

## Pupil premium strategy statement – Saint James Church of England Primary School 2023-24

This statement details Saint James Church of England Primary 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	Saint James Church of England Primary School
Number of pupils in school	588
Proportion (%) of pupil premium eligible pupils	18%
Academic year that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Michelle Marsh, Headteacher
Pupil premium lead	Andrew Boyden, Assistant Headteacher
Governor / Trustee lead	Paul Halliday

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,375
Recovery premium funding allocation this academic year	£13,484
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£157,859

# Part A: Pupil premium strategy plan

## Statement of intent

At Saint James Church of England Primary School we believe that all children can achieve, providing they attend school regularly and receive high quality teaching that is responsive to their individual needs. We have high expectations for all children and provide regular training for teachers, to enable accelerated progress. Pupil Premium children have diverse needs, so a 'one size fits all' approach is not likely to be effective. We aim to know the children as individuals, to understand their barriers to learning, and to offer personalised intervention for identified learning gaps. Our Christian values of 'Love, Respect and Courage' underpin our belief that all children should be given the very best opportunity to succeed and to build a strong foundation for a life of learning.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve at least expected 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 higher attainers.

We will consider external barriers that may affect some disadvantaged children, such as attendance, lateness, home learning, family dynamics, emotional well-being, resilience, financial support to access school learning opportunities, attitudes towards learning and aspirations for the future. Additionally, we will consider barriers for learning that make some disadvantaged children less successful in their learning at school, such as peer/adult relationships, self-regulation, motivation, self-esteem and resilience, learning support for dyslexia / dyscalculia / concentration / memory / motor control / speech and language etc. It is important that disadvantaged children are considered as individuals to identify and target specific barriers for learning.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, as the provision outlined in this statement will also be beneficial to support their needs, although they may not qualify as disadvantaged.

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. 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.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. In line with our belief that provision for Pupil Premium children is not a one-size-fits-all, teachers have prioritised key challenges for each cohort. This has resulted in individual cohort action plans comprising of some (but not all) of the targets below;

Challenge	Detail of challenge
1	<p><b>To improve attendance of pupils (including punctuality)</b></p> <p>Poor attendance can be a significant barrier to learning. Although we have seen an improvement in the attendance of Pupil Premium children, to bring it more in line with those not eligible for Pupil Premium funding, there was still a difference of nearly 3% last academic year (92.6% to 95.4%)</p>
2	<p><b>To improve attainment in Reading</b></p> <p>Assessments, observations and discussions with pupils indicate that disadvantaged children generally have greater difficulties with phonics than their peers, and may read less frequently at home, which negatively impacts their development as readers (and in turn writers).</p>
3	<p><b>To improve attainment in Writing</b></p> <p>Data indicates that disadvantaged pupils perform less well than those who are not eligible for Pupil Premium funding.</p>
4	<p><b>To improve attainment in Maths (including multiplication tables)</b></p> <p>Data indicates that disadvantaged pupils perform less well than those who are not eligible for Pupil Premium funding. This includes their performance in the Year 4 National Multiplication check.</p>
5	<p><b>To improve parental engagement</b></p> <p>Over the past year, we have received reports from the police and children's services as well as made referrals to CAMHs and foodbanks for a number of our Pupil Premium children and their families. Teachers report that some of parents and families of Pupil Premium children do not engage with school through parents' consultation evenings and do not support with home learning.</p>
6	<p><b>To improve spoken language and grammar (including word acquisition and vocabulary)</b></p> <p>Baseline assessments of children entering reception year, suggest that many disadvantaged and vulnerable children have under-developed oral language skills and vocabulary gaps. It is evident throughout the school that disadvantaged pupils require more support with language than their peers.</p>
7	<p><b>To improve resilience and learning behaviours</b></p> <p>In some cases, attitudes to learning need to be addressed. This could be related to a poor attention span and ease of distraction, inability to work effectively and cohesively with others or poor learning behaviours</p>

	acquired and consolidated over time (including during periods of home learning)
8	<p><b>To improve engagement with homework</b></p> <p>Teachers report that some disadvantaged pupils do not engage with home learning as well as would be expected. Tasks should be accessible to all children, both academically and physically (by providing the correct level of challenge and by children having the technology available to them to access it)</p>
9	<p><b>To reinforce adherence to the school values of Love, Respect and Courage in pastoral and learning behaviours</b></p> <p>Observations and discussions with staff and pupils suggest some disadvantaged children are less resilient and emotionally regulated. Throughout the school, we are witnessing children requiring support with their emotional and behavioural needs. This can result in pupils struggling with social / peer relationships and to access the curriculum without adaption.</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
<b>1. Sustained, improved attendance of disadvantaged pupils, brought further in line with their peers</b>	Sustained high levels of well-being demonstrated by pupil conferencing, parent survey, teacher observations and ELSA records. Records show improved behaviour, children are better able to identify and regulate their emotions, and keen to participate in school activities.
<b>2. Improved attainment in Reading for disadvantaged pupils</b>	Outcomes in Reading for disadvantaged pupils are improved to be more in line with non-disadvantaged pupils at Saint James and nationally. This includes the percentage of pupils achieving Greater Depth and the percentage of pupils achieving Age Related Expectations.
<b>3. Improved attainment in Writing for disadvantaged pupils</b>	Outcomes in Writing for disadvantaged pupils are improved to be more in line with non-disadvantaged pupils at Saint James and nationally. This includes the percentage of pupils achieving Greater Depth and the percentage of pupils achieving Age Related Expectations.
<b>4. Improved attainment in Maths for disadvantaged pupils</b>	Outcomes in Maths for disadvantaged pupils are improved to be more in line with non-disadvantaged pupils at Saint James and nationally. This includes the percentage of pupils achieving Greater Depth and the

	percentage of pupils achieving Age Related Expectations, as well as the percentage of children achieving full marks in the Year 4 Multiplication Tables Check.
<b>5. Parents and families of Pupil Premium pupils engage effectively with school.</b>	All parents of Pupil Premium children attend Parents' Consultation evening or provision is made to make a separate appointment. Family Support worker engages with families where difficulties have been identified (e.g. attendance, signposting to support) Families know how to contact the Family Support Worker and understand how they can be supported (e.g. parenting courses)
<b>6. Improved oral language skills and vocabulary for disadvantaged pupils</b>	Assessments and observations indicate significantly improved oral language for disadvantaged pupils. This is evident when triangulated with other evidence (e.g. engagement in lessons, book scrutinises and ongoing formative assessment).
<b>7. Improved resilience and learning behaviours of disadvantaged pupils.</b>	Learning walks / lesson observations, book scrutiny, pupil conferencing and discussions with teachers reveal that pupils are more resilient and are able to persevere when learning is challenging.
<b>8. Disadvantaged pupils regularly complete all homework set.</b>	Monitoring of homework, discussions with parents and engagement of parents with support sessions (e.g. Multiply Maths homework sessions) reveal a greater level of engagement
<b>9. Less reported behavioural incidents involving disadvantaged pupils.</b>	Less recorded incidents about the inappropriate behaviour of disadvantaged pupils. Children can discuss the school's Christian vision and values and describe how this informs and impacts on their behaviour.

## 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

Budgeted cost: **£65,700**

Activity	Evidence that supports this approach ( <i>EEF: education endowment foundation.org.uk</i> )	Challenge number(s) addressed
Targeted CPD to help teachers identify gaps in English and Maths, and provide high quality teaching and interventions, particularly for disadvantaged children.	CPD based on evidence-based approaches, DfE guidance, National Centre for Excellence in Teaching Mathematics, EEF Guidance etc. We will draw upon key documents such as: <u><a href="#">Maths guidance KS 1 and 2.pdf</a></u> <u><a href="#">Improving Mathematics in Key Stages 2 and 3</a></u> <u><a href="#">DfE The Reading framework.</a></u> <u><a href="#">Improving literacy in KS1 and KS2</a></u>	2,3,4
Staff CPD for supporting disadvantaged and vulnerable children, and delivering high quality targeted teaching.	It is well established that regular, high-quality CPD is essential, to ensure staff are up to date with current matters and are well trained. <u><a href="#">EEF Effective Professional Development.</a></u>	2,3,4
Regular moderation of Reading, Writing and Maths books. Sessions led by English and Maths leader, in addition to Year 6 staff to cascade their knowledge down from external (County) moderation	It is well established that regular, high-quality CPD is essential, to ensure staff are up to date with current matters and are well trained. <u><a href="#">EEF Improving Literacy in Key Stage 1 / 2</a></u> <u><a href="#">EEF Improving Maths in EYFS, Key Stage 1 &amp; EEF Improving Literacy in Key Stage 1 / 2 Key Stage 2</a></u>	2,3,4
Regular staff CPD led by English and Maths leader to share current thinking and research (including information gained from county core provision)	It is well established that regular, high-quality CPD is essential, to ensure staff are up to date with current matters and are well trained. <u><a href="#">EEF Effective Professional Development.EEF Improving Literacy in Key Stage 1 / 2</a></u> <u><a href="#">EEF Improving Maths in EYFS, Key Stage 1 &amp; EEF Improving Literacy in Key Stage 1 / 2 Key Stage 2</a></u>	2,3,4
Teacher/pupil conferencing to identify gaps, barriers to learning and evaluate attitudes to learning.	Pupil conferencing with identified children is highly effective at establishing pupil views, attitudes, and to understand what is increasing/slowing their progress.	2,3,4,7

Review of current behaviour system; interactive collection of LRC points and how our values correlate with the reward system, a recap and reminder of Restorative justice.	Both targeted interventions and universal approaches can have positive overall effects: <u><i>Behaviour interventions   EEF</i></u>	9
CPD for all staff from Primary Behaviour Service about de-escalation techniques and recognising triggers	Both targeted interventions and universal approaches can have positive overall effects: <u><i>Behaviour interventions   EEF</i></u>	9
Pupil progress meetings to review disadvantaged, including PP lead and SENCo.	Pupil progress meetings are a vital part of identifying next steps for individual and groups of children, to ensure rapid progress. This includes a particular focus on SEN and disadvantaged children. <u><i>Special Educational needs in mainstream schools   EEF</i></u>	2,3,4,6
Provide regular CPD training for teachers and support staff about how to use the RWI Synthetic Phonics programme and resources to ensure phonics is taught strongly and consistently to all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u><i>Phonics   Toolkit Strand   EEF</i></u>	2
Purchase and renew standardised diagnostic assessments for Reading and Maths, along with related programs of intervention, to meet the needs of children and close any learning gaps. Provide training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support by interventions or teacher instruction: <u><i>Standardised tests   Assessing and Monitoring Pupil Progress - EEF</i></u>	2,4
Embedding dialogue activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <u><i>Oral language interventions   Toolkit Strand   EEF</i></u>	6, 2

## Targeted academic support

Budgeted cost: **£44,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group support to target gaps and ensure progress in English and Maths.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition   EEF</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   EEF</u></p>	2,3,4
1:1 time for speech and language; small group narrative therapy sessions and other interventions	<p>1:1 and small group work is an effective method to support children with areas of difficulty, such as speech and language.</p> <p><u>One to one tuition   EEF</u></p> <p><u>Small group tuition   Toolkit Strand   EEF</u></p>	6
Continue to use and embed a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>Oral language interventions   EEF</u></p>	6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (including Fresh start)	<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 regularly.</p> <p><u>Phonics   Toolkit Strand   EEF</u></p>	2
Engaging with the National Tutoring Programme to provide interventions and tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition   EEF</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   EEF</u></p>	2,3,4



## Wider strategies

Budgeted cost: **£47,659**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision on an individual and group basis, to improve the quality of social and emotional learning. CPD for ELSA. Additional ELSA employed for afternoons	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and peer relationships) <i><a href="#">EEF Social and Emotional Learning.pdf</a></i>	7
Provision of a supervised classroom to be opened as a 'sanctuary' during lunchtimes for those pupils struggling with behaviour on the playground or who need somewhere quiet	Monitoring of lunchtime behaviours identifies some children who struggle with their interactions with peers. The provision of a 'sanctuary', with mindfulness colouring, board games and experienced members of staff (FSW, SENCo, ELSA) provides somewhere quiet to foster positive relationships and behaviour	7
Family support worker to provide high quality advice and support, including support with attendance and lateness. CPD for family support worker.	Having reviewed the needs of our disadvantaged and most vulnerable pupils, it was evident that the support provided by a family support worker would be invaluable in addressing barriers many of these children face. FSW works alongside ELSA and SENCo	1, 5, 6
Family support worker to offer parenting workshops to identified families who choose to take up this provision.	Monitoring reveals that some disadvantaged pupils do not engage regularly with home learning tasks and have minimal home support. FSW has initiated parenting workshops to support these families.	1, 5, 8
Weekly attendance league table (for classes) shared and published in the newsletter, as well as a termly prize for the winner of a raffle draw of 100% attendees.	Positive reinforcement and reward for good attendance – gives potential reward for both child and parents. As well as LRC points rewarded to the winning class / classes each week, children can win a termly prize. This is chosen to be a cinema or restaurant gift voucher so all the child's family can benefit from the prize, thus encouraging them to ensure children attend regularly.	1
Externally led courses (in school) to provide support in engaging parents and families with how to support their child with homework	Hampshire 'Multiply' initiative to lead courses for parents (including offering free childcare) about how to support their child with home learning.	5, 8
Whole staff training on behaviour management approaches from Primary Behaviour Service, with	Both targeted interventions and universal approaches can have positive overall effects: <i><a href="#">Behaviour interventions   EEF</a></i>	9

the aim of managing challenging behaviour and improving behaviour across school.		
Emotional support provided for Service children when required, depending on family circumstances.	We offer pastoral support during challenging times to help mitigate the negative impact on service children of family mobility or parental deployment. We target support on an individual basis according to need.	7
Support with particular need (e.g. school trips, breakfast club, school uniform).	Based on our experiences and those of similar schools, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified. Support in this way has been shown to improve the attendance of some disadvantaged pupils.	1, 8
Pupil Premium review conducted by a member of Hampshire's education advisory service	As a school, we wish to be responsive and proactive to the ever-evolving needs of our disadvantaged pupils. To do this we need to be abreast of proven initiatives and strategies that can make a positive difference. Last academic year the headteacher and Pupil Premium lead attended a series of sessions led by Hampshire advisors to help the school identify its priorities for Pupil Premium provision. A review of this provision will help hone this further.	All

**Total budgeted cost: £157,859**

## 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.

With SATs testing in both key stages, as well as phonics screening results, we are able to make some telling comparisons when comparing the performance of Pupil Premium pupils at Saint James to their counterparts nationally, as well as their, non-Pupil Premium eligible, peers.

When looking at the results of the Year 1 Phonics screening, Saint James children significantly out-performed those nationally (95% opposed to 79%). The results of Pupil Premium children from Saint James, although below that of their non-Pupil Premium receiving peers, was slightly better than all children nationally (80%). In terms of physical numbers, 80% represents 4 children out of a possible 5 who passed the Phonics screening. The school has invested heavily in the Read, Write Inc phonics scheme over the past two years, including purchasing of resources and staff CPD and these results reflect well on this investment. The child who did not pass, will be given intensive support towards enabling them to pass the Phonics retakes in Year 2. This is evidenced in the success of Year 2 retakes from the last academic year.

The 100% success rate of the Year 2 retakes from the 2022/2023 academic year (all 3 Pupil Premium children who didn't previously pass) reveals that this continued and intensive provision can bring success. These results are higher than that for non-Pupil Premium children at Saint James (89%), as well as all children nationally (60%).

With regards to Key Stage 1 SATs, when comparing Pupil Premium children at Saint James to all children nationally there are numerous examples where the results compare favourably.

In Reading, although our Pupil Premium children (50%) were slightly below Pupil Premium children nationally (54%) for Age Related Expectations, they out-performed Pupil Premium children nationally in achieving Greater Depth (14% as opposed to 9%). Although, in Greater Depth, Pupil Premium children at Saint James were within 8% of the result for all Saint James children, the gap was greater for children achieving Age Related Expectations, with 50% achieving, in contrast to 69% of all children.

This was a similar set of results in Maths, with the amount our Pupil Premium children (43%) achieving 13% below Pupil Premium children nationally (56%) for Age Related Expectations. However, they out-performed Pupil Premium children nationally in achieving Greater Depth (21% as opposed to 8%). In Greater Depth, Pupil Premium children at Saint James slightly out-performed all Saint James children achieving Greater Depth (21% in contrast to 19%).

As a school, we are aware that we need to focus on Writing, as the gap between Saint James pupils and all pupils nationally was most significant in this subject. Saint James Pupil Premium children (29%) performed less-well than Pupil Premium children nationally (45%) for Age

Related Expectations, as well as Greater Depth (0% in contrast to 3%). As well as being a focus of Pupil Premium plans and support, it is also a focus of whole school development, being the only area in Key Stage 1 SATs where Saint James pupils performed slightly below all pupils nationally.

When looking at the results for Key Stage 2 SATs tests, Saint James Primary School was considerably above the national results for reaching the 'expected standard' in Reading, Writing and Maths as well as these subjects combined. This was also true of Pupil Premium children at Saint James, when compared to their counterparts nationally.

In Reading 65% of Saint James Pupil Premium children met the expected standard in contrast to 60% nationally. However, in what was regarded as a particularly challenging paper, Saint James Pupil Premium children fared less well against equivalent children nationally (0% in contrast to 17%). Writing saw a significantly higher percentage of Saint James Pupil Premium children (71%) meeting the expected standard in contrast to 57% nationally. When looking at children achieving Greater Depth, the percentage of Saint James Pupil Premium pupils achieving this level was identical to Pupil Premium children nationally (6%).

In Maths, Saint James Pupil Premium pupils out-performed their counterparts nationally. 59% of Saint James Pupil Premium children met the expected standard in contrast to 58% nationally, which was a marginal difference. However, with 24% of our Pupil Premium children achieving Greater Depth, this was significantly better than the 13% achieved nationally.

Whereas Saint James Pupil Premium children fared well against national results for all Pupil Premium children, there is still a significant difference between the performance of non-Pupil Premium children and those eligible for Pupil Premium funding. This reflects a national picture, where there is still a 'gap' between all children and disadvantaged pupils and is why Reading, Writing and Maths remain a strong focus of our Pupil Premium Strategy statement.

During the course of last year, funding was spent effectively on ELSA support, staff training, small intervention groups, emotional support, family support, speech and language interventions, and dedicated time to work with the SENCo, English leader and Maths leader in supporting the learning of disadvantaged children. This included input and advice from HIAS English and Maths teams. We also developed our use of Seesaw as our chosen VLE and revised our homework provision, at the same time ensuring that Pupil Premium children had provision and a means to access this from home.

Our Family Support Worker continued to be busy, supporting families in numerous ways. This ranged from offering parenting courses, signposting families to charities, advice and organisations that offer support and offering support for families where a child is exhibiting challenging behaviour at home.

We know that home-life can be very challenging for many of our disadvantaged children. Some families have low income and struggle financially, with some needing access to food banks in addition to FSM lunch vouchers. We are also acutely aware that there has been a rise in domestic abuse and depression, and some families have struggled with the behaviour of

their children. Unfortunately, with the current 'cost-of-living crisis', rising food prices and fuel bills, we do not anticipate this significantly improving soon.

Throughout the last year, we recognised it was necessary to invest time and resources into ensuring the emotional well-being of some disadvantaged children (in addition to identifying learning gaps) and to offer support to their families. This was determined on an individual basis depending on need.

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We offer pastoral support during challenging times to help mitigate the negative impact on service children of family mobility or parental deployment. A child may have little need of the funding one year, and be in great need of support another year, depending on family circumstances. We target support on an individual basis according to need.
What was the impact of that spending on service pupil premium eligible pupils?	ELSA support has been available for this small group of children when required, based on current family circumstances.