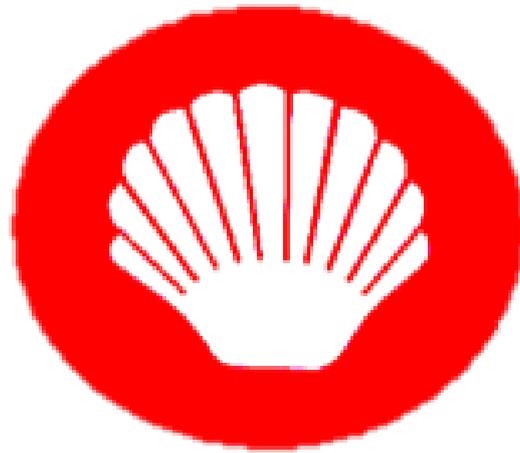


St James CE Primary School



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	165
Proportion (%) of pupil premium eligible pupils	41.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jan Holmes Headteacher
Pupil premium lead	Andrea Conant Inclusion Manager
Governor / Trustee lead	Joe Heavey, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,391
Recovery premium funding allocation this academic year	£9,716
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,107

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 curriculum puts all our children at the heart of everything we do. We are passionate about providing an inclusive and supportive environment where every child can succeed. We also take into account the need to provide enriching experiences with the aim to build cultural capital, develop language and oral skills, aspiration and support physical and mental well-being.

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 center 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 standardized assessments indicate that mathematics attainment among disadvantaged pupils is poor. 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, 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"> 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.

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| | <ul style="list-style-type: none">• 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. |
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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: £70 950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Voice 21 project staff CPD</p> <p>Equipping staff with the expertise, tools and resources to provide a high-quality oracy education in every classroom to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Research from EEF evidences that oral language interventions have a high impact on pupil progress and can be implemented inexpensively across the school</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Quality First teaching</p> <ul style="list-style-type: none"> We will purchase resources and fund ongoing teacher CPD to develop their skills to deliver high quality teaching fund two additional teachers to release more experienced teachers to share good practice 	<p>EEF guidance states: ‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	2,3,4,5
<p>Purchase a Read, Write, Inc to secure stronger phonics teaching for all pupils.</p> <p>Training for all staff in delivering the new phonics programme</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3
<p>Enhancement of our maths teaching and planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	4

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf publishing.service.gov.uk</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage in Nuffield Early Language Intervention (NELI) Program</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>Research from EEF evidences that language and communication skills should be prioritised in EYFS and recommends the use of high quality assessments and targeted support for struggling learners. The report states that the Nuffield Early Language Intervention (NELI) has been rigorously evaluated and found to produce positive results.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p>	<p>1,2</p>
<p>Additional staffing</p> <p>Funding of two additional teachers to release more experienced teachers to provide quality intervention in key areas.</p>	<p>DfE guidance on supporting disadvantaged pupils, states that effective schools were found to deploy their best teachers to work with pupils who needed the most support.</p> <p>Support will initially focus on Year 6 reading and writing and maths and on Year 2 phonics reading, and Maths.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>2,3,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</p>	<p>2, 3</p>

who require further phonics support.	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Additional reading sessions targeted at disadvantaged pupils who require further support with reading and comprehension skills.	Evidence indicates that small group interventions can be a powerful tool for supporting some pupils who require additional support alongside high quality teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	2

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

Budgeted cost: £24 157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Pupil Attitudes to Self and School (PASS).</p> <p>Training for staff in the administration of the pupil surveys, analysis of data from the surveys and in the implementation of interventions and support for identified needs.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</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>This will involve provision of pastoral support such as Breakfast Club and engagement with parents including home visits, regular monitoring and follow up of attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance</p>	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside	All

	to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £108,107

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in 2018/19 (no internal data is available for the end of 2019/20) in key areas of the curriculum. The outcomes we aimed to achieve within the previous plan have not been realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. The requirement to maintain bubbles limited the efficient use of resources such as limiting use of staff across bubbles and free access to resources including books which had been invested.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This required the school to make significant changes to mitigate the impact of the disruption caused by the pandemic. Central to this was ensuring access to a high-quality curriculum during periods of closure and when class groups were required to self-isolate. Devices and dongles were provided for those pupils who needed them so that they were able to access daily class Teams meeting, a variety of online learning resources including lessons provided by Oak National Academy and lessons recorded by staff. 1:1 and small group interventions were along continued where possible online. Staff maintained regular phone contact with families and providing technical, academic and pastoral support were needed. Stationary packs and other resources to support a child's individual needs were also provided where this was required.

On return to school, NFER standardised assessments were used to identify specific areas of reduced or delayed learning in core areas of Maths and English so that adjustments to planning could be made to address these gaps.

Overall attendance for disadvantaged pupils in 2020/21 was 91.4% which is lower than for non-disadvantaged pupils. 17 of the disadvantaged pupils were 'persistently absent' compared to 9 of their non disadvantaged peers during that period. A major factor in this was a number of pupils who were identified as vulnerable and offered a place in school during school closure period at the start of 2021 but whose parents refused the place.

Our assessments and observations indicated that pupil behaviour for learning, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-

related issues. The impact was particularly acute for disadvantaged pupils with an increase in the numbers of vulnerable children requiring support through Early Help and referrals to outside agencies. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Owing to the school's pastoral support worker leaving and another being recruited, the pastoral support available during the year was not consistent. With a full team now in place, we are developing pastoral support within school with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

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