

# Pupil premium strategy statement – St James CE Primary School

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	448
Proportion (%) of pupil premium eligible pupils	48% (215 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 – 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Daniel Heather (Headteacher)  Chris Sale (Chair of Governors)
Pupil premium lead	Daniel Heather (Headteacher)
Governor / Trustee lead	Chris Sale (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 297,480
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£ 297,480

# 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	Initial assessments show low attainment across all areas, especially in communication and language skills. Underdeveloped oral language skills and vocabulary gaps are prevalent throughout the school.
2	Assessments indicate that disadvantaged pupils generally struggle more with phonics than their peers, negatively affecting their reading development.
3	Both internal and external assessments reveal that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.
4	Our assessments, observations, and discussions with pupils and families have identified various emotional, mental health, and well-being issues, leading to increased behavioural needs. Behaviour analyses show that disadvantaged children account for the majority of behaviour incidents in school. In the academic year 2023-2024, 78% of behaviour incidents involved children receiving pupil premium funding.
5	Lower levels of attendance and punctuality issues. Overall absence for disadvantaged pupils in 2023-24 was 6.9%. Persistent absenteeism among disadvantaged pupils was 28%, a 5.3% reduction from the previous year.
6	Deprivation limits the wider experiences children have outside of school, impacting their cultural capital and academic achievement, leading to pupils falling behind in English and Maths.

## 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
Improve the oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Percentage of children achieving an age-related expectation in Communication &amp; Language at the end of Reception</li> <li>• Standardised scores and reading age of children in Years 3-5</li> <li>• End of KS2 SATS</li> </ul>
Improved engagement with reading and increased attainment (particularly in phonics) for disadvantaged children.	<ul style="list-style-type: none"> <li>• Number of children meeting the required level in Year 1 phonics screening.</li> <li>• Monitoring shows reading provision to be a strength of the school.</li> <li>• Observations demonstrate reading to</li> </ul>

	<p>be enjoyed by children – activities to promote reading are explicit and frequent (engaging disadvantaged children)</p>
<p>Develop maths attainment for disadvantaged children.</p>	<ul style="list-style-type: none"> <li>• All children will be in receipt of excellent Quality</li> <li>• First Teaching.</li> <li>• Teaching will be responsive to children’s needs in the moment and over time.</li> <li>• Outcomes for children will be improved.</li> </ul>
<p>Ensure support for children with SEMH needs and/or require pastoral support regularly to support their mental health and wellbeing is regularly available and positively impacts on their social skills and ability to form healthy, happy relationships.</p>	<ul style="list-style-type: none"> <li>• Case studies of disadvantaged children show a positive impact of pastoral support.</li> <li>• Children in need receive almost immediate support.</li> <li>• Monitoring shows a reduction of behavioural incidents of disadvantaged children.</li> <li>• Pupil surveys indicate they are happy with the support for their mental health.</li> </ul>
<p>Pupils who are eligible for pupil premium achieve the same attendance % as the whole school and rates of persistent absence are on a par.</p>	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees among pupils eligible for pupil premium. Overall attendance for pupils eligible for pupil premium improves to 95% to match school target for all pupils.</li> </ul>
<p>All children, especially those who attract the Pupil Premium will accumulate knowledge, behaviours and skills through well-planned curriculum experiences that widen their cultural capital.</p>	<ul style="list-style-type: none"> <li>• Focussed monitoring activities show that curriculum plans are ambitious, detailed and well sequenced.</li> <li>• Monitoring of learning shows that Pupil Premium children are able to articulate learning in curriculum subjects from last week, last term, last academic year etc.</li> <li>• The percentage of children working at an age-related expectation in Reading, Writing and Maths will consistently improve over the next three academic years.</li> </ul>

## 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: £44 622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in CPD/staff training and additional resources to further develop quality first teaching.</p> <p>CPD to develop staff's awareness of the needs of individual learners, through accurate assessment of learning to provide appropriate support and challenge.</p>	<p><b>The EEF states that improving teaching is the key lever to improving outcomes for disadvantaged children.</b></p> <p>Develop and sustain high-quality teaching based on Rosenshine's principles and through the use of Teaching Walkthrus:  <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>  <a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a></p>	1, 2 and 3
<p>Further develop training for TAs aligned to the MITA project principles and the school development plan, ensuring that the provision of TAs promotes independence and academic achievement.</p>	<p><a href="#">Maximising the Impact of Teaching Assistants - trial   EEF</a></p>	1, 2, 3 and 4
<p>Focus on children with multiple barriers to learning, including those who are in receipt and PP and on the SEND register. Effective provision works towards building a secure understanding of pupils and their needs.</p>	<p>Understanding how to effectively meet the needs of pupils with an identified need is a vital element of high-quality education.</p> <p><a href="#">Supporting SEND: a summary for children and young people - GOV.UK</a></p>	1, 2, 3 and 4
<p>Inclusion Manager working to identify key interventions to support outcomes for SEND and vulnerable children.</p>	<p><b>EEF states: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic</b></p>	1, 2, 3 and 4

	<p><b>outcomes over the course of an academic year.'</b></p> <p><b><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></b></p> <p>62% of SEND children in school are also in receipt of pupil premium and 65% of children with EHCPs are pupil premium. Three of the main categories of need include: Speech, Language and Communication Need, MLD and SEMH. 93% of children with an SEMH need are disadvantaged and in receipt of pupil premium funding and 52% 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, 68% 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>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 110 067.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs (Intervention Champions) to support disadvantaged children within lessons and also to deliver 'catch up'	<b><i>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</i></b>	2 and 3

<p>sessions to children to include:</p> <ul style="list-style-type: none"> <li>• pre-teaching sessions</li> <li>• same day catch up to ensure misconceptions within lessons are addressed immediately</li> <li>• deepening sessions for more able disadvantaged</li> </ul> <p>1xTA per phase (intervention champion) 1xY1/Y2 1xY2/Y3 1xY5/Y6</p>	<p><b><i>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).'</i></b></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, with a focus on maths.</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>Regular 1:1 phonics tuition by Intervention Champion to support rapid phonics acquisition (following RWI programme).</p>	<p><b><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></b></p> <p><b><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></b></p>	<p>1 and 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><b><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></b></p> <p><b><i>They also state: 'Teaching assistant interventions have an impact through providing additional support for pupils that is</i></b></p>	<p>1 and 2</p>

	<p><b><i>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-up’ with previously higher attaining pupils (+4 months).’</i></b></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 2024, 81% of children were assessed as meeting the expected standard in Communication by the end of Reception.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 142 790.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated sessions for selected individuals developing communication, confidence and behaviour.	Behavioural approaches have positive overall effects (+ 4 months) on attainment. Sessions will be for targeted PP children after school twice weekly for the duration of a term – findings show that this is most effective. <a href="#">Behaviour interventions   EEF</a>	2, 3, 4, 5 and 6

<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><b>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.’</b></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 the pandemic. Comparing 23-24 to 22-23, PP children’s attendance has increased and reduced the gap with nonPP children. We are either in line with LA figures, or better them when comparing authorised and unauthorised absence, attendance % and %PA. Due to the improvements, this action will continue.</p>	<p>4 and 5</p>
<p>Well Being Team comprising of:</p> <ul style="list-style-type: none"> <li>• Safeguarding Assistant</li> <li>• Behaviour Mentor</li> <li>• Learning Mentor and Mental Health Lead</li> </ul> <p>Activities include:</p> <ul style="list-style-type: none"> <li>➤ Behaviour support for children whose behaviour is a barrier to learning: Ready to Learn Programme,</li> <li>➤ Individual mentoring for children who have been identified as needing support, support for vulnerable pupils who may have external agency involvement.</li> </ul> <p>Activities to promote parental engagement eg. coffee mornings</p>	<p><b>EEF findings:</b></p> <ol style="list-style-type: none"> <li><b>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.</b></li> <li><b>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</b></li> <li><b>3. Mentoring: The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months)</b></li> </ol> <p>A significant proportion of children at St James are classed as vulnerable and have been identified as needing additional support for a range of well-being related issues. 27% of children are categorised as vulnerable, with 19% having experienced domestic abuse within the family. This results in a range of SEMH and behavioural issues which</p>	<p>4, 5 and 6</p>

	<p>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 23-24, 67% of behaviour incidents were attributable to children in receipt of pupil premium funding.</p> <p>For this reason, an individualised programme has been put in place in 24-25 to support children in managing their behaviour. 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><b>EEF states:</b></p> <p><b>‘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.’</b></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>6</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.	
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**Total budgeted cost: £ 297 480**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment at the end of July 2024		
Reception	PP	Not PP
GLD	57%	68%
Year 1	PP	Not PP
Reading	67%	57%
Writing	63%	54%
Maths	63%	57%
Year 2	PP	Not PP
Reading	50%	55%
Writing	46%	58%
Maths	43%	61%
Year 3	PP	Not PP
Reading	55%	69%
Writing	58%	69%
Maths	58%	77%
Year 4	PP	Not PP
Reading	55%	64%
Writing	39%	68%
Maths	61%	75%
Year 5	PP	Not PP
Reading	50%	85%
Writing	43%	75%
Maths	40%	80%
Year 6	PP	Not PP
Reading	58%	71%
Writing	48%	62%
Maths	53%	76%

Attainment in Reading, Writing and Maths is lower for children in receipt of PP in years 2, 3, 4, 5 and 6.

### Attendance for 23-24

	Authorised Absence %	Unauthorised Absence %	% Attendance	% Persistent Absence
Not PP	3.23	1.49	95.28	10.92
PP	4.46	2.98	92.56	30.39

Compared to the previous academic year the gap in % attendance has decreased by 0.77%, with both groups yearly percentages rising by over 1%. Figures are better, or roughly in line, with Sandwell's cumulative figures.

#### **Improved communication and language skills among disadvantaged pupils (EYFS).**

Disadvantaged pupils in Reception underperformed their non PP counterparts with a gap of -11%. 57% of PP pupils achieved GLD (+4% compared to LA and +5% compared to nationally).

In Communication and Language attainment disadvantaged achieved 79% (-7% to non-disadvantaged).

#### **Progress in Reading**

No progress score can be identified due to the 23-24 leavers not having KS1 data due to the pandemic.

Compared to national disadvantaged pupils, St James PP children achieved +5% with an average scaled score of 102.

#### **Progress in Writing**

No progress score can be identified due to the 23-24 leavers not having KS1 data due to the pandemic.

Compared to national disadvantaged pupils, St James PP children achieved -2% reaching EXP+.

#### **Progress in Maths**

No progress score can be identified due to the 23-24 leavers not having KS1 data due to the pandemic.

Compared to national disadvantaged pupils, St James PP children achieved +3% with an average scaled score of 101.3.

#### **Improvement in phonics attainment.**

This target has not been achieved as the school recorded the lowest attainment in phonics. This will continue to be an action in the forthcoming year.

#### **To achieve and sustain an improvement in attendance for all pupils but particularly disadvantaged.**

Current figures, seen above, show that improvements have been seen. This will continue into 24-25 as we can see an impact.

**Improved and sustained attitudes to learning, resulting in improvements in well-being.**

SEMH referrals are sent to the Well-Being Team who meet regularly with pupils. 38 pupils received regular support with 94% of pupils showing improvements in behaviours and or social skills self-assessment scores.

## 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
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*