

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' C of E
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	17 th December 2021 Reviewed on: 8 th September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Local Governing Body
Pupil premium lead	Charlotte Price under the guidance of the Deputy Headteacher
Governor / Trustee lead	Mandy Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,105
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4265
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	£117,985

Part A: Pupil premium strategy plan

Statement of intent

Learning as a family in Jesus, through Love, Hope and Forgiveness.

'with God, all things are possible.' Matthew 19:26

We want disadvantaged pupils to be fully included as a valued part of our school community and enabled to make academic progress at the same rate as their peers. We want to teach the skills and strategies necessary to regulate their emotions and mental wellbeing. Our pupil premium strategy will help develop the whole child and give them life skills for school and beyond.

We will seek to provide them with opportunities to make accelerated progress where learning gaps have developed, especially in the wake of the pandemic, to provide gestures, experiences or concrete resources designed to make children feel valued as part of our school community.

Challenges

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

Challenge number	Detail of challenge
1	Accelerating the rate of progress to raise standards and attainment in Reading
2	Accelerating the rate of progress to raise standards and attainment in Writing
3	Accelerating the rate of progress to raise standards and attainment in Maths
4	Observations and discussions with pupils and families have identified social-emotional issues for many disadvantaged pupils. These families have been affected by the pandemic, challenging home circumstances and problems accessing learning during lockdown.
5	Barriers to attendance for disadvantaged pupils.
6	Behaviour for learning is less than adequate across all areas across the school. Behaviour for learning continues to require some improvement across the school.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the same percentage of disadvantaged pupils meet age-related expectations as non-disadvantaged pupils – or as close as possible.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the same percentage of disadvantaged pupils meet age-related expectations as non-disadvantaged pupils – or as close as possible.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that the same percentage of disadvantaged pupils meet age-related expectations as non-disadvantaged pupils – or as close as possible.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing from 2024: Qualitative data from student voice, student and parent surveys and teacher voice. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: The overall attendance figure for school is 97.5% and the attendance gap between disadvantaged and non-disadvantaged pupils has reduced. The percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no lower than their peers.
Behaviour for learning is at least good in all lessons across all areas of the school.	A reduced number of classroom incidents on CPOMS. Improved progress in outcomes for all children. SLT learning walks and external observations reflect good behaviour for learning.

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: £ 36370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase trial of new phonics scheme and resources in EYFS and KS1</p> <p>Completed at the end of academic year 2021/22</p> <p>Implementation of new Phonics Scheme across KS1 and EYFS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches are particularly beneficial for teaching early reading with young learners.</p> <p><i>Closing the disadvantage gap</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p> <p><i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i></p>	1, 2
<p>Targeted phonics interventions to be delivered by experienced teachers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>See above.</p>	
<p>Enhancement of our reading teaching and curriculum.</p>	<p>Strategies and approaches used in DR have a strong evidence base.</p> <p>Open University Evaluation of DR</p>	1

Implementation of destination reader across KS2.	22/23 – Teachers new to Destination Reader to be trained September 2022	
<p>Enhancement of our writing teaching and curriculum</p> <p>Spelling intervention and programme to be purchased and implemented</p> <p>Handwriting programme to be purchased and implemented</p> <p>Programmes purchased at the end of 2021/22</p>	<p>EEF recommendations on improving literacy (Nov 2021) <i>Recommendation 5</i></p> <p><i>Develop pupils' transcription and sentence construction skills through extensive practice</i></p> <p><i>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</i></p> <p><i>Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</i></p> <p><i>Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.</i></p>	2
<p>Enhancement of our maths teaching and curriculum.</p> <ul style="list-style-type: none"> - Maths lead to continue to deliver regular CPD sessions to both teachers and TAs. - Maths lead given fortnightly time out of class to complete learning walks and provide feedback to less experienced teachers. 	<p>Maths lead being non-classes based, delivering interventions across school to pupil premium children and also ensuring rigorous tracking of pupil premium attainment.</p> <p>White Rose curriculum implemented 2020/21 to ensure a sequenced, progressive Maths curriculum and purposeful learning continued for all learners over lockdowns.</p> <p>Maths coaching delivered to less experienced teachers on a weekly basis.</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p>	3

- Further external CPD for teachers in KS1		
Implementation of new positive behaviour policy Evaluation and development of positive behaviour policy	'Reward systems can be effective when part of a broader classroom management strategy.' Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	6

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

Budgeted cost: £54000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research, trial and implement an evidence-based reading intervention for KS2	EEF Abracadabra research	1
<p>Additional maths interventions targeted at disadvantaged pupils who will require further support. This will be delivered by the Maths leader.</p> <p>KS2 numeracy intervention to be implemented.</p> <p>- Catch Up Numeracy intervention purchased end of academic year 2021/22.</p> <p>- Catch Up Numeracy to be implemented across KS2 by the end of academic year 2022/23.</p>	<p>Weekly Maths interventions delivered in years 3, 4 and 6 to disadvantaged pupils in 1:6 groups identifying key gaps and addressing key skills and concepts.</p> <p>Catch Up Numeracy EEF (educationendowmentfoundation.org.uk)</p>	3

Engaging with the National Tutoring programme to provide tuition for disadvantaged and vulnerable pupils. A significant portion of the children who receive tutoring will be disadvantaged, including those who are higher attainers.	Tuition targeted at specific needs. Knowledge gaps identified and addressed through tutoring is a supportive method to support low attaining pupils. Tutoring has been delivered in small groups. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Employment of a specialist TA to identify and deliver interventions to support children with literacy weaknesses. Investment in a new Reading and Spelling intervention programme.	‘Use high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support.’ ‘Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.’ EEF Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1 and 2

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

Budgeted cost: £27615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and changing the culture across the school.	Research suggests the need to develop a positive school ethos. Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6

<p>Reviewing and implementing a clear attendance policy.</p> <p>Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.</p> <p>Employment of family support worker to monitor and liaise regarding attendance.</p>	<p>Our school ambition is for all children's attendance to be at 97% or above.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5</p>
<p>Improve the quality of social and emotional learning.</p> <p>Improve the opportunities children have to discuss and address their mental health.</p> <p>Training to be delivered to all staff to give them the strategies to support the wellbeing of the</p>	<p>Evidence suggests that investing time and money in the children's social and emotional wellbeing can add learning gains of additional 4+ months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=Social</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4 and 6</p>

<p>children they work with.'</p> <p>Employment of:</p> <p>SEN TA</p> <p>SEN TA</p> <p>SEN TA</p> <p>ELSA TA x 2</p> <p>ELSA in training</p> <p>TIS TA + supervision</p>		
<p>Additional extra curricular activities:</p> <p>Wave project</p> <p>School trip funding</p> <p>External sport clubs</p> <p>Music Lessons</p>	<p>We will provide children in receipt of pupil premium with funding for school trips and residentials so that are not at a disadvantage to their peers.</p> <p>These children will be given equal opportunities to participate in extra curricular clubs, even when there is a cost involved.</p>	4 and 6

Total budgeted cost: £117985

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.

KS2 SATs results

	All	PPM
Reading	81%	90%
Writing	71%	64%
Maths	76%	64%
SPaG	68%	45%
Combined	64%	60%

Reading support and intervention in Year 6 enabled 90% of disadvantaged pupils to achieve expected standard in KS2 Reading SATs tests compared with the National Average (74%). 29% of these pupils also achieved Greater Depth standard in Reading.

60% of pupil premium children in Year 6 achieved expected standard across Reading, Writing and Maths which is also above national average (59%)

KS1 SATs results

	All	PPM
Reading	62%	55%
Writing	49%	36%
Maths	58%	45%

KS1 SATs results suggest that some disadvantaged children in Year 2 continue to struggle to close the gap between themselves and their peers. Our assessment of the

reasons for the outcomes suggests that the Covid-19 pandemic has had a significant impact on the progress being made to close the gap in all subject areas. Although many disadvantaged children were able to come to school during the closures, there is evidence to suggest that the pandemic has been detrimental to overall progress for pupil premium children. This also meant that they were not able to benefit from pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

However, we undertook a number of measures to mitigate the impact of the Covid-19 pandemic since returning to school. Despite the pandemic, we endeavoured to maintain and adapt our provisions for disadvantaged children through, but not limited to, the following:

- Intensive tutoring happened three times per week in both reading and Maths for pupil premium children.
- FFT Reading Recovery
- Sunshine Room
- Rainbow Room
- Family Support Worker
- Speech and Language support
- Trauma Informed TA
- ELSA
- Boxall Profile assessments

Whilst the impact of this was less than we would have liked we were also able to use these provisions to support student wellbeing and mental health, both for children learning at home and at school during lockdowns and on the return to school. The intention is to build on this provision and ensure greater impact over the academic years.

Year 1 Phonics results

<u>All</u>	<u>PPM</u>
44/58	5/11
76%	45%

Some pupil premium children achieved the pass mark in the phonics screening following intervention. Other children who did not achieve the pass mark will continue to receive support in Year 2 from an experienced teacher through regular intervention.

Cognition and Learning TA

40 children have been screened for literacy weaknesses following the purchase of the Nessy screener – 42% of these children were pupil premium. As a result, children identified as high risk of having dyslexia have been placed in interventions to support key areas of weakness. The designated TA was given two afternoons per week to complete screenings and deliver interventions. This became apparent from our assessments that this was not regular enough intervention. Changes from next academic year include the TA being given every morning to complete literacy weakness interventions and support some of these children in class during English lessons.

Attendance

Whole school average attendance: 92.7%

Whole school persistent absence: 19.6%

Attendance last academic year continued to suffer from requirements to isolate due to Covid-19 symptoms or positive tests.

Records on our system (CPOMS) show evidence of our family support worker and Inclusion team continuously working with families to try and engage them in bringing their children to school. Although our persistent absence remained high last academic year, the work done has rebuilt relationships with families and we hope that the children's attendance will improve in the academic year 22/23 as a result.

Behaviour

Whole school behaviour has improved as a result of the new behaviour policy. Evidence from CPOMS suggests a significant decline in behaviour incidents.

Externally provided programmes

Programme	Provider
Motional	Steps Along the Way Ltd.
Busy Things	Busy Things Ltd.
PurpleMash	2Simple
Oxford Reading E-library	Oxford University Press
FFT Reading Recovery	Fischer Family Trust
Catch Up Numeracy	The Caxton Trust
Dyslexia Screener	Nessy

Further information (optional)

2021-22

Catch Up Funding

Use of Funds

EEF Recommendations

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Identified Continuing Impact of Covid 2021/22

Maths

Writing

Children lost essential practising of writing skills during lockdown, leading to lack of fluency and accuracy in Writing and foundation skills not being embedded. Those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Spelling and handwriting are significant issues across the school.

Reading

Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Disadvantaged children did not access as much reading and are further behind.

Phonics

Results in phonics are good but not for some disadvantaged children, particularly in Year 2. Some children do not have the embedded knowledge for success in reading without the phonics

Curriculum

There are gaps in knowledge in the curriculum – the curriculum needs to be enhanced and adapted to include more specific knowledge-based learning.

Although some gaps have been filled, children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. During Covid, children have also missed out on the curriculum experiences eg trips, visitors and powerful curriculum moments. Year groups missed their residential trips which contribute so much to well-being and to the social-emotional development of the children.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- ➤ Supporting great teaching
- ➤ Pupil assessment and feedback
- ➤ Transition support

Targeted approaches

- ➤ One to one and small group tuition
- ➤ Intervention programmes
- ➤ Extended school time
- Wider strategies

- ➤ Supporting parent and carers
 - ➤ Access to technology
- Summer support

Catch Up Premium			
Tier 1 Teaching	Approach and cost	Responsible	Monitoring
<p>Reading and Maths Assessment and Gaps Analysis (PUMA & PIRA)</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase PUMA & PIRA test papers. (Years 1.3.4.5) (Year 2 Autumn plus 1 pack for older children who struggle to access their year group)</p> <p>GAPS (Year 3,4,5)</p> <p>Complete a baseline in Autumn 1(September) and then continue with the termly tests and analyse to identify gaps</p> <p>Update Target Tracker to track performance on PUMA and PIRA against the Teacher judgement.</p> <p>Cost – PUMA and PIRA - £18.75 per 10pk = £450 per term x 3 = £1350 x 2 = £2700</p> <p>GAPS – £18.75 per 10pk - £337.50 per term x 3 = £1012.50</p> <p>Year 2 - £18.75 x 6 (Autumn only) = £112.50 x2 = £225</p> <p>Year 2 Spring and Summer - 1 pack of each £18.75 x4 = £75</p> <p>TOTAL = £4012.50</p>	<p>English Lead (Beth)</p> <p>Maths Lead (John)</p> <p>All Teachers</p> <p>Assessment Lead (Beth)</p> <p>Phase Leaders</p>	Autumn 1 and Termly
<p>Handwriting scheme</p> <p>To ensure that handwriting does not prevent effective progress in writing and is established throughout the school</p>	<p>Subscription to Letter Join handwriting scheme. - 10 classes access - £456</p>	<p>English Lead (Beth)</p> <p>All teachers</p>	
<p>Spelling Scheme</p> <p>Spelling has been identified as an area of weakness in writing post Covid.</p>	<p>Purchase of No Nonsense Spelling Scheme for Years 2 – 6</p> <p>Cost £300 (ex VAT)</p>	<p>English Lead (Beth)</p> <p>Teachers – Y2-6</p>	

Purchase of a scheme will enable consistent coverage to fill the gap	In house CPD for implementation (no cost)		
CGP books for Y6	£485		

Tier 2 Targeted Interventions			

Tier 3 Wider Strategies			
Access To Technology Effective server to improve access to technology in school and teacher access from home in the event of disruption and for general planning. Enables devices to be rotated and used through discrete teaching, supported intervention and independent online activities. Reading Tablets - To enable small group intervention and catch up for Year 1 early readers and lower KS2 readers. Ipads and Server for Ipads To enable better access to technology and intervention to support learning in school	Refurbishment of server - £1470 Purchase of 12 x tablets to be used for reading - groups in Year 1 – access to texts in small group plus reading interventions – purple mash, reading games etc in KS2 - £1800 approx 8 x ipads, server, £3985.20		

Totals so far : £12508.70

£9,381.53. from Covid Catch up
 £3,127 from school budget
Recovery Curriculum
 £8,808.72

Provision Map (Tier 3)	£915		
Catch Up Numeracy (Tier 2)	£450 Resources and scheme CPD training		
Home Support for Phonics To support the chil- dren in Y1 and 2 who did not pass the phonics test.	Purchase of CGP books x 50 £112.50		
Writing alternative methods	https://www.cricksoft.com/uk/clicker/pricing Purchase 10 x Clicker Licences £900 (3 year subscription)		
<ul style="list-style-type: none"> deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support 	£700 per intervention = £2800 Rainbow - £713 Sunshine - £965 TIS - £443		
Funding for resources for sunshine, rain- bow, ELSA, TIS			
Resources for sensory circuits Support attend- ance, encouraging children to come to school before the traffic and means children do attend. Emotional support, helps children regu- late emotions be- fore the school day begins.	£671		
Resources to support FSW	£62		

Children making disclosures and requiring additional support need resources to make them comfortable and relaxed. Support needed for more children post covid			
Experiences for disadvantaged, SEN and young carers Pantomime ticket experience for children	£900		
Spent so far : £6810.50			