children with SEND in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which everyone takes responsibility for disadvantaged pupils' outcomes and raises expectations of what they can achieve
- Our actions are evidence based in National research
- Provide high quality training and support which focuses on an effective curriculum and teaching and learning
- Have clear, measurable success criteria

- Be flexible and responsive to meeting any changing local and national needs

## Challenges

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

Challenge number	Detail of challenge
1	<p>A central need of the school and our disadvantaged children is to develop language skills in all year groups. This need has been enhanced by Covid where communication, speech and language skills have been delayed due to a lack of social engagement, access to pre-school provision and a language rich environment.</p> <p>Low level skills on entry have been identified through NELI screening and the baseline assessments. Disadvantaged children achieved a standard score that was 12 points lower on the Language Screen than their peers. Wider difficulties throughout the school identified through teacher assessment.</p>
2	<p>The number of disadvantaged pupils meeting age related literacy levels is significantly lower than their peers as evidenced by NFER assessments. A gap analysis following lockdown indicated delays in early reading acquisition and writing skills across all years with 21% fewer disadvantaged pupils meeting age related expectation compared to non-disadvantaged pupils.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can have a negative impact on their development as readers. This can lead to poorer reading skills which has a negative impact on the rest of the curriculum.</p>
4	<p>Internal assessments including NFER standardised assessments indicate that our disadvantaged pupils generally achieve less well than their peers in Mathematics. There was a 12% gap between the proportion of disadvantaged pupils meeting age-related expectations and their non-disadvantaged peers.</p>
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour for learning.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 91.4% which is lower than for non-disadvantaged pupils.</p> <p>17 of disadvantaged pupils have been 'persistently absent' compared to 9 of their non disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>- Assessments and observations through the Voice 21 oracy project indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>-Language Screen check shows improved language skills in Reception, Year1 and Year 2</p>
2. Improved reading attainment among disadvantaged pupils.	<p>- Reading outcomes for disadvantaged pupils in each cohort improve year on year.</p> <p>- KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard.</p>
3. To improve the phonics provision across the school	<p>- RWI implemented and embedded across FS and KS1</p> <p>-At least 82% of pupils at the end of Year 1 pass the phonics screening check.</p> <p>- All pupils pass the phonics screening test by the end of KS1 unless identified with significant additional needs that impact language development.</p>
4. Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Maths outcomes for disadvantaged pupils in each cohort improve year on year.</p> <p>- KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard.</p>
5. To improve the well-being of pupils and reduce the impact of social and emotional issues to improve resilience and ability to self-regulate.	<p>PASS assessment and observation will show pupils have an increased ability to self-regulate, have increased resilience and behaviour for learning.</p> <p>Staff will also observe that child's ability to self-regulate, their resilience and behaviour for learning has improved through their engagement in lessons.</p>
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than National average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent being below National average and the figure among</li> </ul>

	disadvantaged pupils being no more than their non disadvantaged peers.
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## 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: £ 59, 960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Voice 21 project staff CPD</p> <p>Building upon the classroom practice elements of the project within the first year (wherein staff were given tools and expertise to weave oracy into their daily teaching and learning), to now construct a curriculum design wherein oracy is integral to the delivery of 2-3 key identified subjects.</p>	<p>Moss and Washbrook (2016) found that pupils receiving FSM are 1.6 times more likely to be below language expectations at age 5 compared to their non-FSM peers/ This gap grows to be twice as likely to be below language expectations by the age of 11.</p> <p>Further research from EEF evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years)</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>1,2</p>

	<p>Given that Oral language approached can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of these approaches may support some disadvantaged pupils to catch up with peers.</p> <p><a href="#">Early Years Communication   EEF Toolkit</a></p> <p><a href="#">Gender Gap Literacy and Language Development   University of Bristol</a></p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>CPD for staff to support the discrete teaching of vocabulary across the school.</p>	<p>The National Curriculum states: 'Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.' This course guides participants through that systematic approach, in a fun and effective manner.</p> <p>Spoken vocabulary at five impacts on reading comprehension at fifteen years of age. Yet children from the poorest 20% are already a year behind with spoken vocabulary by 5. There are many children in our classrooms who need support, and also so many words to learn. Thus, a year-on-year approach is called for.</p> <p>'Word Aware' is a structured whole school approach to promote the vocabulary development of all children. Focused on whole class learning, the approach is of particular value for those who start at a disadvantage - including children with Special Educational Needs and those who speak English as an additional language. This approach is full of practical and inspiring ideas that can be easily applied by busy classroom practitioners to develop both spoken and written vocabulary.</p> <p><a href="#">Vocabulary and Oral Language   Teaching and Learning Toolkit   EEF</a></p>	<p>1,2</p>

<p>Teaching and Learning Toolkit Development</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>Therefore, 20% of a senior leaders' time will be dedicated to the development of teaching and learning across the school, through research based approaches as outlined in the EEF toolkit and other key educational documents e.g. Teaching Walkthrus by Tom Sherrington.</p> <p><a href="#">Pupil Premium Guide   EEF 2021</a>  <a href="#">Teaching Walkthrus   Tom Sherrington</a></p>	<p>2,3,4,5</p>
<p>Wider Curriculum- Introduce and embed bespoke Journey Curriculum and Quest approach in lessons.</p>	<p>A wealth of research, see examples below, demonstrates the impact on ALL children's attainment and progress of a well-planned and sequenced curriculum, encompassing elements of cognitive science e.g. spaced learning, interleaving, retrieval practice and managing cognitive load.</p> <p>This strategy will include planning development, scrutiny of curricula documentation which supports teachers' delivery of subjects, instructional coaching for teachers and wider CPD for teaching assistants.</p> <p><a href="#">Education Inspection Framework   Ofsted 2021</a>  <a href="#">Cognitive Load Theory   Chartered College 2018</a>  <a href="#">Cognitive Science Approaches in the Classroom   EEF</a></p>	<p>2,4,5</p>
<p>Improve standards in reading by continuing to roll out and embed RWI, including ongoing consultancy support and CPD. Buy into Trust RWI support package.</p> <p>Purchase Fresh Start and train staff for pupils in Upper KS2 requiring phonics/reading support</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>

<p>Improve attainment in Maths through the purchase of the Maths No Problem scheme resources.</p> <p>Develop QFT in Maths through staff CPD and coaching.</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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 21,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to Engage in Nuffield Early Language Intervention (NELI) Program ensuring it is robustly implemented.</p> <p>Screening using the Language screen check and targeted support using NELI in EYFS and use of the Language Screen Check to identify children who continue to require support in Key stage 1.</p> <p>Transfer practice from EYFS in to KS1</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">NELI Language Intervention   EEF</a></p>	<p>1,2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>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</p>	<p>2, 3</p>

1:1 Fast track Read, Write Inc sessions for identified children in upper Key Stage 2.	effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Additional Maths sessions targeted at disadvantaged pupils who require further Maths support to address gaps in understanding.	Evidence indicates that small group interventions can be a powerful tool for supporting some pupils who require additional support alongside high quality teaching. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	4

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

Budgeted cost: £ 27,230.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop partnership with St Helens Mental Health Support Team</p> <p>Introduce new PSHE materials- Heart Smart</p> <p>Introduce St James Spirit- a bespoke curriculum which addresses social, emotional and mental health needs alongside statutory curriculum.</p> <p>Appoint a new Attendance and Pastoral Support Officer</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5, 6, 2,3,4,
<p>Embedding principles of good practice set out in the DfE's advice on improving school attendance.</p> <p>Develop the attendance team to improve attendance and punctuality of disadvantaged children, ensuring they are in school and ready to learn. This will include review how school is promoting a culture of positive school attendance, provision of pastoral support, engagement with parents</p>	<p>There is a strong link between attendance and attainment: "in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2."</p> <p>DfE's <a href="#">Improving School Attendance</a>: "There is a clear link between poor attendance at</p>	6

<p>including home visits, regular monitoring and follow up of attendance and development of new rewards systems.</p> <p>Appoint a new Attendance and Pastoral Support Officer</p> <p>.</p>	<p>school and lower academic achievement.”</p> <p>Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> <li>• The links between attendance and achievement are strong</li> <li>• Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</li> </ul>	
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**Total budgeted cost: £108,920.83**

## 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 2021 to 2022 academic year.

Unforeseen circumstances including significant staff absences impacted on the extent to which some activities in the strategy were implemented during 2021-2022.

The language screening check carried out with children in EYFS at the start and end of the year showed that those children who had accessed the Nuffield Early Language Intervention (NELI) had made an average score increase of 26.6 compared and average increase of 5.3 for children who had not accessed the intervention.

Read Write Inc (RWI) resources were purchased and most staff have completed training. The impact has not yet been seen in data, but it is anticipated that the impact will be seen during the next academic year as the programme is embedded and teaching expertise amongst staff increases. A need for further phonics support for some children in upper Key Stage 2 has been identified and will be addressed during the next academic year.

Reading is being placed at the centre of our Journey Curriculum with 'Joyful Readers' as one of the 'Journey Drivers' which weave through everything the children do. Wider reading is being embedded through: developing reading spines across the curriculum, a new English scheme and the introduction of new reading rewards,

Progress with the planned actions for Maths was impacted by significant staff absence but following review of the provision for Maths in school, it was identified that a new approach to teaching was needed and a suitable scheme to form the basis of teaching was identified and will be implemented during the next academic year.

Our internal assessments during 2021/22 and national testing continued to show that on average disadvantaged pupils perform below their non-disadvantaged peers but there is great variability between cohorts with some instances of pupil premium pupils out performing non-pupil premium peers. Cohorts are very variable in terms of the total number of pupils and the proportion of disadvantaged children and children with contributing vulnerabilities such as SEND. Analysis of this data has informed the activities for the year 2022/23.

Many of the pupils who accessed after school reading support showed a more positive attitude to reading – this was shown by a before and after attitudes survey and through teacher observation. The majority also showed an improvement in attainment in NFER

assessment scores following the intervention but this improvement had not always sustained a term later.

The PASS (Pupil attitudes to self and school) survey, completed by all pupils in Key Stage 2, identified attitudes to learning as an area to address. Within in this, ‘perceived learning capability’, was significantly lower amongst disadvantaged pupils

These areas will continue to be addressed through the introduction of St James Way, new Positive Relationships and Behaviour policy, and targeted support.

The number of families and children requiring social and emotional support has continued to increase since the start of the Covid 19 pandemic - a high proportion of these were disadvantaged pupils needing support through Early Help, or at Child in Need or Child Protection levels as well and referrals to outside agencies.

Despite the impact of Covid 19 related absences during the year, overall attendance for disadvantaged pupils has shown an improvement from 91.4% in 2020/21 to 93.7% in 2021/22. It continues to be lower that of non-disadvantaged children but the gap has narrowed. In 2020/21, disadvantaged children made up 63% of children who were persistently absent, but this fell to 52% in 2021/22. All absences were followed up by phone and, where needed, a home visit with support offered to remove barriers to attending school. The attendance team met regularly to monitor and tackle attendance and punctuality issues.

## Externally provided programmes

Programme	Provider
NA	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One child is eligible for service pupil premium. Their needs were met through the main pupil premium strategy.
What was the impact of that spending on service pupil premium eligible pupils?	Good progress was made with the child working above the expected standard.