



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Simon Millington
Pupil premium lead	Emma Faulkner
Governor / Trustee lead	Amanda Chong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,702
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	£106,702

Part A: Pupil premium strategy plan

Statement of intent

School Information:

Pupil Numbers

	Year 3	Year 4	Year 5	Year 6	All Years
Pupils of this school	54	62	28	58	202
Male	57.41% 31	33.87% 21	39.29% 11	50.00% 29	45.54% 92
Female	42.59% 23	66.13% 41	60.71% 17	50.00% 29	54.46% 110

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. Aspirations for careers limited.
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 (through increased access to music tuition and Art) 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 (Swimming) 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: £ 35,000

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>	<p>1,2,3,6</p>
<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>Assessment of new starters with 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>	<p>1,2,3,6</p>

and EAL assessment.		
Employment of a Teacher to enable small groups, maths and English teaching.	<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. (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>Reducing Class Size= +2 months progress. (EEF)</p>	1,2,3,6
Creation of Reading Ambassadors and Clubs to support Oral discussion activities	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary,</p>	6

	<p>articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <p>targeted reading aloud and book discussion with young children;</p> <p>explicitly extending pupils' spoken vocabulary;</p> <p>the use of structured questioning to develop reading comprehension; and</p> <p>the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups.</p> <p>Oral Interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral Interventions= +6 months progress.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Teacher to deliver specific Booster groups in Maths and English for Y5 and 6</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 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</p>	<p>1,2,3,</p>

	<p>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>	
Employment of 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> <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>	1,2,3,6
Beanstalk Reading and Comprehension.	<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>	1,2,3,6

<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>Homework Club Purchase of materials/resources to engage children and Parents with Learning at home.</p> <p>TA to run Homework Club.</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>Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Homework = + 5 months progress</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; 	<p>3,5</p>

	<ul style="list-style-type: none"> • more intensive programmes for families in crisis. <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental Engagement= +4 months progress</p>	
<p>Link with local companies and colleges to provide children with opportunities to engage with different professions and career paths.</p>	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none"> • interventions that focus on parents and families; • interventions that focus on teaching practice; and • out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. For interventions that focus on self-efficacy and motivation specifically in a learning context (for example, growth mindsets interventions) please see Metacognition and self-regulation.</p> <p>Aspirations EEF (educationendowmentfoundation.org.uk)</p> <p>Aspirations= 0 months progress. (EEF)</p>	

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

Budgeted cost: £ 21,702

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 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>	5,6,7
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

<p>Employment of an Engagement coordinator to support parental engagement in learning and school.</p> <p>Parent mornings/open mornings/learning hubs.</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>4,6</p>
<p>Extended Swimming provision for Y3,4 and 5</p>	<p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p>This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>Physical Activity EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity= +1 months progress</p>	<p>7</p>
<p>Music Tuition (Ukulale) and I Sing Pop</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</p>	<p>6</p>

	<p>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= +5 months progress</p>	
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Total budgeted cost: £ 106,702

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 2023 to 2024 academic year.

Pupil Premium Profile 2023-2024	
Autumn 23	Summer 24
<ul style="list-style-type: none"> • 69/169 are Pupil Premium, 40.8% of School Population This is lower than last year. • PP and SEND 23/69 33.3% Higher than the percentage of the whole school population. • PP and EAL 39/69 56%% • PP/EAL/SEND 13/69 18.8% • 26/69 37.7% have attendance below 90% (Persistent Absence) 	<ul style="list-style-type: none"> • 68/181 are Pupil Premium, 38% of School Population. This is lower than last year. • PP and SEND 24/68 35.3% Higher than the percentage of the whole school population. • PP and EAL 44/68 64.7% • PP/EAL/SEND 16/68 23.5% • 31/68 45.6% have attendance below 90% (Persistent Absence) • 7/68 10.3% have excellent attendance 98-100%
<ul style="list-style-type: none"> • The incidence of Pupil Premium at St James' reduced due to the increase in numbers of families moving to the area from abroad for work. Whilst they are not eligible for Pupil premium they have high needs due to being EAL/New to English. This has impacted severely on the amount of support available for all children. Some of the children moving to the school have high SEND needs also. • Pupil progress meetings at the start of terms 1,3 and 5 have been successful in identifying the support required for all children to make progress and the specific needs off those with Pupil Premium. • 2 pupils in receipt of Pupil Premium also became looked after by the Local authority. 	

Impact of Pupil Premium Spend

Staffing

- Mrs Faulkner continues full time as Inclusion Lead. This mirrors the Role at Hatherley Infants including the responsibilities of SENDCO, Attendance, DDSL, Pupil Premium and Designated Teacher for CIC.
- Mrs Jones has been employed partly from PP funding as Engagement Coordinator and has supported parents with Transition paperwork, FSM applications, Early help support. She has also facilitated coffee mornings and afterschool projects which engage the parents in supporting their child in school and with their learning.
- Mrs Faulkner and another member of the Senior Leadership team, EAL coordinator and Engagement Coordinator are visible at the start and end of the day to welcome the children into school. 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 enabled Gross Motor support to be undertaken through Play during break times, rather than in learning time.

Attendance

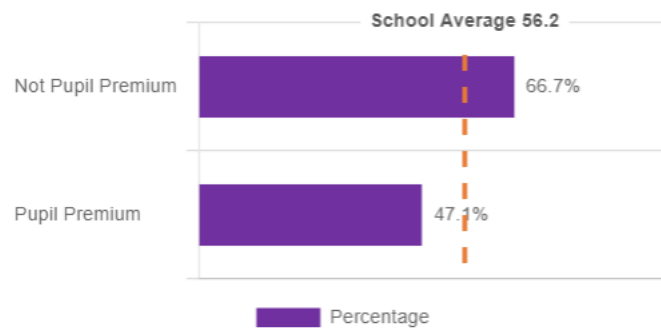
- The Attendance Team and support pathway is in place across both schools. Letters to notify parents of Persistent absence earlier and offering support as well as praise letters for improved attendance created to ensure parents are fully informed. The engagement coordinator has been able to increase the attendance of some children by working closely with the families.
- 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.
- Holidays and minor illness continue to be the main reasons given for absence.
- 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. Support is provided for 3 children in Year 5 and 6.

Reading



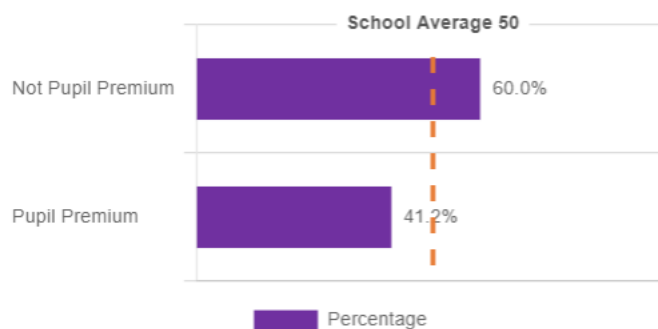
► Reading Data Table

(KS2 Reading results 2024)

PP Booster Maths

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

Mathematics



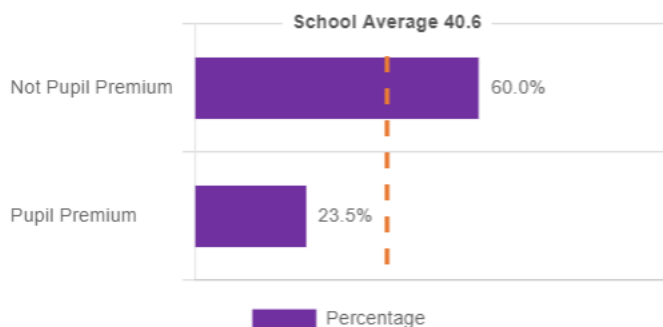
► Mathematics Data Table

(KS2 Maths results 2024)

PP Booster English

- Children attended well and reported the group was helping them improve.
- may benefit from increased metacognition strategies next year.

Writing



► Writing Data Table

(KS2 Writing results 2024)

Resources

- CGP resources were again purchased for the children in Y6 to support their preparation for SATS. Books for Maths, Reading comprehension and SPaG were purchased. This enables teacher to provide additional support and homework.

Evidence of Wider Curriculum Impact

- Pupil Premium was used to partly pay for a whole school trip to the Roses Theatre to watch Beauty and the Beast.
- Pupil premium was also used to partly fund a visit to school from a M&M productions for the year 5 and 6 children to see a theatrical version of the Hobbit.
- 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 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. 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.
- Uniform continues to be available for children who are in need. Pupil premium has been used to fund P.E T-shirts for those in receipt of pupil premium.

- A TA was funded to complete a whole school art project. The results are now on display in the school hall. This project was also supported by Kier Construction who provided materials.

