# 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~~<br>~~2025-2026~~<br>2026-2027 |
| Date this statement was published | |
| Date on which it will be reviewed | |
| Statement authorised by | |
| Pupil premium lead | Mrs Emma Faulkner |
| Governor / Trustee lead | |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £129,771.73 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £129,771.73 |

# Part A: Pupil premium strategy plan

## Statement of intent

### School Information:

| Class | No. | G | B | In Year Ad-mis-sion | SEN | EHCP | PP | FSM | EAL |
|---|---|---|---|---|---|---|---|---|---|
| 3A | 26 | 17 | 9 | 0 | 6 | 1 | 10 | 14 | 18 |
| 3B | 24 | 13 | 11 | 1 | 6 | 0 | 7 | 11 | 21 |
| 4A | 18 | 9 | 9 | 0 | 7 | 1 | 8 | 9 | 13 |
| 4B | 18 | 11 | 7 | 0 | 3 | 2 | 12 | 12 | 11 |
| 5A | 27 | 14 | 13 | 1 | 9 | 1 | 9 | 11 | 25 |
| 5B | 29 | 16 | 13 | 1 | 2 | 1 | 13 | 14 | 24 |
| 6A | 30 | 19 | 11 | 0 | 8 | 1 | 14 | 16 | 21 |
| 6B | 29 | 18 | 11 | 2 | 6 | 2 | 7 | 10 | 23 |
| **Total** | **201** | **117** | **84** | **5** | **47** | **9** | **80** | **97** | **156** |
| **Percentage** | | **58%** | **42%** | **2%** | **23%** | **4%** | **40%** | **48%** | **78%** |

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 activities 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, to develop positive self-esteem and well-being, which will greatly impact on their academic achievement.

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

Alongside our pupil premium-funded activities, pupils eligible for pupil premium in Years 3–6 can access Atom Learning for free. This provides personalised online learning in English, maths, science and reasoning at home, at no cost to the school or families. We use this alongside our additional Tuition to support our wider approach to improving outcomes for disadvantaged pupils

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 all 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<br>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<br>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<br>Attendance data shows that Pupil Premium children's attendance is 92.3%, which is below national expectations, |
| 5 | Limited Life Experiences<br>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<br>Some Pupil Premium pupils demonstrate a lack of confidence, self-motivation, resilience and readiness to learn. |
| 7 | Physical development and Mental Health<br>Some Pupil Premium Pupils and non-disadvantaged pupils demonstrate reduced physical development and mental health due to periods of inactivity, reduced social opportunities. |
| 8 | Some pupils eligible for pupil premium have less access to structured learning resources and academic support outside school, which can make it harder to consolidate classroom learning. |

## 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: £ *24,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of library books to support phonic teaching and secure better fluency.<br>Books will promote fluency and enjoyment | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF<br>Phonics= +5 months progress (EEF) | 1,2,3,6.8 |

| | | |
|---|---|---|
| through age appropriate content with structured phonics. | | |
| Enhancement of our Phonics teaching.<br><br>All new staff will receive training and follow up support to allow them to deliver/ embed RWI/Fresh Start. (Release cover)<br><br>We will fund teacher release time to support assessment and to monitor termly.<br>Assessment of new starters with phonics and EAL assessment. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF<br>Phonics= +5 months progress (EEF) | 1,2,3,6 |
| Employment of a Teacher to enable small groups,maths and English Teaching. | 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.<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF<br>Small group Tuition= +4 months progress. (EEF) | 1,2,3,6 |

| | | |
|---|---|---|
| | 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.<br><br>Reducing class size \| EEF (educa-tionendowmentfoundation.org.uk)<br>Reducing Class Size= +2 months pro-gress. (EEF) | |

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

Budgeted cost: £ 70771.73

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Employment of a Teacher to deliver specific After school Booster groups in Maths Y5 and 6 | 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.<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF<br>Small group Tuition= +4 months progress. | 1,2,3, 8 |
| Employment of Teaching Assistants | 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 | 1,2,3,6 |

| | | |
|---|---|---|
| | producing) improvement in students' learning.<br>Feedback \| EEF (educationendowmentfoundation.org.uk)<br>Feedback= +6 months progress<br>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom.<br>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.<br>Teaching Assistant Interventions \| EEF (educationendowmentfoundation.org.uk)<br>Teaching Assistant Interventions= +4 months progress. | |
| Beanstalk Reading and Comprehension. | 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)<br>Reading Comprehension Strategies (educationendowmentfoundation.org.uk)<br>Reading Comprehension Strategies = +6 months progress. | 1,2,3,6 |
| 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. | Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.<br>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. | 1,2,8 |

| | | |
|---|---|---|
| | Homework \| EEF (educationendowmentfoundation.org.uk)<br>Homework= +5 months progress | |
| Free personalised online learning through Atom Access for pupils eligible for pupil premium in Years 3–6, with engagement and progress monitored through the teacher dashboard. | To give eligible pupils access to structured, personalised online learning and support consolidation of Key Stage 2 learning in English, maths and science.<br>While not funded by the EEF, Atom Learning runs extensive alternative initiatives aimed at achieving identical goals—closing the attainment gap for disadvantaged children | 8 |

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

Budgeted cost: £ 35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Subsidised schools visits, residentials and sports Kit. | 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.<br>Outdoor adventure learning \| EEF (educationendowmentfoundation.org.uk) | 5,6,7 |
| Forest School | 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.<br>Collaborative learning approaches \| EEF (educationendowmentfoundation.org.uk)<br>Collaborative learning= +5 months progress | 5,6,7 |
| Employment of Play Therapy Practitioner | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management | 5,6,7 |

| | | |
|---|---|---|
| | of emotions, rather than focusing directly on the academic or cognitive elements of learning.<br><br>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.<br><br>Three broad categories of SEL interventions can be identified:<br><br>• School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;<br>• Universal programmes which generally take place in the classroom with the whole class; and<br>• More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.<br><br>Social and emotional learning \| EEF (educationendowmentfoundation.org.uk)Physical activity= +1month progress | |
| Pastoral and family support- Member of staff available on the gate daily. Supporting families with attendance. | Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:<br>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;<br>• general approaches which encourage parents to support their children with, for example reading or homework;<br>• the involvement of parents in their children's learning activities;<br>• more intensive programmes for families in crisis.<br>Parental engagement \| EEF (educationendowmentfoundation.org.uk)<br>Parental Engagement= +4 months progress | 4,6 |
| Extended Swimming provision for Y3,4 and 5 | Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.<br><br>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 | 7 |

| | | |
|---|---|---|
| | combined with study skills, ICT, literacy, or mathematics lessons.<br><br>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.<br>Physical Activity \| EEF (educationendowmentfoundation.org.uk)<br>Physical activity= +1 months progress | |
| Music Tuition (Ukulale) | 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.<br><br>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.<br>Arts Participation \| EEF (educationendowmentfoundation.org.uk)<br><br>Arts Participation= +5 months progress | 6 |
| Sport club for Pupil premium Targeted children to support attendance. | Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.<br><br>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.<br><br>Physical activity has important benefits in terms of health, wellbeing and physical development. | 6,7 |

| | | |
|---|---|---|
| | 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.<br>Physical Activity \| EEF (educationendowmentfoundation.org.uk)<br>Physical activity= +1 months progress | |

**Total budgeted cost: £ 129,771,73**

# 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' dipped slightly to around 41%.
- 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 identify Key Marginal children to ensure that children reach their full potential.
- Supporting the children with learning their times tables was particularly successful.

### Staffing

- Mrs Faulkner continued full time as Inclusion Lead/ SENDCO, Attendance, DDSL, Pupil Premium and Designated Teacher for CIC.
- Mrs Faulkner and another member of the Senior Leadership team 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.
- Breakfast Club has also provided a free breakfast daily funded jointly with the National Schools Breakfast programme and Pupil Premium.



•Mrs Pervaiz has continued to support Y6 Booster groups with maths.

•After SATS to Booster groups focused on Y5 Maths children in receipt of PP.

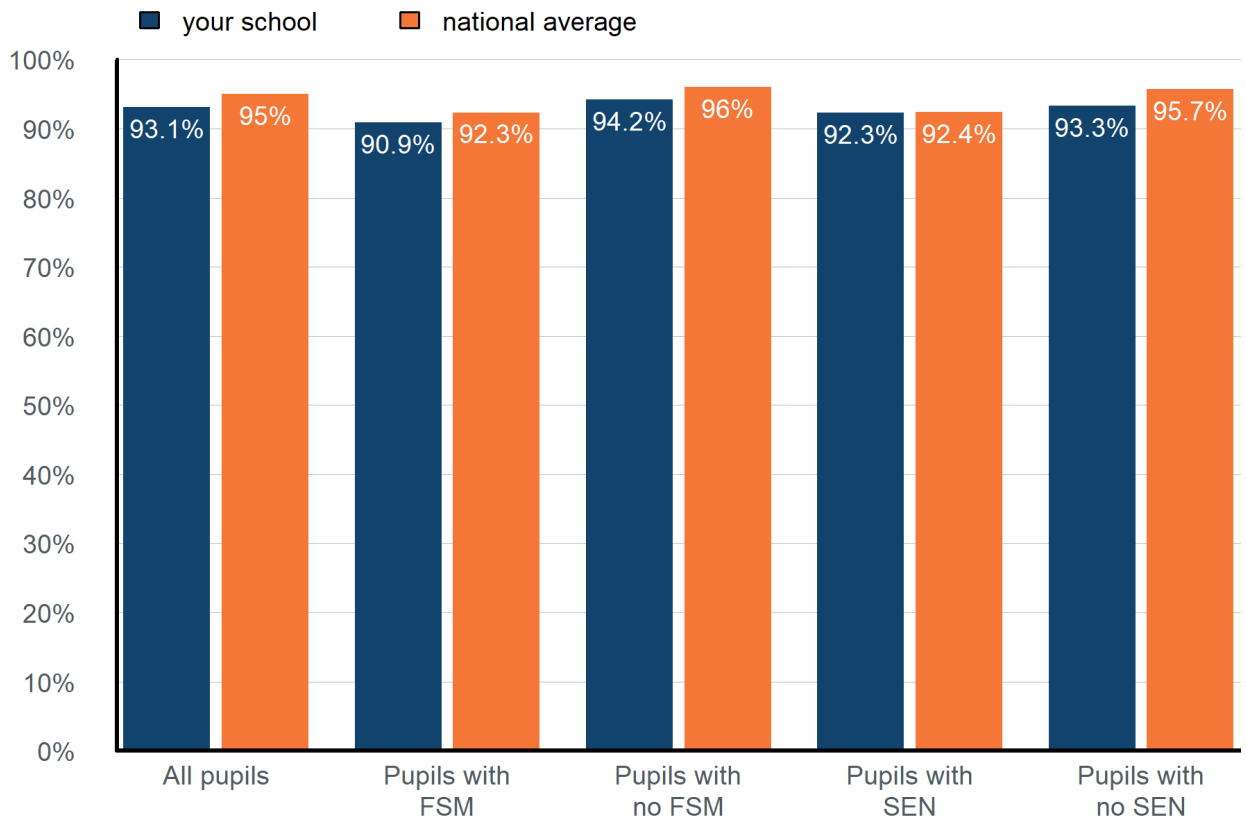
•English lead has supported the development and training within phonics. They have run a fluency Intervention with a focused group of pupils. Support from the RWI advisor has developed the use of 1:1 phonics teaching and improving the teaching of fluency.

- Teaching assistants have been class based enabling Class Teachers to Scaffold learning with support for children with EHCP during sessions as well as provide

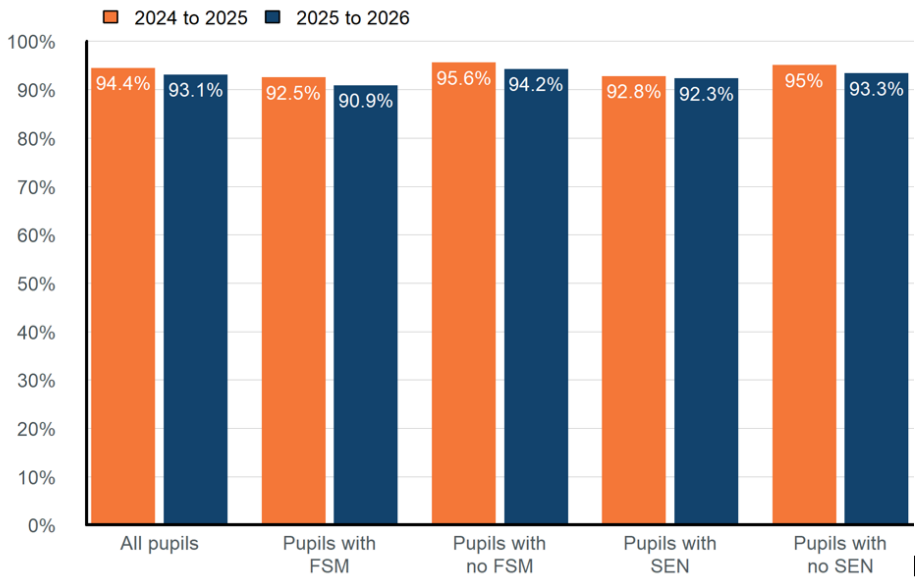
specific targeted support for speech and language. In many cases the class Teacher has been able to provide the targeted support for the groups.
- Y6 Teaching staff have provided Booster groups in English and Maths once a week.

## Attendance

- The Attendance Lead and support pathway is in place and all staff take responsibility for improving attendance. Schools sends 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. Working closely and supporting families early has increased the attendance of some children.
- Attendance support meetings to tackle the causes of persistent absences have supported families to improve their attendance. The percentage of persistent absence among pupil premium children is level at 22% which is not far below the level of persistent absence among non-pupil premium children which is 24%.
- 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.
- Overall attendance has dipped this year despite early intervention. Severe weather-heatwaves contributed to the rise in parents keeping their children at home. There was also a rise in the number of children have scheduled surgery and holidays.




School/National Average Comparison.



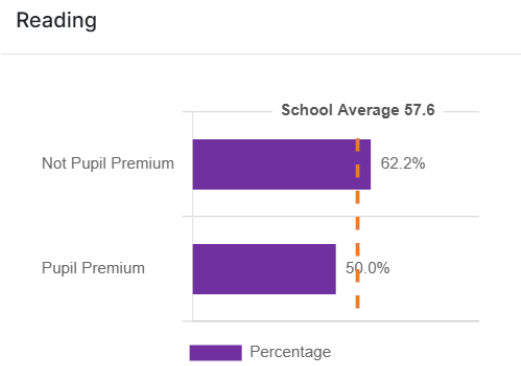

Previous Year comparison Data.

## Interventions.

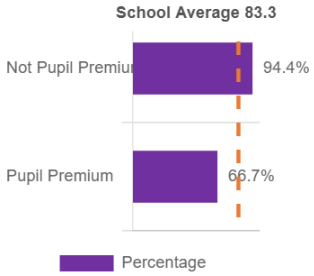
### Beanstalk

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

**2025 SATS Results**



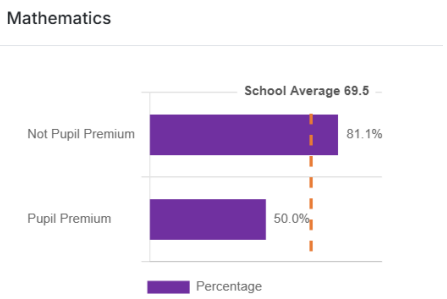

**2026 SATS Results**

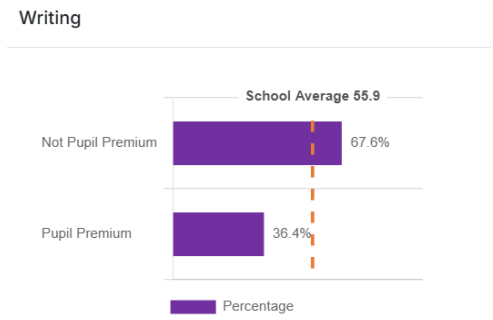



## PP Booster Maths and English

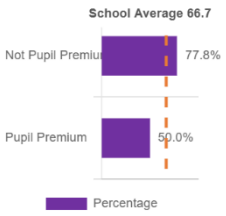
- The groups were well attended by all children and pupils reported increased confidence about their own abilities.

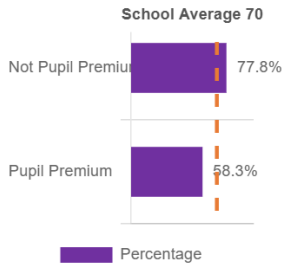
**2025 SATS Results**



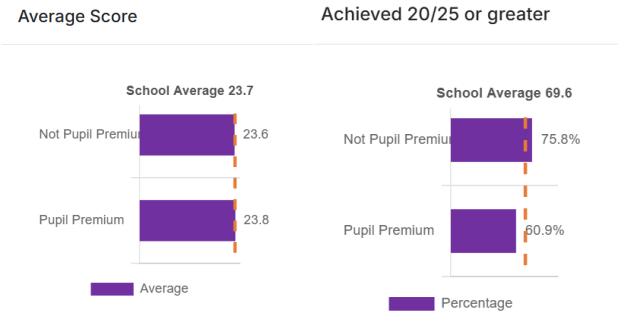

**2026 SATS Results**




**Multiplication Intervention Groups.**

Mrs Faulkner and Mrs Gardiner supported Pupil Premium children who were not consistently scoring highly on times table checks.
Our Pupil Premium children achieved 23.28 average score 0.2% higher than non-Pupil premium.




## Evidence of Wider Curriculum Impact

- Pupil Premium was used to partly pay for a whole school Pantomine performed by M&M productions-Robin Hood
- Pupil premium was also used to fund a visit to school from a M&M productions for the year 5 and 6 children to see a theatrical version of the Alice in Wonderland
- Coach Travel has been provided partly funded by Pupil premium for all school Trips for those in receipt of PP.

Cotswold Wildlife Park.



JCA for Y6



- 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 weeklong residential at Wick Farm and Farm Enrichment days at school.



Farm Enrichment Day



Wick Court 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 supported with the cost of Y6 pupils to experience Ice Skating at the Docks.

- This has been the second 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 24% of Y6 children can swim 25m. (National average 70%, Last Year 23%)