

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 School
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Camilla McGregor, Headteacher Chris Sale, Chair of Governors
Pupil premium lead	Camilla McGregor, Headteacher
Governor / Trustee lead	Chris Sale, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,895
Recovery premium funding allocation this academic year	£27,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£284,590

Part A: Pupil premium strategy plan

Statement of intent

At St James CE Primary School all members of staff and governors accept responsibility for all pupils recognising that a significant number of pupils within the school population, some of whom are not eligible for free school meals, may at any point during their school career require additional support and intervention. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to free school meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, are used to implement strategies to overcome common barriers to learning for disadvantaged children.

These can include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- Improve the outcomes for pupils in receipt of pupil premium so attainment is at least in line with peers in school and the gap between non-disadvantaged children nationally narrows.
- For all disadvantaged pupils to make or exceed national progress rates by the end of Y6.
- To continue to ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.
- Ensure the well-being needs of all pupils in receipt of pupil premium funding are met.

We aim to do this through:

- Ensuring that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry into school show low attainment in all areas and particularly with communication and language skills. Underdeveloped oral language skills and vocabulary gaps exist throughout school.
2	Family circumstances that hinder involvement with education at home and poor parental engagement, particularly with reading.
3	Behaviour analyses and other assessments show a range of emotional, mental health and well-being issues resulting in more behavioural needs. In the summer term of 20-21, 73% of behaviour incidents were attributable to children in receipt of pupil premium funding.
4	Lower levels of attendance and punctuality issues. Our attendance data over the last 3+ years indicates that attendance among disadvantaged pupils has been between 1-1.8% lower than for non-disadvantaged pupils, however this increased to a gap of -4.1% in the last academic year (20-21) due to the pandemic which has negatively impacted upon their progress.
5	Deprivation that limits the wider experiences children have outside of school and impacts on their academic achievement.

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 communication and language skills among disadvantaged pupils (EYFS).	Assessments indicate significantly improved communication and language skills among disadvantaged pupils.
Progress in Reading	Achieve a positive progress score in KS2 Reading
Progress in Writing	Achieve a positive progress score in KS2 Writing
Progress in Maths	Achieve a positive progress score in KS2 Maths
Improvement in phonics attainment.	Achieve in line with national expectations in Phonics Screening Check (and retakes in Y2).
To achieve and sustain an improvement in attendance for all pupils but particularly disadvantaged.	Increase in attendance rates of disadvantaged pupils so they are at least 96% by 23/24.

	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by to less than 1% by 23/24.</p>
<p>Improved and sustained attitudes to learning, resulting in improvements in well-being.</p>	<p>Behavioural analyses show a reduction in behavioural incidents that reach consequence stage.</p> <p>Gap between disadvantaged and non-disadvantaged children who make up behaviour incidents is proportionate to the number of disadvantaged children in school by 23/24 (eg if 46% pupil premium, behaviour incidents to be no more than 10% greater than that).</p>

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: £37,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader Programme (including STAR assessments).</p> <p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p> <p>Cost of Programme (Recovery Premium)</p>	<p>EEF states: 'pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress'</p> <p>School's assessment information show that children's attainment in reading has been negatively impacted by the pandemic. As a result, school has purchased a further subscription to the AR programme as initial assessments of the programme showed that disadvantaged children made on average, 4 months progress in their chronological reading age in a 2-3 month period.</p> <p>Accelerated Reader has enabled teachers to use the assessment information gleaned from the programme to target teaching towards children's needs and match books tightly to their reading ability to enable them to make swift progress.</p>	<p>1, 5</p>
<p>Inclusion manager and designated teacher working to identify key interventions to support outcomes for SEND and vulnerable children.</p>	<p>EEF states: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</p> <p><i>It has been found that more successful schools see pupils as individuals, each with their own challenges and they focus on providing targeted support for under-performing pupils and seek out strategies best suited to addressing individual needs (Supporting the Attainment of Disadvantaged Pupils).</i></p>	<p>1, 2, 3, 5</p>

	<p>At St James, 27% of disadvantaged children in school are also SEND and 5% of disadvantaged children have an EHCP plan.</p> <p>60% of SEND children in school are also in receipt of pupil premium and 63% of children with EHCPs are pupil premium. The main categories of need include: Communication and Language Need and SEMH. 74% of children with an SEMH need are disadvantaged and in receipt of pupil premium funding and 61% of children with a speech, language and communication need are.</p> <p>In the whole school, 27% of children are classed as vulnerable. Of the vulnerable children, 70% are in receipt of pupil premium.</p> <p>For this reason, it is important that experienced staff, who know the children well, put in place individualised support for children with SEMH and SEND needs. This will ensure they achieve their full potential relative to their starting points.</p>	
--	--	--

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

Budgeted cost: £120,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs (Intervention Champions) to support disadvantaged children within lessons and also to deliver 'catch up' sessions to children to include:</p> <ul style="list-style-type: none"> pre-teaching sessions same day catch up to ensure misconceptions within lessons are addressed immediately deepening sessions for more able disadvantaged 	<p>EEF finding: 'The EEF has evaluated the impact of teaching assistants in supporting pupil learning and states that it is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class (+4 months).'</p> <p>Teachers at St James aim for a high level of success within lessons and will use formative assessments to ensure they immediately address any misconceptions. Where a small minority of children still have misconceptions at the end of the lesson, the teaching assistant will deliver a short catch up session to address the misconception or provide further consolidation.</p>	1, 2

<p>1xTA per phase (intervention champion) 1xY1/Y2 1xY2/Y3 1xY5/Y6</p>	<p>They may also provide deepening sessions or pre-teaching sessions depending on children's individual needs. This will be directed by the teacher and ties in with work they are doing in class.</p> <p>In 2019, the progress pupil premium children made was above the national average at 0.92 in reading, 1.77 in writing and 2.05 in maths. Children also made significantly above local authority progress in 2021 (see below). For this reason, we are continuing with this activity.</p>	
<p>Regular 1:1 phonics tuition by Intervention Champion to support rapid phonics acquisition (following RWI programme).</p>	<p><i>The EEF supports this finding and states that 'evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.'</i></p> <p><i>EEF also states 'phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i></p> <p>School began using targeted 1:1 additional phonics tuition in the 20-21 academic year and it saw 72% of our children reach the expected standard in the mock phonic screening. In particular, 73% of disadvantaged children reached the standard in comparison to 71% of non-disadvantaged. Although this is still below national levels for 2019, it is a positive start considering the period of lockdown.</p>	<p>1, 2</p>
<p>TA (Intervention Champion) to support disadvantaged children through the delivery of structured interventions that support language development in EYFS (NELI, Early Talk Boost, Big Book of Ideas).</p>	<p><i>EEF states: 'Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers (+6 months).'</i></p> <p><i>They also state: 'Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-</i></p>	<p>1, 2</p>

	<p><i>up' with previously higher attaining pupils (+4 months).'</i></p> <p>At St James, a significant proportion of children enter school with communication and language levels significantly below the expected standard for their age (Well Comm Screening). Children in Nursery are supported through the use of Early Talk Boost which is continued into YR. In YR, children received NELI and interventions through the Big Book of Ideas intervention (Well Comm Language Screening).</p> <p>Analysis of previous intervention data has seen 83% of children made rapid progress in CL and made significant advances in their Well Comm Screening as a result of these interventions. For this reason, we will continue with this strategy.</p> <p>In 2021, 85% of children were assessed as meeting the expected standard in Communication by the end of Reception, which was above that of local authority figures.</p>	
<p>Train volunteers (Beanstalk Readers) to read regularly with children who do not get the opportunity at home (£2000)</p>	<p>EEF states: 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'</p> <p>The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 46% of pupils achieved the combined standard this year, compared to 60% of the school's KS1 cohort in 2019, and 65% of pupils nationally in 2019. The proportion of children who achieved at least the expected standard in Reading has fallen by a further 23%pts, to 49% this year. This has been more detrimental to disadvantaged children.</p> <p>Due to the drop in results, reading will be prioritised and so too will phonics acquisition.</p>	<p>2</p>
<p>Employ an additional teacher to deliver bespoke support to children in KS2 to deliver small group tuition.</p> <p>Feb 22 onwards</p>	<p>EEF states: 'Small group tuition has an average impact of four months' additional progress over the course of a year.'</p> <p>School's assessment information has shown that children in KS2 have been negatively impacted by the pandemic in core subjects. Targeted small group tuition, from a teacher, and under the direction of the class teacher, will support children to make progress as it will target pupils' specific</p>	<p>1, 2, 5</p>

Recovery Premium	needs. Diagnostic assessment will be used to assess the best way to target support.	
------------------	---	--

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

Budgeted cost: £133, 357

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Child and Family Support Worker (home liaison) support for parents, attendance, home visits, parenting courses to support parents with raising attendance and challenging punctuality issues.</p>	<p>EEF states: ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’</p> <p>The attendance of pupil premium children has historically been below that of non-pupil premium children. Since the appointment of a Child and Family Support Worker, attendance of pupil premium children has been on an upward trajectory up until 2019. Unfortunately, this has been interrupted by the covid pandemic, however, we are keen to ensure this level of rigour on attendance continues. From 2016-19, the attendance gap between PP and non PP had decreased from -1.8% to -1.4% and was improving (94.1%). The pandemic has impacted upon this but we will continue to pay close attention to families whose attendance is not as good as it should be.</p>	4
<p>Well Being Team comprising of:</p> <ul style="list-style-type: none"> • Safeguarding Assistant • Behaviour Mentor • Learning Mentor and Mental Lead <p>Activities include:</p> <ul style="list-style-type: none"> ➤ Behaviour support for children whose behaviour is a barrier to learning: Ready to Learn Programme, ➤ Individual mentoring for children who have been identified as needing support, support for 	<p>EEF findings:</p> <ol style="list-style-type: none"> 1. Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. 2. Behaviour Interventions: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required 3. Mentoring: The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months) <p>A significant proportion of children at St James are classed as vulnerable and have been identified as needing additional support for a</p>	3, 5

<p>vulnerable pupils who may have external agency involvement.</p> <p>➤ Activities to promote parental engagement eg. coffee mornings</p>	<p>range of well-being related issues. 27% of children are categorised as vulnerable, with 18% having experienced domestic abuse within the family. This results in a range of SEMH and behavioural issues which hinder children's access to learning and subsequent academic achievement.</p> <p>For this reason, children will be supported through bespoke mentoring and nurture programmes to overcome adverse childhood experiences, poor mental health and emotional self-regulation.</p> <p>In Summer 2021, 73% of behaviour incidents were attributable to children in receipt of pupil premium funding – a 13% reduction compared to Sum 1. PP children have again recorded the most behaviour incidents, but a reduction has been seen due to the trial launch of a new Ready to Learn Behaviour system.</p> <p>For this reason, an individualised programme has been put in place in 21-22 to support children in managing their behaviour (individual Ready to Learn programme). This will enable children to develop self-regulation strategies through focused group work and forest school activities.</p> <p>Staff will also work closely with parents to improve parental engagement with the school community – attending weekly parent coffee mornings at local church and inviting parents to attend coffee mornings in school to break down barriers and support home school partnership.</p>	
<p>Subsidies for transport costs and residential visits.</p>	<p>EEF states:</p> <p>'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.'</p> <p>A significant proportion of our pupils' only time away from home during the year is on school residential. We believe it is important for the children to be given experiences that non-disadvantaged children get to widen their knowledge of the world and support academic success.</p>	<p>5</p>

	We also provide extra-curricular visits that link with children's learning in lessons. We subsidise the cost of the transport for these visits so children can afford to access them and gain cultural capital.	
--	---	--

Total budgeted cost: £284,925 (£335 to be used from school budget to supplement)

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.

The academic year 2020-21 was interrupted by COVID 19 with another period of lockdown. Despite this, school continued to support pupils with robust home learning provision. Live lessons were conducted to ensure all children had the opportunity to continue with vital learning and the most disadvantaged did not fall behind.

Outcomes for Children 20-21

(based on in school data submitted to the local authority, FFT).

EYFS

Strategy: Intervention Champion (TA) to support children with low levels of communication and language on entry in school through the administration of structured interventions: Early Talk Boost, Big Book of Ideas.

Disadvantaged assessments submitted to the Local Authority:

	Group	GLD
St James	Disadvantaged	53%
	Non	55%
	In school gap	-2%
Local Authority	Disadvantaged	42%
	Non	51%
	LA gap	-9
	Gap between school dis and LA non	+2

Outcomes for disadvantaged pupils were strong and they achieved in-line with their peers in school. When compared to disadvantaged children in the local authority,

children achieved above those locally, and in line with local authority non-disadvantaged.

Children received interventions for communication and language (Early Talk Boost and Big Book of Ideas. Following interventions for CL, Well Comm Language Screening data showed results at the end of nursery had risen from 17% achieving 'green' (expected) at the start of the year to 79%.

Early Talk Boost Intervention in Nursery: In the 8 weeks of the programme, the percentage of children achieving 'expected' for their rose from 0% to 63%.

NELI in Reception: 10 children received part of the NELI intervention (interrupted due to lockdown but will finish programme in 21-22). 0% of children were 'green' (expected) but after only part of the intervention this rose to 60%. The remaining 40% were red at baseline and moved to 'amber' meaning that they are now working just below in communication and language.

Phonics

Strategy: Intervention Champion (TA) provided 1:1 phonics tuition to identified children.

	Group	PSC
St James	Disadvantaged	73%
	Non	71%
	In school gap	+2%
Local Authority	Disadvantaged	52%
	Non	65%
	LA gap	-13%
	Gap between school dis and LA non	+8%

Children achieved better in phonics compared to children in the local authority. Disadvantaged children achieved higher than non-disadvantaged children by a total of +8%.

Year 2

Strategy: Experienced teacher released to support disadvantaged children in low levels of Literacy and Maths and share good practice to narrow the attainment gap.

	Group	Reading	Writing	Maths	RWM
St James	Disadvantaged	37	37	37	30
	Non	63	63	74	63
	In school gap	-26	-26	-37	-33
Local Authority	Disadvantaged	47	37	46	33
	Non	63	54	64	50
	LA gap	-16	-17	-18	-23
	Gap between school dis and LA non	-26	-17	-27	-20

58% of this year group are eligible for pupil premium. Of those disadvantaged children, 29% were SEND and 9% had EHCPs. This is reflected in the significant gaps in attainment. School will continue to support this year group to further close the gaps and ensure children make strong progress from their starting points.

Year 6

Strategy: Intervention Champions (TAs) delivered bespoke same day catch up sessions, including focussed group work to challenge more able pupil premium and pre-teaching sessions to support learning.

	Group	Reading	Writing	Maths	RWM
St James	Disad at EXP+	67	67	63	30
	Disad at High/GD	29	21	21	17
	Non at EXP+	78	83	75	63
	Non at High/GD	22	19	19	11
	In school gap	-11	-16	-12	-33

Local Authority	Disad at EXP+	63	55	56	33
	Disad at High/GD	16	8	11	5
	Non at EXP+	75	67	70	50
	Non at High/GD	28	17	21	12
	LA gap	-12	-17	-14	-17
	Gap between school dis and LA non (EXP+)	-8	0	-7	-20

The attainment gaps between this group and local authority non-disadvantaged children were small, with the exception of the combined RWM measure. However, the progress children made from their starting points was significantly above the local authority measure across all reading, writing and maths (see below).

More children reached a high standard or greater depth and figures for disadvantaged children reaching a high standard were in-line with local authority non-disadvantaged figures.

Pupil Progress Scores from Local Authority Submissions:

	Reading	Writing	Maths
School Dis	+2.56	+3.61	+2.48
LA Dis	-1.31	-0.91	-1.45
School Non Dis	+2.14	+4.72	+2.26
LA Non Dis	+0.04	+0.22	-0.26

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Purple Mash	2 Simple
Accelerated Reader, including STAR assessments and MyOn	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

--