



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

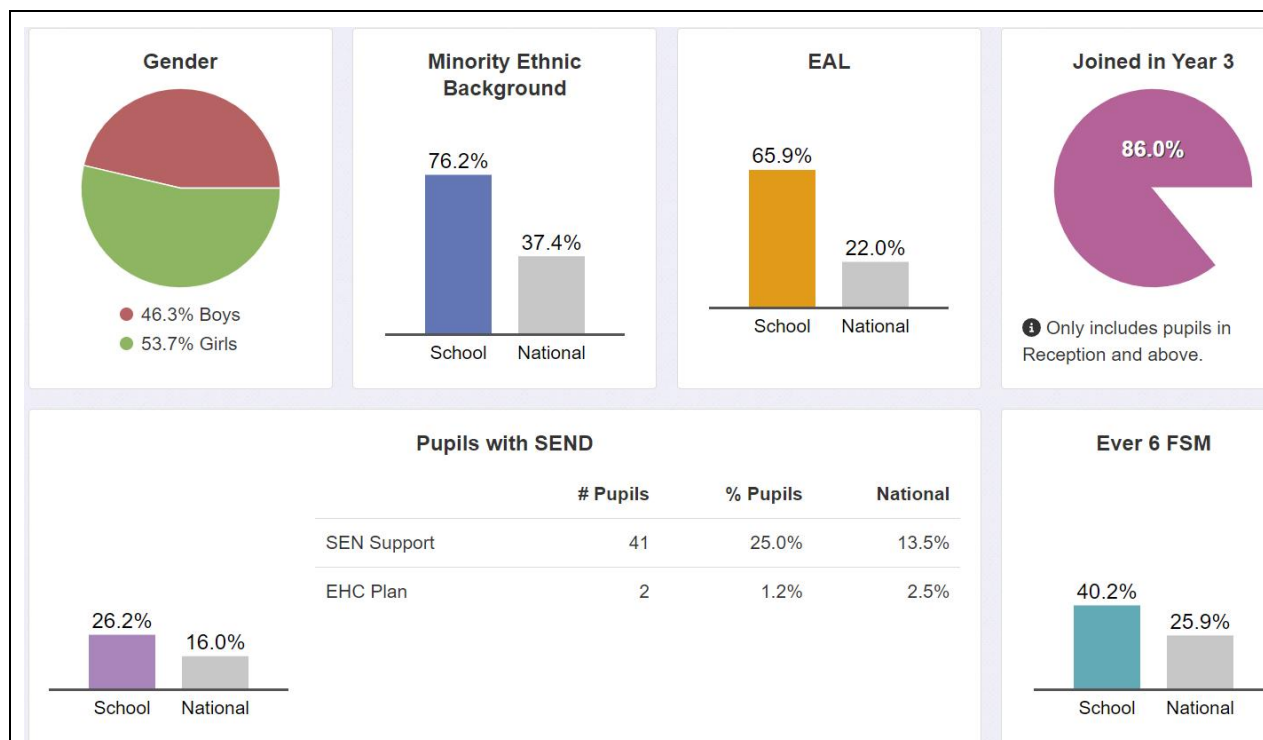
Detail	Data
School name	St James' C of E Junior School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022- 2023 2023 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Simon Millington
Pupil premium lead	Emma Faulkner
Governor / Trustee lead	Laura Nutland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,765
Recovery premium funding allocation this academic year	£12035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£132,800

Part A: Pupil premium strategy plan

Statement of intent



Total on Roll: 165.

At St James' C of E Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will provide support through an Attendance Team, for pupils and parents, to increase attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at St James' C of E Junior School. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, in order to develop good self-esteem and well-being, which will positively impact on their academic achievement.

We will provide additional Tuition for disadvantaged groups to support higher attainment in Maths and English.

We will provide support to those disadvantaged groups who also have English as an Additional language to support them to make good or better progress.

We will ensure that the learning environment in school and access to wider opportunities enables the children to flourish.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Attainment of some Pupil Premium pupils and especially those in more than one vulnerable group, (EAL/SEND) is lower for Reading, Writing and Maths.
2	Progress Progress for Pupil Premium pupils, especially those with additional barriers-EAL/SEND is lower across the school for Reading, Writing and Maths.
3	Language & Communication Some of our Pupil Premium children, especially those with EAL, demonstrate poorer language skills, this includes, communication difficulties, and exposure to and use of a wide vocabulary. Many of our children do not speak English or have parents who can speak English in the home.
4	Attendance and Punctuality Attendance data shows that Pupil Premium children's attendance is 90.6%, which is below national expectations,
5	Limited Life Experiences

	Some Pupil Premium pupils have limited life experiences beyond their home and immediate community. Cultural experiences and opportunities are limited for many of our families.
6	Behaviours for Learning Some Pupil Premium pupils demonstrate a lack of confidence, self-motivation, resilience and readiness to learn.
7	Physical development and Mental Health Some Pupil Premium Pupils and non-disadvantaged pupils demonstrate reduced physical development and mental health due to periods of inactivity, reduced social opportunities.

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
To improve the % of Pupil Premium pupils working at age expected standards in Reading, Writing & maths	End of Key Stage data shows more Pupil Premium children have achieved the expected standard, or higher. Internal assessment data shows that more Pupil Premium children are working at the age expected standard.
To improve the rate of progress of Pupil Premium pupils in Reading, Writing & Maths	End of Key Stage data shows increases in the number and % of Pupil Premium children who have made expected or better rates of progress. Internal assessment data shows that more Pupil Premium children have made expected or better rates of progress.
To improve the speaking and listening skills of our Pupil Premium pupils	Children demonstrate improved language and communication skills and speak confidently and clearly for a range of different purposes
To improve the attendance and punctuality of Pupil Premium pupils	Improved attendance and punctuality of Pupil Premium pupils with levels at or above national expectation.
To provide enriching opportunities for Pupil Premium pupils to enhance teaching and for them to gain wider life experiences	Pupil Premium pupils are provided opportunities for visits and visitors to school to support their learning, broaden life experiences and raise future aspirations.
To improve the behaviours for learning which will support pupils in their learning and achievement	Pupil Premium pupils will demonstrate improved self-organisation skills, resilience, determination and motivation towards learning. They will be able to work independently with confidence.
To provide opportunities for all children, with priority given to Pupil Premium, to	All Pupils including those with pupil premium will demonstrate improved

access support for their physical development and mental health.

levels of physical development and mental health.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of library books to support phonic teaching and secure better fluency.</p> <p>Books will promote fluency and enjoyment through age appropriate content with structured phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics= +5 months progress (EEF)</p>	1,2,3,6
<p>Enhancement of our Phonics teaching.</p> <p>All new staff will receive training and follow up support to allow them to deliver/ embed RWI/Fresh Start. (Release cover)</p> <p>We will fund teacher release time to support assessment and to monitor termly.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics= +5 months progress (EEF)</p>	1,2,3,6
<p>Employment of a Teacher to enable small groups, maths</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement</p>	1,2,3,6

<p>and English teaching in</p>	<p>enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group Tuition= +4 months progress. (EEF)</p> <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	
<p>Creation of Learning Ambassadors who can talk positively about learning and how they can learn well in different situations. Moving to extending across the school.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as ‘learning to learn’; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p>	<p>6</p>

	<p>Metacognition and Self regulation Strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self Regulation Strategies= +7 months progress. (EEF)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Teacher to deliver specific Booster groups in Maths and English for Y5 and 6	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group Tuition= +4 months progress.</p>	1,2,3,
Employment of additional Teaching Assistants	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback= +6 months progress</p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom.</p>	1,2,3,6

	<p>Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions= +4 months progress.</p>	
<p>Beanstalk Reading and Comprehension.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation)</p> <p>Reading Comprehension Strategies (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension Strategies = +6 months progress.</p>	<p>1,2,3,6</p>
<p>CGP maths and English Homework resources purchased for Y6 and as homework support for children in other year groups who do not have access to learning support at home.</p>	<p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</p> <p>Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Homework= +5 months progress</p>	<p>1,2</p>
<p>Art Club Purchase of materials/resources to enable a collaborative piece of artwork to be displayed around the school.</p>	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p>	<p>3,5</p>

	<p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Collaborative Learning = + 5 months additional progress (EEF)</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Arts Participation = + 3 months additional progress (EEF)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised schools visits and residential	<p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small</p>	5,6,7

	<p>enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Collaborative learning= +5 months progress</p>	
Employment of Play Therapy Practitioner	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) Physical activity= +1month progress</p>	5,6,7
Employment of an Inclusion Lead	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; • more intensive programmes for families in crisis. <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental Engagement= +4 months progress</p>	4,6

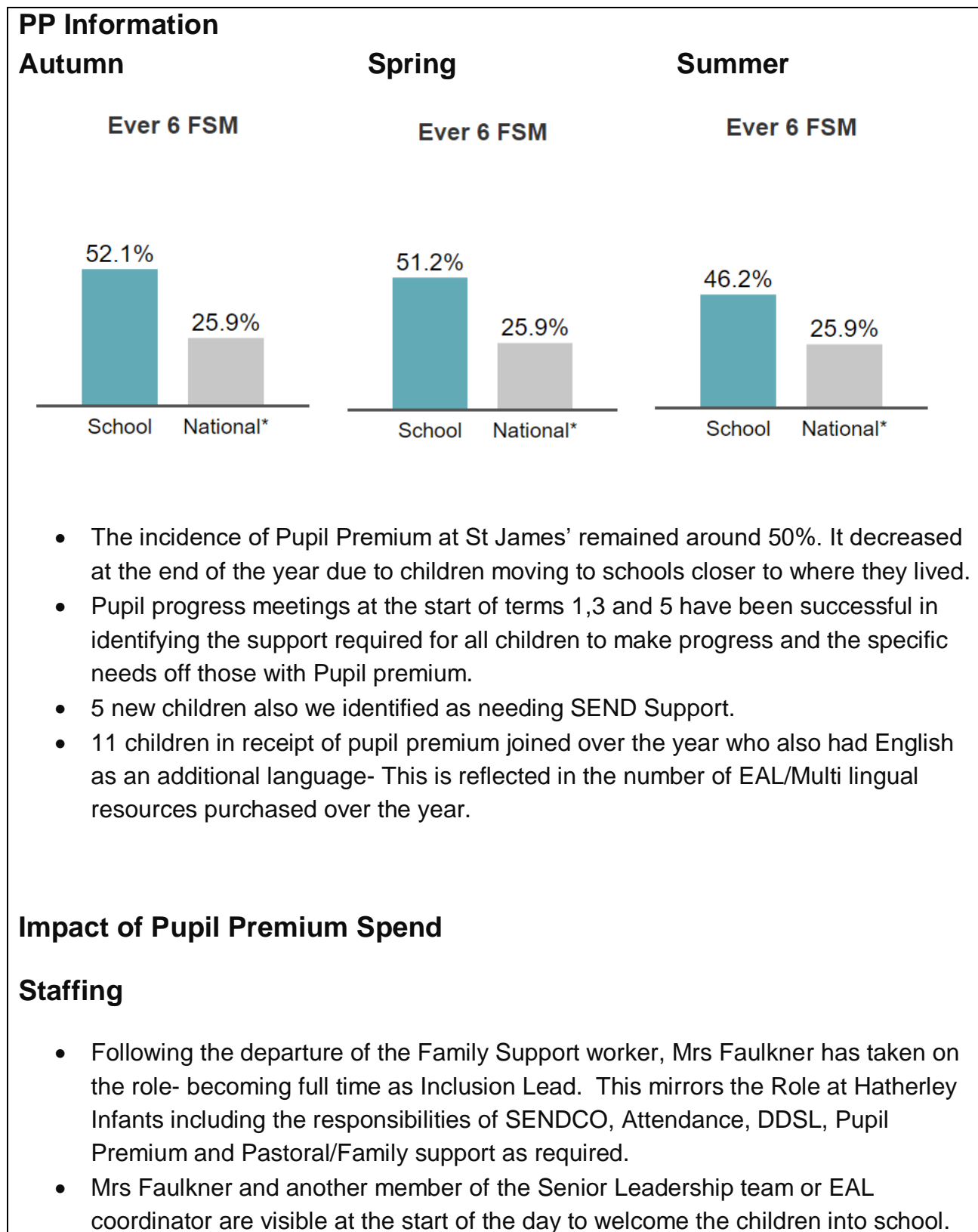
<p>Coffee Mornings/Parental workshops. Support from the Inclusion Lead.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; • more intensive programmes for families in crisis. <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental Engagement= +4 months progress</p>	<p>4</p>
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Total budgeted cost: £ 132,800

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 2022 to 2023 academic year.



This has been very successful in enabling the parents to identify staff members across both schools.

- Mrs Pervaiz has continued to support Y6 Booster groups with maths, Mr Matthews Y6 Booster groups with English.
- After SATS to Booster groups focused on Y5 children in receipt of PP.
- English lead has supported the development and training within phonics.
- Teaching assistants have been class based enabling Class Teachers to Scaffold learning with support during sessions as well as provide specific targeted support for speech and language. In many cases the class Teacher has been able to provide the targeted support for the groups.

Teaching assistants have also been running active break sessions and opening up the 'friendship room at break times. This has enables Gross Motor support to be undertaken through Play during break times, rather than in learning time

Attendance

- A new Attendance Team and support pathway was introduced across both schools. Letters to notify parents of Persistent absence earlier and offering support as well as praise letters for improved attendance created to ensure parents are fully informed.
- Attendance support meetings to tackle the causes of persistent absences have supported families to improve their attendance.
- Persistent absence continues to be greater in children with Pupil Premium.
- A reward system has been implemented which sowed a reduction in the percentage of Persistent absence over the Spring term.
- Children are more aware of their attendance and can say how they can improve and the impact that will have.

Interventions.

Beanstalk

- Beanstalk continues to show improved academic, wider curriculum and social achievements. This year we have increased funding to include support in Y5 as well as Y6.

Progress Overview for Pupils (from 2022-2023) who are pupil premium, in Beanstalk, in Year 5 – 2022-2023 Autumn 2 to 2022-2023 Summer 2 Main Assessment

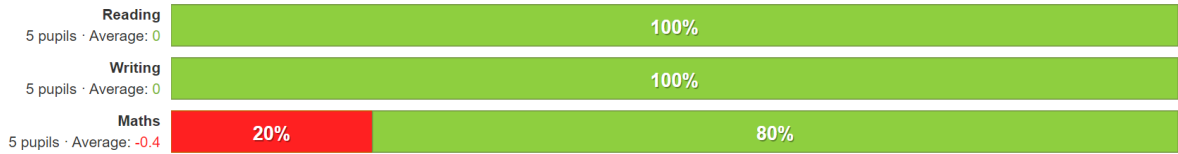
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Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data

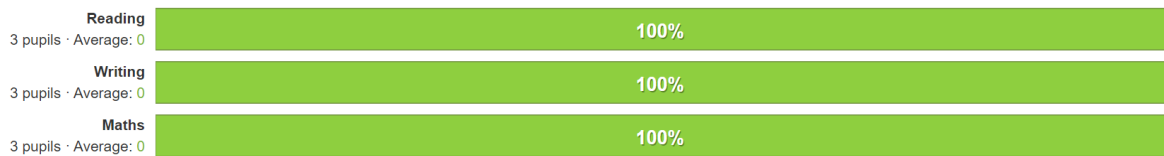
Progress Overview for Pupils (from 2022-2023) in Maths booster Y6, who are pupil premium – 2022-2023 Autumn 2 Main Assessment to 2022-2023 Summer 2 SAT Scaled Score

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PP Booster Maths

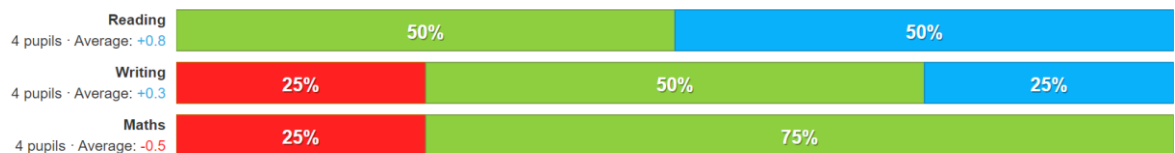
- The groups were well attended by all children and pupil reported increased confidence about their own maths ability.

PP Booster English

Progress Overview for Pupils (from 2022-2023) in PP English Booster, who are pupil premium – 2022-2023 Autumn 2 Main Assessment to 2022-2023 Summer 2 SAT Scaled Score

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Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



- Children attended well and reported the groups was helping them improve. Focus was not always linked to topic/what was being taught in class as it was specific to the children- impact may increase further if session used to pre-teach what is being learnt in class.
- Both booster groups may benefit from increase metacognition strategies next year.

Evidence of Wider Curriculum Impact

- Pupil Premium was used to partly pay for a whole school trip to the Roses Theatre to Watch Snow White.
- Coach Travel has been provided partly funded by Pupil premium for all school Trips for those in receipt of PP.

- Breakfast Club is still well attended by Pupil Premium children Approx. 50%. Bagels are provided in the breakfast club room from 8:15am and the on the playground from 8:30. Siblings and parents are also invited to have bagels on the playground when dropping off. This has helped support some of our more vulnerable families.
- PP funding has been used to support the financial contribution for PP children to attend the Y6 residential to enable all the children who requested places to be able to go 17 children were fully or partly funded.
- PP has also been used to fund places for children In Y5 next year to attend a week long residential at Wick Farm.
- Pupil premium funded a visit from Gloucester Museum Staff to talk to children about Gloucester in Roman Times.
- In January the inclusion lead with the support of St James' Church and funding from Pupil premium set up a School uniform shop to enable all children to have access to school clothes. Pupil premium children are provided with P.E T-shirts when requested. New and second-hand uniform (donated items which have been professionally cleaned) are available to view at Parents evening and other school events as well as every Friday after school.