

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	118 (+ Nursery)
Proportion (%) of pupil premium eligible pupils	33.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23, 2023-24, 2024-25
Date this statement was published	14 October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	David Roundtree
Pupil premium lead	Natalie Beatson
Governor lead	Jude Rawlings

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,885
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£54,205</b>

# 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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 <b>accelerated progress</b> 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.
<b>Improved oral language skills</b> 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, <b>children are more ready and able to learn.</b>	All children chosen for additional support make at least expected progress in Reading, Writing and Maths. Where applicable, improved attendance.
Even <b>greater engagement and enrichment</b> 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: £32,523 (supplemented where necessary and appropriate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce split-age class in KS1 as well as continue in Y3,4.	Splitting the mixed-age Y3,4 class (introduced November 2021) led to greater opportunities for small group tuition and frequent, close feedback. 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 (6 months).	1
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> Year 2, 3 and 4 cohorts benefitted from smaller classes due to an extra teacher being employed. There was rapid progress in Year 4 and the learning behaviour in the class improved. In Year 2, all children who did not reach 32/40 in the Y1 phonics screening check passed the check in Year 2. This includes pupils in receipt of pupil premium.		
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
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> After-school tuition had a positive impact on end of Year 6 Reading outcomes and Year 4 Reading and Maths outcomes.		
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> ( <a href="#">DfE, 2021</a> )	1, 2
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> Both the Early Career Teachers (ECTs) had a successful year with good lesson observations, pupil outcomes and feedback from pupils and parents. Weekly support was put in place for the ECTs.		

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

Budgeted cost: £2,710 (supplemented where necessary and appropriate)

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
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> Three children had sessions with the speech and language therapist. Two of these children were eligible for pupil premium.		
NumBots and Times Tables Rock Stars.	We have limited in-house evidence around the long-term impact of this because we began to invest just before the pandemic. EEF evidence: 5 months' extra progress can be made through effective homework.	1
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> All children had access to Numbots or TimesTable Rockstars; their access, participation and progress was tracked by individual teachers. If children weren't accessing the material, teachers contacted parents to offer support and to raise the profile of the programmes. Head of School also followed up some of these conversations to ensure parental engagement and to support with any issues. 44% of Y4 attained 25/25 in the multiplication check (national: 29%) and the average score was 19.9/25 (national: 20.2/25). Of the ten pupils in receipt of pupil premium, four attained 25/25 (40%) and their average score was 18.4/25).		
After-school additional learning sessions led by adults in school.	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
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> The biggest impact of after-school tuition was in Year 6 Reading. In Year 6, all three of the supported individuals who were regularly attending after-school tuition for Reading made progress in terms of reading comprehension.		
IDL, an online reading and spelling programme.	EEF evidence: 5 months' extra progress can be made through effective phonics.	1
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> The impact of this was difficult to evaluate due to sporadic use of the programme. Tighter monitoring of its consistent use to be carried out 23-24.		

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

Budgeted cost: £18,972 (supplemented where necessary and appropriate)

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
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> The Learning Mentor worked with children to support their emotional and mental well-being; work around building relationships; support with speech and language; parental engagement especially with successful coffee mornings and supporting learning in the classroom. She has supported with attendance, helping to improve the attendance of some of the persistent absentees.		
Invest in local extended services and inclusion partnerships.	As above.	4
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> We referred pupils for family support, wellbeing support and attendance support. With support from the Attendance Officer, we saw an improvement for two pupils (one family) in their attendance and learning behaviour.		
Invest in play therapy.	As above.	4
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> Five children benefited from play therapy. Teachers and parents saw improvements in behaviour and/or wellbeing.		
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
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> In Autumn term, we subsidised Y3 and Y4 trip to Magna Museum. In Summer Term, we subsidised Y6 residential and the Key Stage 2 trip to Filey. Both trips were closely linked to the curriculum (Science and Geography), thereby supporting pupils' learning.		
We're mindful of the cost of living crisis. As yet, we have yet to see a significant impact. However, we may need to divert funding towards some family support.	Maslow's Hierarchy of Needs indicates that a child can't learn successfully if basic physiological needs aren't satisfied.	
<b>End of year comment (see the 2023-24 plan, section B, for review):</b> We supported some families with short term breakfast club and after school club provision. We supported some families with clothing such as a swimming kit for a Year 4 child.		

**Total budgeted cost: £54,205** (supplemented where necessary and appropriate)



## 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.

#### **Teaching**

We split the previously mixed-age Y3,4 class.

Y3 children achieved age-related expectations (ARE) in Term 1.2 (December) to Term 3.2 (July):

Reading: 5.2 percentage point increase

Writing: 17.7 percentage point increase

Maths: 17.7 percentage point increase

Y4 children achieved age-related expectations (ARE) in Term 1.2 (December) to Term 3.2 (July):

Reading: 7.1 percentage point increase

Writing: accurate assessments aren't available due to staffing issues

Maths: 12.2 percentage point increase

Both Y3 and Y4 class teachers are employed for the following academic year. Lesson observations have been very positive and pupil progress has been good (see above).

Staff report improvement in children's oracy skills. Approach to development in oracy skills is now further embedded across our curriculum with these skills being taught incidentally, not accidentally.

#### **Targeted academic support**

Speech and language therapist supported in two applications for FFI funding which were successful.

Children continue to use NumBots and Times Tables Rock Stars and times tables scores are improving across KS2.

The proportion of Y4 children scoring 20+ / 25 in multiplication assessments increased by 29 percentage points since the start of the year, and the average score increased by 6.6.

Two Y5 children continued with the 1:1 tuition outside of school. In all three areas, the children remained in the same teacher assessment band. Little improvement was seen in end of year outcomes, so we will review the use of this provision.

IDL continues to be used to support children's spelling and reading. Good progress was made in the Y3 and Y4 reading fluency scores.

#### **Wider strategies**

Learning Mentor time has allowed support with attendance and punctuality. Issues around staffing meant a more significant impact was not seen across the full year, particularly at the start of the year.

The Learning Mentor has engaged families, particularly families who are entitled to pupil premium, by making phone calls and arranging meetings to discuss support with learning at home. Coffee mornings have been successfully attended.

Continue to engage with cluster and make referrals. We made nine referrals from September 2021 to July 2022, which is higher than average based on school size, demonstrating that we are getting value for money from this investment.

The play therapist has had a positive impact on the wellbeing of pupils with whom she worked. The Y6 teacher reports that a pupil the therapist worked with started to develop effective relationships with other pupils and appeared calmer in the classroom environment.

All classes had a school trip by the end of the year, including the Y6 residential in May 2022. Finance wasn't a limiting factor as families were supported financially if needed.



## Externally provided programmes`

Programme	Provider
Speech and language therapy	Kathryn Thompson – independent SLT
Various curriculum support programmes, such as NumBots and Times Tables Rock Stars	Maths Circle: <a href="http://mathscircle.com/">http://mathscircle.com/</a>
We chose not to invest in external programmes through the <a href="#">National Tutoring Programme</a> 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.	