

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	163
Proportion (%) of pupil premium eligible pupils	49.7%
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 2022
Date on which it will be reviewed	February 2023
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	£81,715
Recovery premium funding allocation this academic year	£8,555
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	£90,270

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 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>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 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</p>	<p>1,2,3,6</p>

<p>and English teaching in Y5.</p>	<p>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>	
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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
<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</p>	<p>1,2,3,</p>

	<p>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>	
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>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
CGP maths and English Homework resources purchased for Y6.	<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</p>	1,2

	<p>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>Young Writers Competition- Purchase of published books following a small group project working together to complete entries for a writing competition.</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 additional progress (EEF)</p>	

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 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</p>	<p>5,6,7</p>

	<p>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 School OT to support gross and Fine motor skills development.</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= +1month progress</p>	5,6,7
<p>Employment of a Pupil & Family Support Worker</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>Supporting travel costs for parents and children to improve 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; 	4

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

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

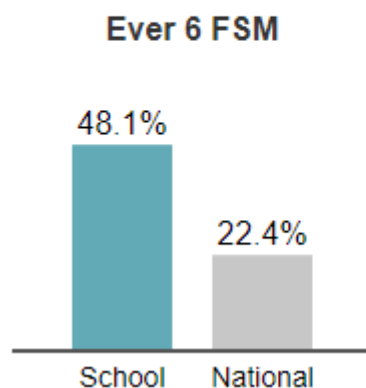
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

End of Year Report on Pupil Premium

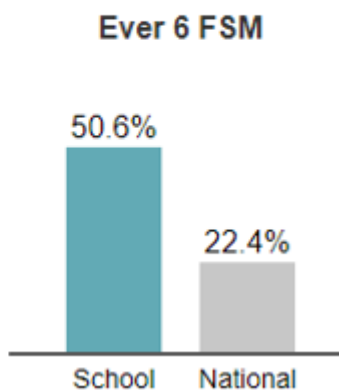
Profile of the school

Year Group	Pupils	Year Groups								
		Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate	
Year 3	32	15	17	17	14	17	7	0	6.7%	
Year 4	29	20	9	17	15	16	11	0	6.4%	
Year 5	59	30	29	31	28	33	13	1	7.6%	
Year 6	42	19	23	26	19	16	10	2	8.7%	

PP Information: Spring



Summer



- The Incidence of Pupil Premium at St James:50.6% National figure is 22.4%. This has increased over the course of the year.
- Pupil progress meetings at the start of terms 1,3 and 5 have been successful in identifying the support that the children need to progress and to ensure all children are making progress.
- 2 children in receipt of Pupil Premium were removed from the Code of Practice (No longer SEND Support) following the pupil progress meetings.
- There have been 14 children new to school since the 5th of January (bringing the total of children new to school since September to 39). This includes an additional 6 PP children 9 EAL (5 With little or no English-new to the country), 5 SEND
- The school continues to receive additional pupils including Asylum Seekers and Refugees as well and children new to the country who have little or no English

Staffing:

- Mrs Faulkner has taken on the role of Pupil Premium Lead.
- FSW continues to meet and greet parents on the Playground.
- Mrs Pervaiz and Mrs Gassman have continued to provide Booster maths and English groups. Mrs Gassman has continued with her Y5 children and following SATS Mrs Pervaiz has begun working with an identified group of PP Y5 children (was previously Y6) in Booster Maths sessions

PP Enrichment:

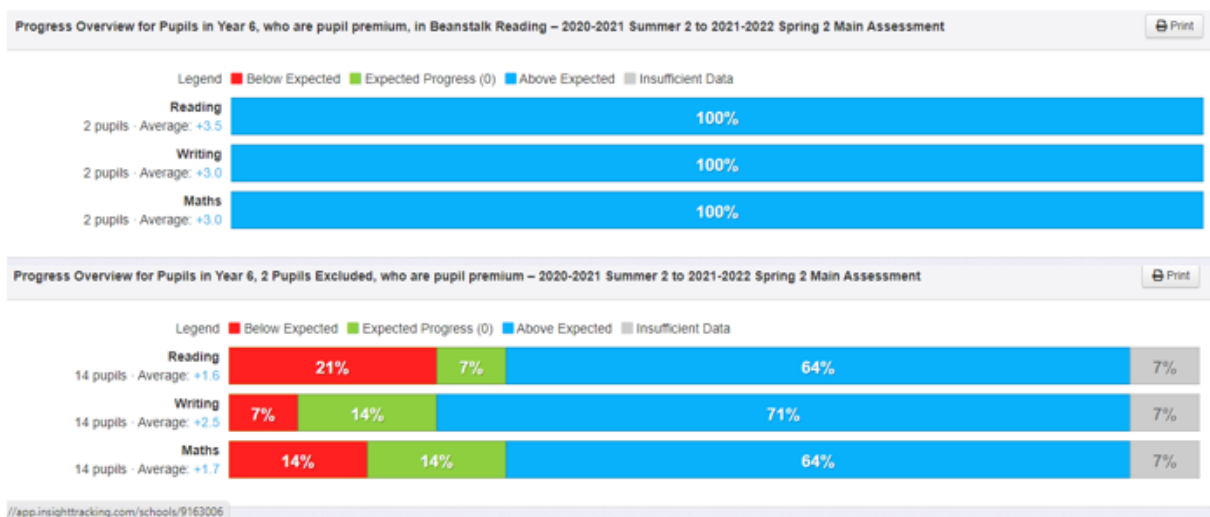
- Pupil Premium was used to partly pay for a whole school trip to Cineworld to watch SING 2. It was originally scheduled for before Half Term but had to be re-scheduled for 4th March due to Storm Eunice closing the school.
- Breakfast Club is still well attended by Pupil Premium children. Approx. 66% of children attending are 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. 8 children were fully or partly funded.

Attendance:

- FSW is continuing to work with children who have persistent absence through the attendance club. All children in the attendance club are PP.

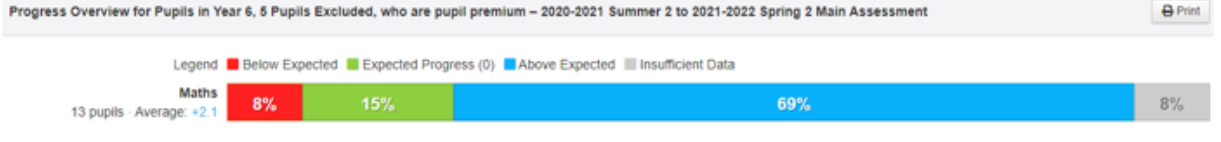
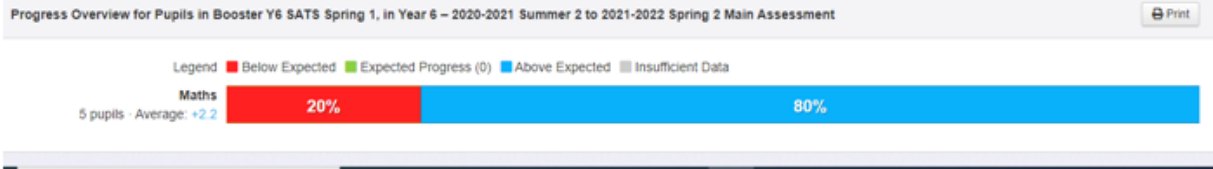
Impact of Pupil Premium Spend:

- Beanstalk reading has continued to raise the attainment of identified pupils.



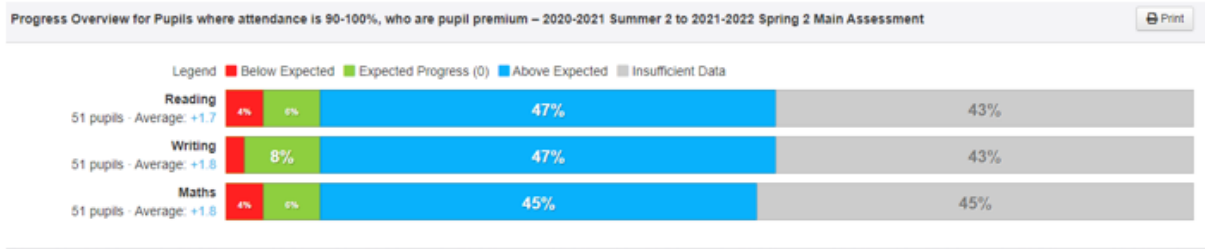
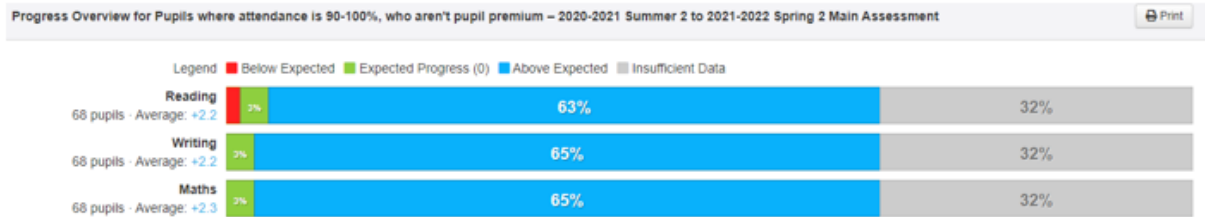
This intervention has been very successful improving the outcomes in reading but also having a positive impact on other areas of the curriculum and improving wellbeing. Due to the success of this intervention we will be expanding its use with another adult from the Beanstalk programme to support more children.

- **Booster Maths**

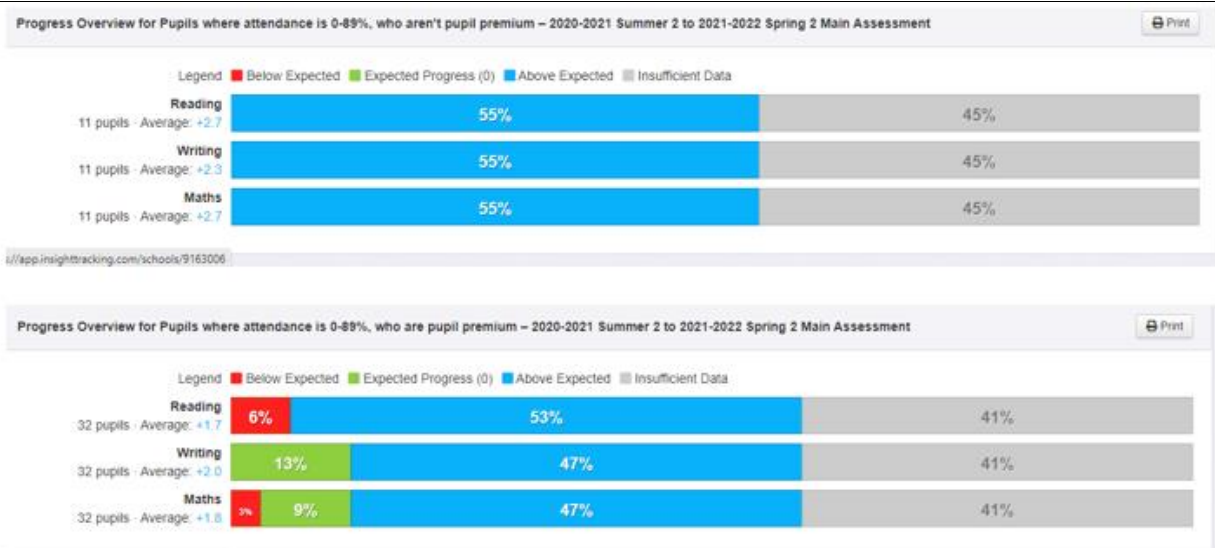


The Intervention lead has begun working with a group of Year 5 pupils and will continue next year. Pupils report increased confidence about their own maths ability.

- **Attendance Club/FSW**



- Progress for children whose attendance is 90-100% and PP is lower. PP Lead to look at Insights to see if the data can be broken down further as 10% is a large band. I would like to see the progress of the children whose attendance is above 95% to stage the interventions



- Progress for those children with less than 90% attendance is again lower for those with Pupil Premium. At present the only intervention to promote attendance is Attendance club. Aim meetings are organised to meet with parents to support improved attendance, but these are poorly attended.
 - Teaching Assistants.

Teaching assistants have been class based enabling Class Teachers to Scaffold learning with support during sessions as well as provide specific targeted support to children during the daily timetable without them having to be removed from the classroom. 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. The outcomes for individual children were baselined and impact was shown to be very positive by the Occupational Therapist.

- School OT

School has been supported by Faith Newton from School OT (Occupational Therapy), Gross motor skills, handwriting and scissor skills have been this years’ focus and have improved the children’s skills as well as improved the knowledge of staff. We will continue accessing support next year.

