

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 |
| Number of pupils in school | 111 (+ Nursery) |
| Proportion (%) of pupil premium eligible pupils | 29.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22, 2022-23, 2023-24 |
| Date this statement was published | 18 October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | David Roundtree |
| Pupil premium lead | Natalie Beatson |
| Governor lead | Rachel Greenhalgh |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £43,350 |
| Recovery premium funding allocation this academic year | £4,785 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £48,135 |

Part A: Pupil premium strategy plan

Statement of intent

We want our school to be a happy and healthy place to achieve and believe for every child, including those who may be socially disadvantaged.

'Happy and healthy' (including positive mental health) because we can't learn effectively without these basic needs being met. 'Achieve and believe' because we want our children to be confident in themselves so they can realise their potential as people who find learning enjoyable, relevant, inspiring and creative – our four positive attitudes that we aim for, as set out in our [Curriculum Statement](#).

We use pupil premium funding to help us meet this aim.

In our approach to planning and executing this strategy, we follow key principles that we believe can maximise the impact of our pupil premium spending:

High expectations

We firmly believe in all children: no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High quality provision

Good quality teaching is key to good progress and attainment. We continue to ensure that all pupils receive good teaching. We ensure consistent application of key elements of teaching and learning such as planning, feedback and assessment. We provide high quality professional development for all staff.

Emphasis on basic skills

High standards in English and mathematics can only be achieved if our children are confident and competent in basic skills and knowledge, such as reading age-appropriate texts fluently and having number fact fluency (a rapid recall of number facts, including times tables). Our emphasis on basic skills may be in the form of direct teaching and additional support, or may be indirect through improving attendance, behaviour or access to resources and support.

Broad and balanced curriculum

Pupils access the very broadest opportunities across all subjects. This includes providing or subsidising rich cultural experiences and building up pupils' 'cultural capital'.

Knowing our children

Pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of underachievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. Likewise, there are pupils who may be vulnerable but who are not in receipt of pupil premium funding – we use the funding to support pupils with identified needs.

Collaboration

We adopt a whole school approach: all relevant staff are involved in identifying pupils in need and the barriers to their learning. We work across Sphere Federation to share ideas and to challenge each other on the impact of strategies.

Early intervention

High quality provision in the Early Years Foundation Stage with a strong emphasis on oracy and characteristics of effective learning builds a strong foundation for subsequent success in Key Stages 1 and 2.

There are key processes in place as we formulate and execute this strategy:

Evaluation

We review how effective our previous strategy was. The last two years has seen disruption caused by the coronavirus, making it hard to reliably measure impact. Before the pandemic, however, we were

increasingly confident that the strategies we had developed were successful. To support our evaluations, we seek the views of external consultants.

Identifying barriers to learning

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

Use of assessment

We acknowledge the importance of assessment as a basis for planning provision including additional support and challenge. Assessment data is analysed each term in order to evaluate the performance of all pupils, including consideration of pupils selected for support using pupil premium funding where this can be evaluated in terms of quantitative outcomes.

Provision

Children are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. We take a flexible approach and therefore plans set out here may sometimes vary to meet an individual's need, if a specific or immediate one becomes more apparent.

Consideration of evidence

We refer to research and evidence when considering the actions we take to address barriers to learning. The [Education Endowment Foundation's Teaching and Learning Toolkit](#) is central to this. (Reference to this is made below, using 'EEF' abbreviation.) For example, evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils – that's why we invest a significant amount in continuing professional development.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Previous limited progress and current lower attainment, which has been exacerbated by Covid lockdowns |
| 2 | Limited oral language skills, which slow down progress in reading and writing (and increasingly research indicates other subjects, too) |
| 3 | Limited learning behaviour, which might be a reflection of a lack of regular routines including home reading and learning spellings and practising number fact fluency |
| 4 | From time to time, due to social and/or emotional circumstances, some individuals are at risk of disengaging at an early age from education, not being ready for secondary school and not fulfilling their long-term potential. |
| 5 | Limited life and cultural experiences, which for some of our pupils restricts understanding of some curriculum areas |

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 |
|--|--|
| Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make accelerated progress and increase attainment. | The majority of pupils make rapid progress in Reading, Writing and Maths. All pupils make at least expected progress in Reading, Writing and Maths. |
| Improved oral language skills for pupils identified as needing the support. | The progress made by children receiving speech and language support in Early Years Foundation Stage is rapid. |
| Through greater social and emotional support, children are more ready and able to learn. | All children chosen for additional support make at least expected progress in Reading, Writing and Maths. Where applicable, improved attendance. |
| Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits / experiences. | Pupil feedback indicates enriched learning experiences. Teacher observation confirms positive attitude. |

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: £29,568

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Carry out individual and small-group interventions to support and challenge pupils appropriately. | Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations. EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months). | 1 |
| Subsidise leadership costs to free up senior leaders to support new teachers in school. | <i>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.'</i> (DfE, 2021) | 1, 2 |
| Invest in oracy CPD so that school leaders and subsequently teachers have a greater awareness and improved skills around teaching effective speaking and listening. | EEF evidence: 6 months' extra progress can be made through oral language interventions. The CPD will raise awareness of this amongst school leaders and teachers. | 2 |

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

Budgeted cost: £4,723

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------|---|-------------------------------|
| Speech and language therapy. | Our past experience indicates that this has a positive impact on selected children's communication skills. EEF evidence: 6 months' extra progress can be made through oral language interventions. | 2 |
| NumBots and Times Tables Rock Stars. | We have limited in-house evidence around the long-term impact of this | 1 |

| | | |
|--|---|---|
| | because we began to invest just before the pandemic. EEF evidence: 5 months' extra progress can be made through effective homework. | |
| After-school additional learning sessions. | Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations. EEF evidence: 6 months' extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition. | 1 |
| IDL, an online reading and spelling programme. | EEF evidence: 5 months' extra progress can be made through effective phonics. | 1 |

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

Budgeted cost: £29,051

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Fund the work of the Sphere Federation Learning Support Mentor. | Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential. EEF evidence: those involved in social and emotional support can make 4 months' extra progress. | 3 |
| Invest in local extended services and inclusion partnerships. | As above. | 4 |
| Invest in play therapy. | As above. | 4 |
| Children across school participate in a variety of funded experiences, which may include theatre visits, music lessons, after-school clubs, residential. This will include subsidised visits to art galleries / sculpture park as part of the curriculum this year. | Previous activity in this area evidences pupil enjoyment and engagement in learning: <i>'I've never been to the theatre before. I will be able to tell the story to my aunty when I get home. (Y1 pupil following a trip to the theatre)'</i> . EEF evidence: those who participate in the arts can make 3 months' extra progress. | 5 |

Total budgeted cost: £63,342

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.

Specifically, there were four intended outcomes stated in the 2020-21 strategy:

- Accelerated progress
- Improved oral language skills
- Readiness to learn and learning behaviour
- Greater cultural capital

Progress

We assessed all pupils using a range of assessments (eg past SAT papers and other externally-sourced assessments); these supplemented teachers' own assessments. (More details about end of Key Stage 2 assessments can be found on the website in the Results page.)

There were 26 disadvantaged pupils across Key Stage 1 and 2 at St James' CE Primary with some known prior attainment as a basis to measure progress. By the end of last year, proportions of children working at the expected standard or greater depth in Reading, Writing and in Maths were low and had fallen from previous years; this would appear to be an impact of lockdowns. Broadly speaking, more older children were at expected standard or greater depth standard in Reading, Writing and Maths, and more younger children were working towards expected standard. This reflects [national research](#) that indicates younger pupils have been most affected by lockdown learning loss.

Having said that, in terms of progress, 77% - 88% of the 26 disadvantaged pupils made what can be regarded as expected progress (or better). In light of the challenges presented by lockdowns, this is a positive picture, although we recognise that there is much to do to address the attainment gap between pupils, particularly younger pupils, and to ensure a greater proportion are working at expected or greater depth standard by the end of primary school.

Oral language skills

Two children who started school in Reception were identified early as having Speech, Language and Communication (SLT) difficulties. Both were prioritised to be referred to Talking House (external SLT support). Of the two, one reached Good Level of Development.

Learning behaviour

Learning behaviour has been very positive in the majority of classes. This has been evident on learning walks carried out by school leaders. Where learning behaviour was affected by other issues, some support with the Sphere Federation learning mentor or a play therapist has helped improve self-esteem and therefore more confident to engage in learning.

Cultural capital

Although lockdown was a challenge, we still worked hard to provide children with rich, cultural experiences. We bought 'dip-in' books for each classroom in KS2 – books that children can read parts of occasionally rather than chapter books to read from cover to cover.. The children have been keen to read these books and they have promoted lots of discussion in class. As part of the Y5/6 history topic, we had a virtual tour from Leeds Museum which helped children have a better understanding of Ancient Egypt and provided an opportunity for children to ask lots of questions. The children also experienced a virtual live theatre performance.

Catch-up premium outcomes

Separately, schools were allocated Covid catch-up premium. Plans for this were set out in a separate document, as funds were released to support pupils following 2019-20 lockdown). Funding was allocated per pupil.

We invested the funding to employ a teacher to target support in KS2. The interventions were focused on very specific skills such as spelling, times tables, handwriting and reading fluency. Times tables checks showed an improvement in scores and books showed an improvement in handwriting and spelling.

The following outcomes refer to Years 1 to 6.

In **Reading**, we saw an increase compared to the previous year in pupils who had made accelerated progress in two out of the six year groups, and a decrease in the proportions of pupils who made less than expected progress in four of the year groups.

There is a less positive picture in **Writing**, which is likely to be a reflection on lockdown that we haven't yet managed to address securely. Across the six year groups, there was a mixture of accelerated progress and less than expected progress.

The outcomes in **Maths** are more encouraging. In three out of the six year groups, there was an increase compared to the previous year in pupils who had made accelerated progress, and also in five classes a decrease in the proportions of pupils who made less than expected progress.

Relating only to the Year 6, we also saw an increase in the proportions of children achieving greater depth level in Reading and Maths.

Externally provided programmes

| Programme | Provider |
|---|--|
| Speech and language therapy | Talking House |
| Various curriculum support programmes, such as NumBots and Times Tables Rock Stars | Maths Circle: http://mathscircle.com/ |
| We chose not to invest in external programmes through the National Tutoring Programme as much of the support available involved online learning and we wanted to avoid this, based on the extent of online learning we had asked of our pupils. | |