

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

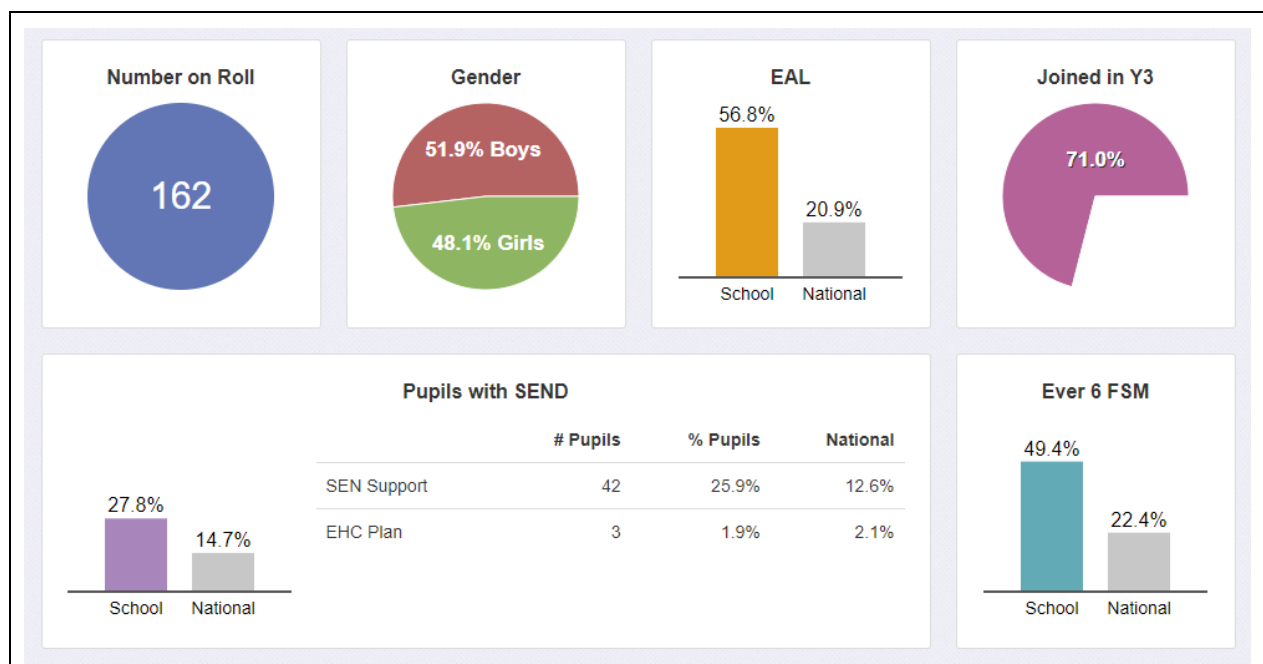
Detail	Data
School name	St James' C of E Junior School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	48.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022- 2023 2023 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Simon Millington
Pupil premium lead	Emma Faulkner
Governor / Trustee lead	Juliet Jenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,940
Recovery premium funding allocation this academic year	£7,685
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	£77,625

Part A: Pupil premium strategy plan

Statement of intent



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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 from a Family Support Worker, 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.

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 access support for their physical development and mental health.	All Pupils including those with pupil premium will demonstrate improved 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: £ 20,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of online RWI portal to secure stronger phonics teaching for all pupils.</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 relevant staff will receive training and follow up support to allow them to deliver/ embed RWI/Fresh Start.</p> <p>We will fund teacher release time to Support.</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>Employment of a Teacher to deliver small groups, including Phonics.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics= +5 months progress (EEF)</p>	<p>1,2,3,6</p>

	Small group tuition Toolkit Strand Education Endowment Foundation EEF Small group Tuition= +4 months progress.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49,067

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 Small group Tuition= +4 months progress.</p>	1,2,3,
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) 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</p>	1,2,3,6

	<p>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>There is a strong evidence that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral Language Interventions = + 6 months additional progress (EEF)</p>	1,2,3,6
<p>CGP maths and English Homework resources purchased for Y6.</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: £ 8,053

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</p>	5,6,7

	<p>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>	
Employment of School OT to support gross and Fine motor skills development.	<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= +1month progress</p>	5,6,7
Employment of a Pupil & Family Support Worker	<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

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Leadership Responsibilities reviewed. PP lead meeting regularly with Governors. PP report included at every Governors meeting.

SL know who the disadvantaged pupils are have shared with staff, strategies to support these children. Action plans included a PP target for closing the gap

SL will plan trips and experiences with the knowledge that there is funding available.

Pupil Progress Lead and SENDCo lead pupil progress meetings and reviews termly.

Catch-up and recovery funding strategy in progress.

Performance management targets linked to PP progress for staff and Ta's.

SLT meet children and parents at the gate every morning which is an ongoing and positive start to building relationships with parents.

The relationship between Hatherley Infant school is developing. Key staff meet regularly. Policies and strategies are being aligned between the two schools.

FSW works with families with persistent absence. Attendance is monitored and parents called at the start of the day if no reason for absence has been given. Attendance club for children with persistent absence is attended by PP children.

Progress of PP children tracked and monitored. All children in the groups made at least expected progress over 90% made better than expected progress. Children who didn't had attendance concerns