

Pupil premium strategy statement – St James’ Primary Academy

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	83pupils - 21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing body
Pupil premium lead	Charlotte Price
Governor / Trustee lead	Leanne Dixon-Box Ben Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,627
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£126,627

Part A: Pupil premium strategy plan

Statement of intent

St James' is an inclusive school that values a holistic approach to the needs of every child.

We want all disadvantaged children to fulfil their potential socially, academically and emotionally and be enabled to flourish alongside their peers. We want to teach disadvantaged pupils:

- Skills and strategies which will enable them to regulate emotions
- Skills and strategies to maintain mental health and wellbeing
- The importance of school attendance
- Life skills to enable them to flourish beyond St James'

We will provide experiences to disadvantaged pupils both in and out of school which will enable them to:

- Achieve academically at a rate in line with their peers
- Be full and valued members of the school and local community both now and in their future
- Experience enrichment in sport, creativity and academia

Challenges

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

Challenge number	Detail of challenge
1	Barriers to 90% or above attendance. Disadvantaged pupils display higher than peer averages in persistent absence
2	Evidence from MyConcern and safeguarding suggests that parents can struggle to support their children effectively at home with regulation and managing emotions and learning behaviours
3	Outcomes in Reading in KS2 are significantly below non-disadvantaged pupils – 60% achieving expected standard in 2024
4	Outcomes in Writing in KS2 are significantly below non-disadvantaged pupils – 60% achieving expected standard in 2024
5	Disadvantaged pupils receive less enrichment opportunities than that of their peers in their home lives.
6	Increased mental health and wellbeing challenges.

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
Increase attendance percentages for disadvantaged pupils.	Attendance data shows that disadvantaged pupils have good attendance, above 90%. Where attendance continues to fall below 90%, the school will be able to show robust evidence of measures in place to support the child and their family in raising their attendance.
To reduce the impact of lack of parental engagement on disadvantaged children.	Increased parental engagement with Family Support Worker. Reduction in the number of My Concern entries regarding children managing their emotions at home.
Improved Reading attainment amongst 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 amongst 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.
Provide a broad range of enrichment opportunities for disadvantaged pupils.	The number of disadvantaged children taking part in school clubs will increase. Disadvantaged families will be presented with the club offer one day before the rest of the school so they are allowed first pick of the clubs. Additional enrichment opportunities including school trips, sport events and music lessons to continue to be provided for disadvantaged pupils.
Improved mental health and wellbeing for all pupils, particularly disadvantaged.	Pupil voice will reflect increased knowledge of strategies for maintaining wellbeing and positive mental health Attendance data Boxall profile (or equivalent SEMH assessment tool) will show positive mental health outcomes for disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,426.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD – Writing Time provided for staff to be released from class to observe good practice at St. James' and other schools (Supply cost for ten days = 185.71 x 10 = £1850.71)</p> <p>T4W training (£1758.48)</p> <p>Staff to continue to access 'Opening Doors' training for ongoing Writing CPD (Supply cost for ten days = 185.71 x 10 = £1850.71)</p> <p>CPD Time and release time for English</p>	<p>EEF Professional Development Guidance Report EEF Professional Development Guidance <i>'The impact of professional development High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts. Professional development may also prove to be a particularly cost-effective'</i></p>	<p>3</p>

Leads to implement consistent and effective feedback policy which enables accelerated progress (Once per term = 2 x £185.71 x 6 = £2,228.52)		
Continued investment in handwriting programme (Letterjoin) (£624)		3
Release staff to attend updated Destination Reader training (Supply cost £185.71 a day = £185.71 x 6 = £1114.26)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies <i>'The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.'</i>	2
Investment in External Teacher CPD for Writing (Cost - £2,000)	'Indeed, research tells us that high quality teaching can narrow the disadvantage gap... These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4, 5 and 6

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

Budgeted cost: £ 8355.78

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>Small group tutoring provided to reduce the attainment gap between disadvantaged pupils and their peers in Reading and Writing (Cost of tutoring - £4,338)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 'The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.' 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</p>	2 and 3
<p>Specialist TA to identify and deliver interventions to support children with literacy weaknesses. (Cost of TA intervention time - £17.17 x 6 hours a week = £4,017.78)</p>	<p>'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)</p>	2 and 3

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

Budgeted cost: £99,474.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place 2 Be counselling service	<i>'Factors in society can affect young children's mental health and wellbeing. Persistent poverty, unsafe neighbourhood environments, and other adverse childhood experiences can elevate the risk of poor mental health for young children.'</i>	2, 6

<ul style="list-style-type: none"> - Individual work with children including counselling - Parenting support - Focu 	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf</p>	
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<p style="text-align: center;">s o n m e n t a l h e a l t h a n d w e l l b e i n g</p> <p>(Cost for 2 days a week in school - £26,574)</p>		
<p>Parenting workshops led by TIS and ELSA TAs with a focus on mental health, wellbeing, anxiety related coping strategies and emotion-based school avoidance.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222</p> <p><i>'More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties. More intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement.'</i></p>	<p>2 and 6</p>

<p>(Cost of paying the TAs for an additional hour at work to run the sessions, four times across the year = £17.17 x 2 x 4 = £137.36)</p>		
<p>Family Support Worker Parenting coaching training (£1,998)</p>		<p>1, 2, 5 and 6</p>
<p>Family Support Worker Working with families and attendance team to improve attendance outcomes for all families , particularly those who are disadvantaged (FSW salary -</p>	<p>Our school ambition is for all children's attendance to be at 97% or above.</p>	<p>1 and 2</p>

£16,789)		
Ongoing incentives and rewards for families who make a rapid improvement in attendance (£1,000)	<p>Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	1
Experiences for young carers (£1,000)		5 and 6
<p>Forest school SEND group and resources 2 afternoons a week (4 hours total)</p> <p>Forest school lead cost (£17.12 x 2 x 2 = £68.48 per week £68.48 x 43.88 =</p>	<p><i>'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	6

<p>£4004.90)</p> <p>Resources (£1,000)</p>		
<p>Improve the quality of teaching when addressing children's mental health.</p> <p>Expand the opportunities children have to discuss and address their mental health using PE and Wellbeing days</p> <p>Continue to deliver training to all staff to give them the strategies to support the wellbeing of the children they</p>	<p><i>'Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.'</i></p> <p><i>'This is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.'</i></p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>6</p>

<p>work with. (£1,000)</p> <p>Employment of: SEN TA (Trauma Informed Practitioner, 2 hours per week = £17.17 x 2 x 39 = £1339.36)</p> <p>SEN TA (Nurture – Sunshine Room = 2 hours, 5 afternoons per week = £18.05 x 2 x 5 x 39 = £7039.50)</p> <p>SEN TA (Nurture – Rainbow Room intervention (morning and</p>		
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<p>afternoon sessions) and lego therapy = £22,875)</p> <p>ELSA TA x 3 + supervision (£18.05 x 6 hours of ELSA x 39 weeks = £4223.70) (£290 each for supervision = £870)</p>		
<p>Mental health drop in sessions for staff once a week (Cost of Mental Health First Aider for one hour per week from Jan 2025 = £17.17 x 20 weeks = £343.40)</p>	<p><i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>6</p>

<p>Additional extra curricular activities: School trip funding (£7,200) After school clubs including sport (£1,000) Music Lessons (£1,500)</p>	<p>We will provide children in receipt of pupil premium with funding for school trips and residential so that they are not at a disadvantage to their peers. These children will be given equal opportunities to participate in extra curricular clubs and music lessons, even when there is a cost involved.</p>	<p>5</p>
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Total budgeted cost: £119,676.68

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021 – 2024 strategy Intended Outcomes:

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. Not achieved in KS2 – strong evidence of impact in KS1
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. Not achieved although progress made in some year groups
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. Not achieved in KS2 – strong evidence of impact in KS1
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. Still requires further work – disadvantaged participation in clubs has been maintained but not sufficiently increased although greater range of clubs are now available.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>2021 – 22 data :</p> <p>The overall attendance figure for school is 97.5% and the attendance gap between disadvantaged and non-disadvantaged pupils has reduced.</p> <p>The percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no lower than their peers.</p> <p>2022 – 23 data:</p> <p>The overall attendance figure for school is 94.6% and the attendance gap between disadvantaged and non-disadvantaged pupils continues to reduce.</p> <p>2023- 24 data:</p> <p>The overall attendance figure for the schools in 94.1%, similar to the previous year despite nationally recognised challenges. Disadvantaged pupils are at almost 90% showing progress on closing the gap.</p>
<p>Behaviour for learning is at least good in all lessons across all areas of the school.</p>	<p>A reduced number of classroom incidents on CPOMS.</p> <p>Improved progress in outcomes for all children.</p> <p>SLT learning walks and external observations reflect good behaviour for learning.</p> <p>Ofsted report reflects progress towards this intended outcome.</p> <p>Progress made – see Ofsted report below</p>

Our 2024 outcomes were as follows:

Key stage 1:

National 2024 %	Greater Depth %	St. James' 2024 %	Greater Depth %
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KS1 Reading	71	18	84	31
KS1 Maths	71	16	72	29
KS1 Writing	62	8	69	14
KS1 Science	83		91	

Key stage 2:

		St. James' CE Primary		National	
	Expected Standard (EXS)				
	Greater Depth (GDS)	EXS	GDS	EXS	GDS
Reading	77	38		74	
Writing	78	18		72	12
Maths	82	25		73	
GPS	78	42			
RWM	68	10		61	

Statistics:

83 Pupil Premium Eligible children (22% of school cohort)

Of these 83, 38 children (46%) have additional needs which presents an additional barrier for them (and their teachers) to overcome. Many of these children present with cognition and learning needs which will affect their attainment data. This presents some explanation as to why the PPM attainment data is much lower than their non-disadvantaged peers.

KS2 SATs results

	All 2022 - 23	All 2023 - 24	PPM 2022 - 23	PPM 2023 - 24
Reading	83%	77%	73%	60%
Writing	74%	78%	67%	60%
Maths	91%	82%	73%	67%
Combined	69%	68%	53%	40%

KS1 SATs results

	All 2022 - 23	All 2023 - 24	PPM 2022 - 23	PPM 2023 - 24
Reading	72%	83%	43%	67%
Writing	65%	67%	43%	42%
Maths	73%	71%	29%	50%

At KS1, Pupil Premium outcomes in both Maths and Reading have significantly increased from 22- 23 to 23- 34 showing the impact of tutoring and effective intervention.

KS2 outcomes have dipped, requiring a review of specific intervention in Year 6 and KS2. It is hoped that the effective intervention and tutoring in KS1 will, over time, impact on outcomes in KS2 as those children continue to make accelerated progress.

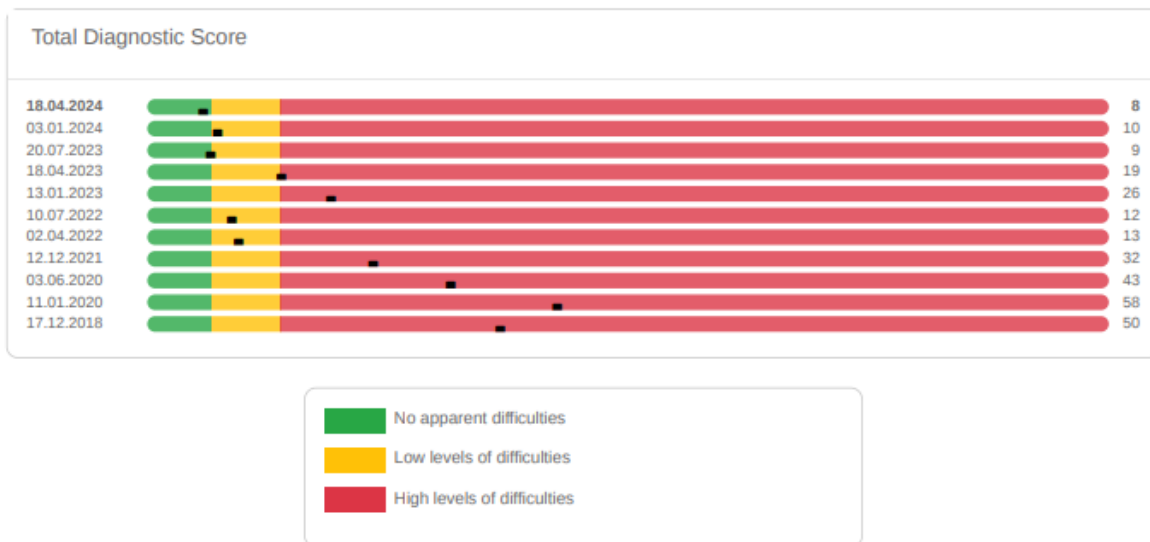
We endeavoured to maintain and adapt our provisions for disadvantaged children through, but not limited to, the following:

- Tutoring
- Sunshine Room
- Rainbow Room

- Harbour Room
 - Family Support Worker
 - Speech and Language support
 - Trauma Informed TA
 - ELSA x 3
 - Lego Therapy
 - Sensory Circuits
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- Boxall Profile assessments show positive case studies where children have made positive progress within some of the interventions mentioned above. Boxall Profile assess children's social, emotional and mental health.

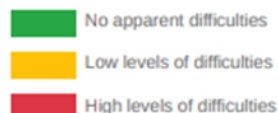
Case Study A

This Year 6 child received a significant amount of support in Rainbow room, Sunshine room, Trauma Informed, ELSA and lego therapy across the years she has been at St. James'. The data below demonstrates a steady positive trajectory in her diagnostic score. This child has benefited significantly from the interventions she has attended and is now able to be a part of the whole class and actively participate in the class discussions. Previously, this child would have been too nervous being part of the whole class and was not able to recognise or regulate her emotions. Her progress is tremendous.



Case Study B

Total Diagnostic Score



Year 1 Phonics results

<u>All 2022 - 23</u>	<u>All 2023 - 24</u>	<u>PPM 2022 - 23</u>	<u>PPM 23 - 24</u>
80%	70% (including disappled children)	54%	50%

Year 2 Phonics Rescreen results

All – 2022 – 23 – 61%

All – 2023 – 24 – 86%

The significant improvement in the number of children passing the phonics screen in Year 2 is positive evidence to show the impact of the additional intervention put in place by class teachers as well as cognition and learning interventions which have targeted phonological awareness. The data also shows the impact of the tutoring which took place three times a week in Year 2.

Attendance

Whole school average attendance 2022 – 23: 94.6%

Whole school average attendance 2023 – 24: 94.1%

Pupil premium average attendance 2022 – 23: 90.12%

Pupil premium average attendance 2023 – 24: 90.51%

The gap between whole school average and PP has narrowed slightly

Behaviour

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

been an increase in the number of behaviour incidents linked to high needs SEND children

Ofsted report, January 2023, *'The school's values are firmly rooted in the Christian ethos of the school. Pupils know why learning through 'love, hope and forgiveness' matters. They make clear links with these values and the school rules to 'be ready, be respectful and be safe'. Leaders have high expectations for behaviour, and pupils live up to them. In lessons, pupils listen carefully and are keen to learn. As a result, they achieve well.'*

<https://files.ofsted.gov.uk/v1/file/50211654>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Letterjoin	