



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	187
Proportion (%) of pupil premium eligible pupils	42%
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 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Gardiner
Pupil premium lead	Emma Faulkner
Governor / Trustee lead	Amanda Chong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
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	£113,625

Part A: Pupil premium strategy plan

Statement of intent

School Information:

Class	Number in Class	Girls	Boys	In Year Admission	SEND	EHCP	Pupil Premium	EAL
3A	19	9	10	0	7	1	9	14
3B	20	12	8	0	4	2	12	13
4A	29	14	15	0	8	1	10	24
4B	30	14	16	1	3	0	12	25
5A	30	19	11	1	7	1	14	22
5B	31	21	10	2	8	1	10	26
6A	30	19	11	1	11	1	12	21
	Total 189	Total 108	Total 81	Total 5	Total 48	Total 7	Total 79	Total 145

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 have parents who cannot speak English in the home.
4	Attendance and Punctuality Attendance data shows that Pupil Premium children's attendance is 92.3%, 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	<p>Physical development and Mental Health</p> <p>Some Pupil Premium Pupils and non-disadvantaged pupils demonstrate reduced physical development and mental health due to periods of inactivity, reduced social opportunities.</p>
---	--

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 access support for their physical development and mental health.	All Pupils including those with pupil premium will demonstrate improved 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: £ 28,125

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

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

Budgeted cost: £ 60,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Teacher to deliver	Small group tuition is defined as one teacher, trained teaching assistant or	1,2,3,

<p>specific After school Booster groups in Maths and English for Y5 and 6</p>	<p>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>	
<p>Employment of Teaching Assistants</p>	<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>	<p>1,2,3,6</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</p>	<p>1,2,3,6</p>

	<p>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>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>	1,2

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

Budgeted cost: £ 25,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised schools visits and residentials</p>	<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</p>	5,6,7

	<p>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>	
<p>Employment of Play Therapy Practitioner</p>	<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>Pastoral and family support- Member of staff available on the gate daily. Supporting families with attendance.</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>	4,6

<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)</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= +5 months progress</p>	<p>6</p>

Total budgeted cost: £ 113,625

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 2024 to 2025 academic year.

Impact of Pupil Premium Spend

- The incidence of Pupil Premium at St James' has remained around 45%.
- 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. Progress meetings have also been held by the Maths and English leads to ensure that children do not fall behind.

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. Mrs Jones facilitated links with local Grammar school for Pupil Premium children to attend Tutoring sessions and additional activities (Computing) designed to raise the children's aspirations of attending Grammar school.

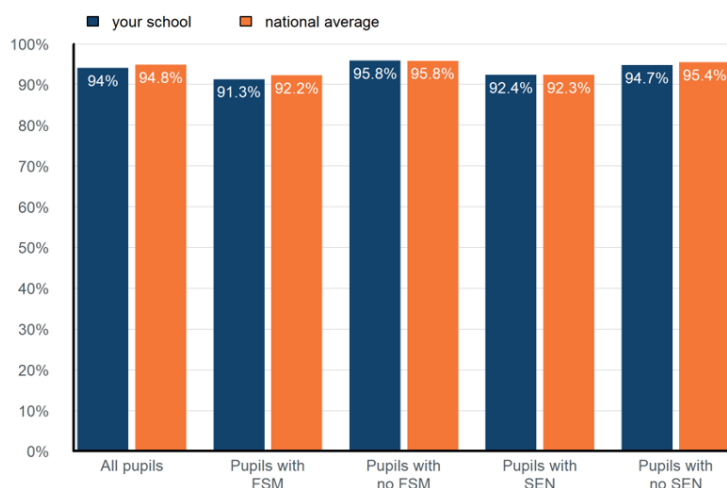
• Mrs Faulkner and another member of the Senior Leadership team or Engagement Coordinator are visible at the start and end of the day to welcome the children into school. This has been very successful in enabling the parents to identify staff members across both schools. It has also supported children with anxiety to come into school more prepared and ready to learn.

- 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 Maths children in receipt of PP.
- English lead has supported the development and training within phonics. They have run a fluency Intervention with a focused group of pupils.

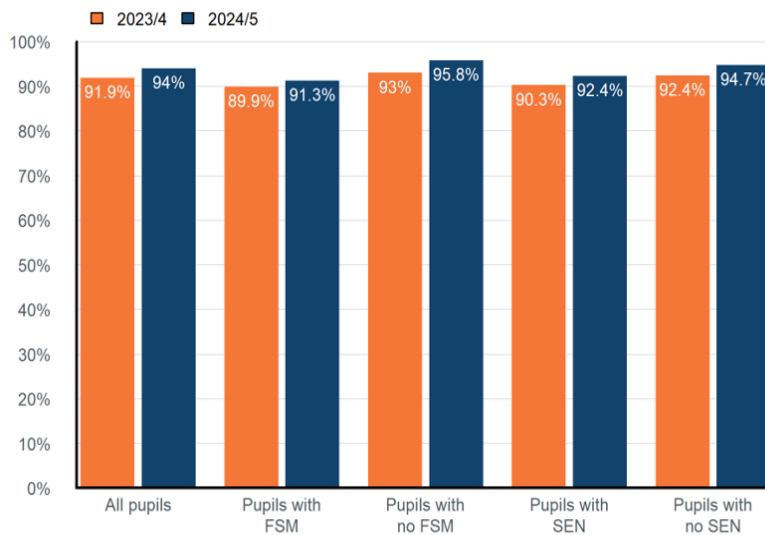
- Teaching assistants have been class based enabling Class Teachers to Scaffold learning with support during sessions as well as provide specific targeted support for speech and language. In many cases the class Teacher has been able to provide the targeted support for the groups.
- Y6 Teaching staff have provided Booster groups in English and Maths once a week.

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. The over all attendance for pupil premium remains lower
- 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.
- Attendance has improved for pupils across the school with the Average attendance for Pupil premium children rising from 89.9% to 91.3% no longer in the Persistent Absence band.



School/National Average Comparison.



Previous Year comparison Data.

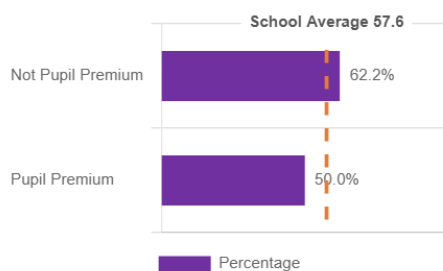
Interventions.

Beanstalk

- Beanstalk continues to show improved academic, wider curriculum and social achievements. Support is provided for children in Years 4,5 and 6.

2024-2026 SATS Results

Reading

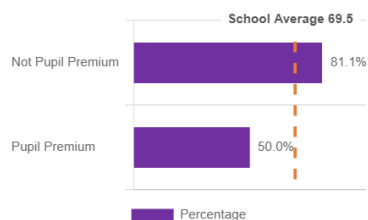


(KS2 Reading results 2025)

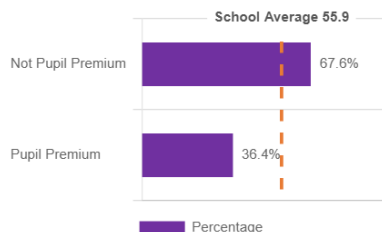
PP Booster Maths and English

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

Mathematics



Writing



(KS2 Writing results 2025)

(KS2 Maths results 2025)

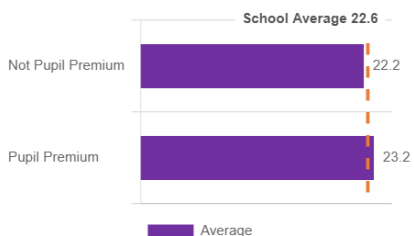
Multiplication Intervention Groups.

Mrs Faulkner and Mrs Gardiner supported Pupil Premium children who were not consistently scoring highly on times table checks.

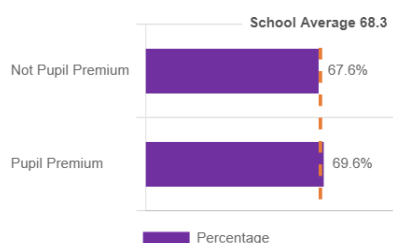
Our Target for PP children average was set at 13 we achieved 23.2.

The % of PP children achieving 20/25 was 69.6%, 2% higher than non PP.

Average Score



Achieved 20/25 or greater



Evidence of Wider Curriculum Impact



- Pupil Premium was used to partly pay for a whole school trip to the Everyman Theatre to watch Aladdin
- 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 Jungle Book
- Coach Travel has been provided partly funded by Pupil premium for all school Trips for those in receipt of PP.

- 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 Y4/5 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.
- PP funding enabled all Y4 Pupils to have the opportunity to learn a Musical instrument. Children had a 10 week course which ended with a performance to parents and the rest of the school.



- PP funding supported with the cost of Y6 pupils to experience Ice Skating at the Docks.
- This has been the first year that Pupil premium funding has been used to support swimming for the pupils in Y3 and 4. This has proven to be successful in reducing the anxiety around swimming. All year 3 and 4 pupils succeeded in

getting into the pool by the second week whereas some children who were experiencing a swimming pool for the first time in Y5 and 6 took longer to feel confident enough to get in the pool. Starting at an earlier age will hopefully increase the % of children reaching the standard of being able to swim 25m by the end of Y6. We hope to see these results at the end of 2026/2027. Currently 23% of Y6 children can swim 25m. (National average 70%)