

# St James CE Primary School



## Pupil Premium Strategy Statement 2024-2027

*Journeying Together to Live, Learn and Laugh with the Love of God*

## Pupil premium strategy statement

This statement details our school's use of pupil 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 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	163
Proportion (%) of pupil premium eligible pupils	43.56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£121,280
Recovery premium funding allocation this academic year	
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	£121,280

## 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.

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 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
- ensure 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	Basic literacy skill development - Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils along with weak spelling skills. These are evident from Reception through to KS2. This is also impacting the development of pupils' reading comprehension and writing skills.
2	Reading - The number of disadvantaged pupils meeting age related levels in reading is significantly lower than their peers as evidenced by termly NFER assessments. Analysis of assessment information, including reading and phonics assessments conducted in school, indicates many of these children have difficulties with reading fluency and comprehension skills.
3	Maths - Internal assessments including NFER standardised assessments indicate that our disadvantaged pupils generally achieve less well than their peers in Mathematics. In most cohorts, there continues to be a significant gap between the proportion of disadvantaged pupils meeting age-related expectations and their non-disadvantaged peers. Analysis has shown that fluency is a particular weakness.
4	Our analysis of school data, observations and discussions with pupils and families, shows that there are increasing numbers of children who are presenting with social and emotional difficulties which impact attendance, resilience and attitudes to learning and are barriers to learning. These challenges disproportionately affect disadvantaged pupils,
5	Attendance data for 2023-24 shows there is a discrepancy of -1.47% for disadvantaged pupils (92.78%) when compared to attendance of all pupils (94.25%). This represents a small improvement on the previous year but there is a need to continue the robust work around attendance within school to close this gap further.

## 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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<p>1. Improved basic literacy skills development including oracy, vocabulary knowledge and writing skills among disadvantaged pupils.</p>	<p>Disadvantaged pupils develop improved basic literacy skills including oracy, vocabulary knowledge, spelling and writing skills across the curriculum and, as a result, achieve well, closing the gap between them and their peers.</p> <p>This will be evidenced in the work pupils produce and results from national tests, examinations and internally used assessments.</p> <p>Pupils will be able to articulately talk about their learning and share their knowledge.</p> <p>Children identified through the Language screen in Reception will make accelerated progress with their language skills following Neli intervention.</p> <p>Increased proportion of disadvantaged pupils in Key Stage 1 achieving the expected standard or above in writing.</p> <p>Increased proportion of disadvantaged pupils in Key Stage 2 achieving the Expected Standard or above in writing.</p>
<p>2. Improved reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Reading outcomes for disadvantaged pupils in each cohort improve so that they are in line with national data.</li> <li>- KS2 reading outcomes in 2024/25 show disadvantaged pupils make expected or above expected progress in reading.</li> </ul>
<p>3. Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Maths outcomes for disadvantaged pupils in each cohort improve year on year.</p> <ul style="list-style-type: none"> <li>- KS2 Maths outcomes in 2024/25 show disadvantaged pupils make expected or above expected progress in maths.</li> </ul>
<p>4. To improve the well-being of pupils and reduce the impact of social and emotional issues leading to improved resilience and ability to self-regulate.</p>	<p>Pupil questionnaires 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>
<p>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<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 below 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 disadvantaged pupils being no more than their non-disadvantaged peers.</li> </ul>

## 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: £ 60,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>On going staff CPD, coaching and curriculum refinement to continue to ensure Oracy remains at the heart of the curriculum to develop 'articulate learners'</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>Continue to embed English scheme, introduced during the 2023-24 academic year, with clear vocabulary progression so as to support children's language development and writing skills, both within English and across the curriculum- on going CPD and coaching.</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>'Ready, Steady, Write' is a comprehensive and evidence-based English scheme. It provides a sequenced, ambitious curriculum, that places quality literature at its core and has a strong focus on vocabulary development.</p> <p><a href="#">Vocabulary and Oral Language   Teaching and Learning Toolkit   EEF</a></p>	1,2
<p>Introduce Ready Steady Comprehension scheme to ensure comprehension strategies are explicitly and systematically taught, to develop vocabulary knowledge and developing</p>	<p>EEF research shows that teaching reading comprehension strategies can have a high impact on pupil progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	1,2

<p>reading fluency. This will involve purchasing resources and providing on going CPD for staff.</p>	<p><a href="#">learning-toolkit/reading-comprehension-strategies</a></p> <p>Ready Steady Comprehension provides a clear teaching sequence to reading sessions that explicitly teaches reading skills and strategies in a cumulative way through evidence-based approaches.</p>	
<p>Introduce Ready, Steady Spell scheme to ensure spelling is taught systematically.</p>	<p><b>Ready Steady Spell</b> is a progressive systematic spelling programme from Year 2 up to Year 6. It covers all National Curriculum expectations progressively for all these year groups. It provides full coverage, in a cyclical way, by providing opportunities to reinforce and embed learning systematically and interactively</p> <p><a href="https://www.literacycounts.co.uk/ready-steady-spell">https://www.literacycounts.co.uk/ready-steady-spell</a></p>	<p>1</p>
<p>Implement PM Benchmarking as a new reading assessment system for children who have finished the phonics scheme, but are still struggling readers and not achieving ARE in assessments. This will lead to a better understanding of the child's difficulties and ensure that they are reading books which are carefully matched to their reading level. Purchase a carefully selected set of reading books which match to the assessments and will engage readers.</p>	<p>EEF research identifies the importance of identifying the appropriate level of text difficulty, to provide appropriate context to practice the skills, as well as a desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><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></p>	
<p>Introduce Opening Worlds curriculum for History and Geography – purchase resources and on-going CPD and coaching to ensure this is robustly implemented.</p>	<p>Opening Worlds was developed in schools tackling under-achievement in areas of social disadvantage. It is a knowledge-rich humanities programme for teaching history, geography in Years 3 to 6. It has been shown to improve literacy skills and is a highly inclusive approach.</p>	<p>1,2</p>



	<a href="https://openingworlds.uk/what-is-opening-worlds/">https://openingworlds.uk/what-is-opening-worlds/</a>	
<p>Continue to embed and develop the use of the Maths No Problem scheme resources to ensure it is used to support the needs of all learners including further staff CPD and staff coaching.</p> <p>Work with the Northwest Maths Hub on a project to develop fluency and investing in manipulative table boxes in every year group.</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 including the use of manipulatives and visual representations to support pupils who are struggling with maths:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	3

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

Budgeted cost: £ 22 278

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</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.</p> <p>Approaches that focus on speaking,</p>	1

	<p>listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">NELI Language Intervention   EEF</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p> <p>1:1 Fast track Read, Write Inc sessions for identified children in lower Key Stage 2.</p> <p>Continue to embed Fresh Start pupils in Upper KS2 requiring phonics/reading support</p> <p>Comprehension fluency groups to provide additional opportunities to practice applying reading strategies taught in whole class reading lessons.</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 effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><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></p>	2
<p>Group Maths sessions targeted at disadvantaged pupils who require further Maths support to address gaps in understanding and developing Maths fluency.</p> <p>Continue to embed the use of First Class Number Intervention as a means of supporting off track children in Key Stage 1</p>	<p>Evidence indicates that small group interventions can be a powerful tool for supporting some pupils who require additional support alongside high quality teaching.</p> <p><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></p>	3

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

Budgeted cost: £ 38,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Pastoral and Safeguarding manager and a Children's Wellbeing Champion to strengthen the school's pastoral team and the school's capacity to meet the pastoral and well-being needs of children. This will include providing pastoral check ins, targeted support around emotional regulation, school therapy dog sessions and Lego therapy.</p> <p>Strengthen links with parents to increase parental engagement including meeting with parents, arranging parent coffee mornings and where appropriate, making home visits.</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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></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>1,2,3,4,5,</p>
<p>Buy into the local authority EWO service to work with the school-based attendance team to improve attendance and punctuality of disadvantaged children, ensuring they are in school and ready to learn.</p> <p>Employ a pastoral and safeguarding manager to work with EWO and the rest of the attendance team on initiatives including participating in Attendance Hub network to promote a culture of positive school attendance, provision of</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 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</p>	<p>6</p>

<p>pastoral support, engagement with parents including home visits, regular monitoring and follow up of attendance and development of new rewards systems.</p>	<p>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: £121, 280

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 2023 to 2024 academic year.

<p>During 2023-24, and the second half of 2022-23, a significant number of children joined the school across all year groups. A high proportion of these children were disadvantaged, and several were doubly disadvantaged due to having SEND, predominately with Social, Emotional and Mental Health needs as well, or had previous school attendance concerns. This has continued to impact significantly on the progress that can be demonstrated through the data.</p> <p>Read Write Inc (RWI) has continued to be robustly embedded with ongoing consultancy support and CPD leading to increased teaching expertise amongst staff. From 2023-24 data, the impact can again be seen in the number of children passing the phonics screening check in Year 1. 86% of all children passed (previously 84% in 2022-23), and 70% of pupil premium children passed (previously 50% in 2022-23). This represents a significant reduction in the gap.</p> <p>The Journey Curriculum, introduced in 2022-23, has continued to be embedded with reading at the centre of the curriculum with 'Joyful Readers' as one of the 'Journey Drivers' which weave through everything the children do. Disadvantaged children have especially benefitted from having access to an enhanced range of books through the curriculum reading spines available in school, as well as the many books available in the school library and reading areas which continue to be developed around the school.</p> <p>The 2024 Key Stage 2 SATs results show that 57.14% of disadvantaged children reached the expected standard in Reading- this represents a slight increase from the previous year. At Key Stage 1, 54% of disadvantaged children reached the expected</p>
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standard however there were some children who are doubly disadvantaged with in this cohort with complex SEND needs. Analysis of reading data across the school will be used to inform the activities of the new pupil premium strategy and activities in 2024-25.

The use of Fresh Start materials to deliver 1:1 and small group phonics and reading support for identified children in upper Key Stage 2 has continued. There were fewer children requiring this support during the academic year. The reasons for this were a combination of some children in Year 6, who had accessed the previous year, having completed the programme, and the Year 5 cohort not having many children who required it.

Maths No Problem resources which were purchased in 2022-23, continue to be embedded across school with ongoing staff CPD and coaching to develop teaching of Maths. Our internal assessments during 2023/24 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 continue to be very variable in terms of the total number of pupils, the proportion of disadvantaged children and children with contributing vulnerabilities such as SEND. Analysis of this data has informed the activities for the year 2024/25 and is documented in the 'Maths raising attainment plan' and further actions considered in the new Pupil Premium Strategy.

The number of families and children requiring social and emotional support has continued to increase over the last few years, leading to increased referrals to outside agencies, as well as significant pastoral support needs within school. A range of pastoral and well-being support was implemented including pastoral check ins, targeted support around emotional regulation, school therapy dog sessions and Lego therapy.

The school's deputy Head teacher completed a Trauma Informed Diploma and has begun to develop this within school. In addition, Drawing and Talking Therapy training was completed by the Inclusion Leader, enabling school to offer support to help children process trauma.

39% of disadvantaged children accessed at least one pastoral intervention within school during the year, and of these, 55% were identified as needing high levels of support. 85% pupils needing support through Early Help, or at Child in Need or Child Protection levels were disadvantaged pupils.

The school has continued to work hard to promote school attendance. The attendance team, including Local Authority EWO, met regularly to monitor and tackle attendance and punctuality. All absences were followed up by phone and, where needed, a home visit, as well as parents invited to informal meetings to offer support to remove barriers to attending school.

Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 92.78 % which continues to be lower than for non-disadvantaged pupils but represents a small improvement.

15 disadvantaged pupils have been 'persistently absent', this figure was 18 in the previous academic year so represents an improving situation.

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A