

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The statement relates to 2024-25, the third year of the three year plan.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St James' CE Primary
Number of pupils in school	154 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2022-23, 2023-24, 2024-25
Date this statement was published	first published 14.10.22; updated 27.11.23, 11.10.24
Date on which it will be reviewed	September 2024
Statement authorised by	David Roundtree
Pupil premium lead	Natalie Beatson
Governor lead	Nolan Keep

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,270

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.

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: £15,081 (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. 2023-24 update: We have had to review staffing due to financial limitations, meaning this action will not continue in 2023-24; however, single age classes remain Early Years and Key Stage 1.	Despite EEF evidence relates to various potential benefits, in 2023-24, we have had to review staffing due to financial limitations, meaning we can no longer sustain smaller classes throughout school.	na
Carry out individual and small-group interventions to support and challenge pupils appropriately. This includes a Phonics Champion (support staff member with Phonics as a focus) and Times Tables Champion.	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 and additional student 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

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

Budgeted cost: £3,770 (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
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
After-school additional learning sessions led by adults in school. 2023-24 update: At least half of these are Maths, based on pupil outcomes 2022-23.	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: £31,419 (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
Invest in local extended services and inclusion partnerships.	As above.	4
Invest in play therapy. 2023-24 update: No sessions planned in 2023-24 due to financial priorities for pupil premium funding and school budget overall.	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
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.	

Total budgeted cost: £50,270 (supplemented where necessary and appropriate)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil outcomes

Numbers of pupils eligible for pupil premium are small. To ensure that pupils can't be identified, we have not included data for the very small numbers in any particular year group. Instead, we review progress and attainment in two ways.

Caution: pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.

1. Review of the attainment in national assessments for pupils eligible for pupil premium in 2022-23 and 2023-24 (first and second year of this three-year strategy).

(Figures in brackets are for comparison: all pupils in year group in 2024; *all pupils nationally in 2024*)

Year 6: Proportions at Expected Standard in end of Key Stage 2 assessments (SATs) (11 children):

- Reading: 45% (50%, 74%)
- Writing: 64% (70%, 72%)
- Maths: 36% (50%, 73%)

Year 4: Average score in Multiplication Check (15 children):

- 18.7 out of 25 (21.2, 20.2)

Year 2: Proportions at Expected Standard in end of Key Stage 1 assessments (SATs) (8 children):

- Reading: 63% (83%, 2023 national 68%)
- Writing: 50% (79%, 2023 national 60%)
- Maths: 63% (83%, 2023 national 70%)

Year 1: Phonics Screening Check (5 children):

- 60% met the check; average score for those who were able to do the check was 33.5 out of 40 (78%, 80%)

Reception: Proportions at Good Level of Development (4 children):

- 50% (77%, 67%)

2. Review of the attainment and progress for all pupils eligible for pupil premium

Key Stage 1 and 2 in the 2023-24 year.

This internal analysis measures progress from previous starting points:

- for children in Key Stage 1, we have compared attainment in July 2024 with attainment at the end of Reception year (or, if new to school, from attainment on joining school)
- for children in Key Stage 2, we have compared attainment in July 2024 with attainment at the end of Key Stage 1 (ie the end of Year 2) (and similarly, if new to school, from attainment on joining)

In 2023-24, there were 30 pupils in this group.

Reading:

- 93% made at least expected progress, including 43% making more rapid progress
- 53% reached age-related standards or higher

Writing

- 97% made at least expected progress, including 60% making more rapid progress
- 57% reached age-related standards or higher

Maths

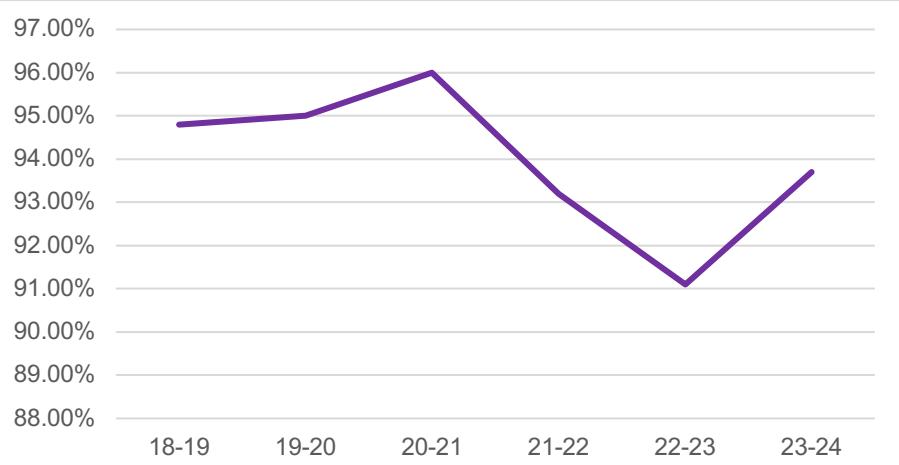
- 97% made at least expected progress, including 13% making more rapid progress
- 40% reached age-related standards or higher

It's encouraging to see high proportions making at least expected progress. However, more will have to make rapid progress in order to reach age-related standards, particularly in Maths. Further training around adaptative teaching and Mastering Number in 2024-25 is planned in order to support this.

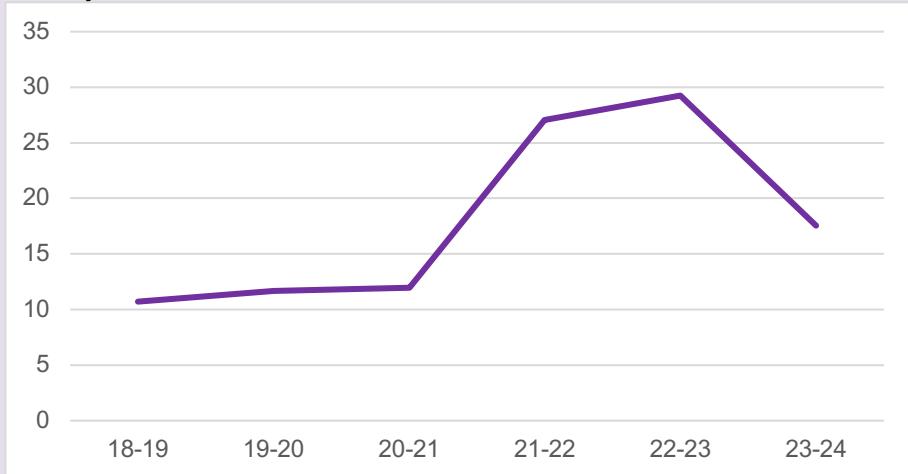
Other measures

1. Attendance

Our internal data shows that Covid lockdowns had a significant and long-lasting impact on attendance: attendance dropped significantly in 2021-22 (after the lockdowns):

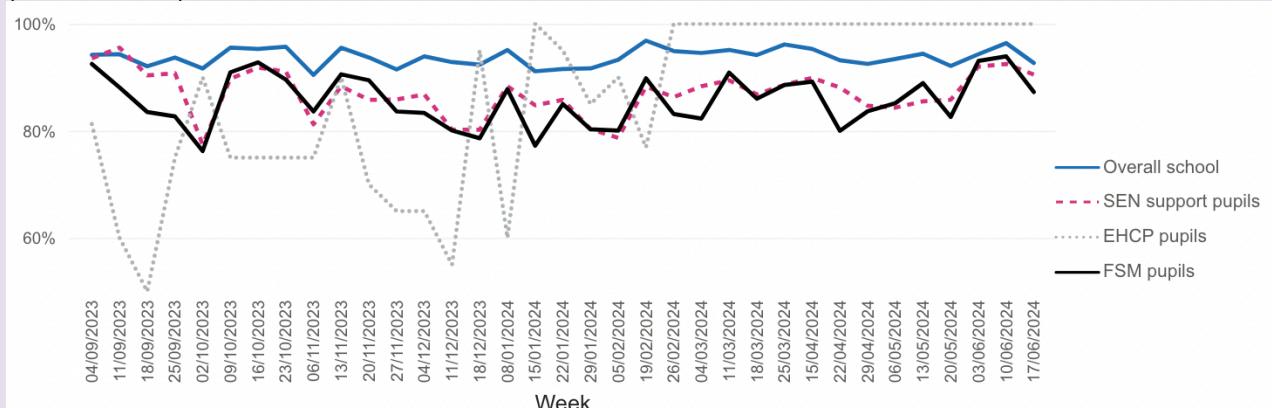


This impact was largely due to a rise in 2021-22 (after the lockdowns) in the numbers of pupils who were persistently or severely absent:



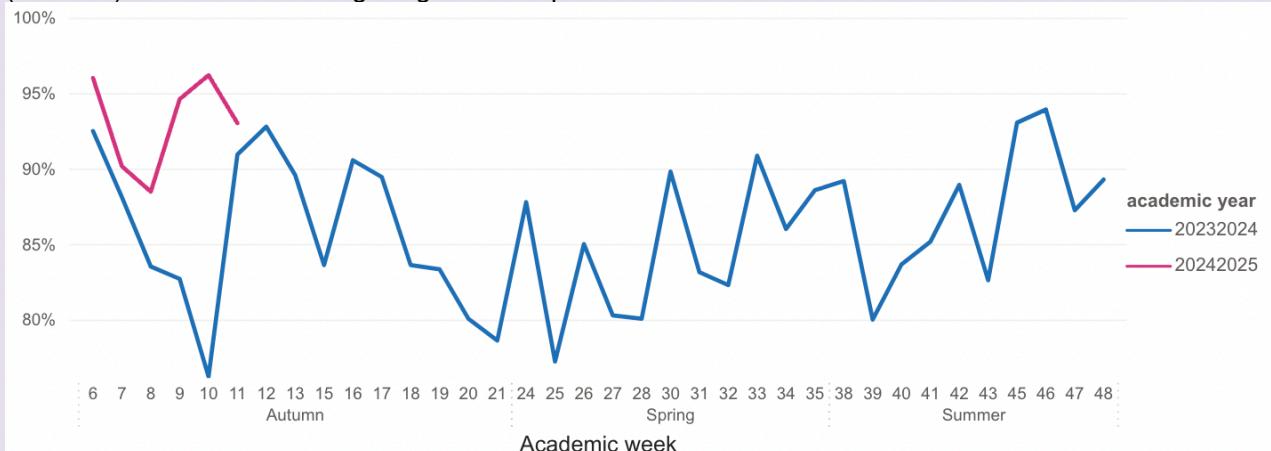
A large proportion of those who were persistently or severely absent were disadvantaged pupils.

2023-24 attendance of pupils on Free School Meals (solid black line) was lower than overall school figure (solid blue line):



This is impacting pupil outcomes (above). However, we have adopted various strategies to improve this. For example, using pupil premium funding, we offered free places in our wraparound care for specific individuals to improve attendance and ran attendance competitions. Other initiatives include working with the local secondary school to raise awareness of the importance of attendance with older pupils. Early data

(graph below) comparing attendance of pupils on Free School Meals in 2024-25 (pink line) and 2023-24 (blue line) shows this is having a significant impact:



2. Personal development

We enrich our curriculum with trips and visits. The trips and visits are mapped out across Reception, Key Stage 1 and Key Stage 2 – see our [Topic Curriculum Guide](#). Without voluntary contributions from parents/carers, supplemented by pupil premium funding when appropriate/available, these trips and visits would not take place. As well as provide valuable learning experiences, they help to develop our pupils' life experiences, supporting their personal development.

'When we were learning about textiles in DT, I remember going on a trip to Armley Mills where we saw sewing machinery – I really enjoyed seeing how all the machines worked.' – Year 5 pupil

Extra-curricular clubs also enrich our children's lives. We use pupil premium funding to enable selected pupils to attend. Clubs which ran last year (some for one term, some for the whole year) are multi-skills sports, football, French, board games, book club, gardening, craft, and dance. Six of the clubs were attended by disadvantaged pupils (and early 2024-25 data shows an increase in participation due to even greater targeting).

'I go to board game club. I enjoy playing different games with my friends.' – Year 4 pupil

'At the football club, I like playing mini-games to work on my shooting and control.' – Year 5 pupil

We also target disadvantaged pupils when we recruit for specific roles around school (hall monitors, reading ambassadors, play leaders and collective worship monitors all include disadvantaged pupils). Last year, our Junior Leadership Team included four out of twelve disadvantaged pupils.

'Last year, I was a peer mediator. I enjoyed helping the younger children to play different games.' – Year 6 pupil

Our Living and Learning curriculum is carefully designed to meet the needs of our pupils. It covers statutory content around PSHE (Personal, Social, Health and Economic education), but goes beyond this to ensure an awareness and appreciation of British values and protected characteristics:

'It's important to treat people equally. It would make people upset if they didn't.' – Year 3 pupil

'Disability is a protected characteristic. We need to be respectful with people so they don't get hurt.' – Year 4 pupil

3. Behaviour and attitudes

Our monitoring of behaviour shows that behaviour is good: disadvantaged pupils' behaviour is broadly in line to that of non-disadvantaged peers. Our disadvantaged pupils tell us that behaviour at St James' CE Primary is good (pupil conversation, 17.10.24).

There is an increase in the number of children with lower thresholds for managing emotions leading to dysregulation. This is from a very low starting point so numbers are low, and there is a link to Special Educational Needs and Disabilities. However, we may need to consider this in the 2025-28 strategy.

For further evaluative notes for 2022-23 and 2023-24 actions, refer to the previous plans.