

Pupil premium strategy statement – Saint James CoE Primary School 2022-23

This statement details Saint James CoE 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 CoE Primary School
Number of pupils in school	599
Proportion (%) of pupil premium eligible pupils	14%
Academic year that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
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	£127,140
Recovery premium funding allocation this academic year	£12,325
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	£139,465

Part A: Pupil premium strategy plan

Statement of intent

At Saint James CoE Primary School we believe that all children can achieve, providing they attend school regularly and receive high quality teaching that is responsive to 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.

Challenge	Detail of challenge
1	Observations and discussions with pupils suggest some disadvantaged children are less resilient and emotionally regulated. There was an increasing number of teacher referrals during and since the Covid pandemic, for children requiring individual or group interventions to support with emotional needs. We are still seeing the impact of Covid lockdowns now, even among some of our youngest pupils.
2	Observations and discussions with pupils suggest some disadvantaged children are struggling with social/peer relationships. There have been an increasing number of teacher referrals during and since the Covid pandemic, for children requiring individual or group interventions to support with emotional needs. We are still seeing the impact of Covid lockdowns now, even among some of our youngest pupils who may have had less early interactions with peers due to limited pre-school experience.
3	There has been an increase in our numbers of Pupil Premium children during and since the period of Covid, with an increasing demand for food bank referrals and support with basics (e.g. school uniform, school trips/activities).
4	For some children attendance and/or lateness need to be monitored closely. Although there is currently no expectation for Covid testing or a legal requirement to self-isolate if positive, lateness and poor attendance can still be a detrimental factor to learning.
5.	Attitudes towards learning need to be addressed in some cases. This could be related to poor attention span and ease of distraction, inability to work effectively and cohesively with others, or may relate back to poor learning-behaviours acquired during periods of remote-learning.
6.	Increased time and focus is required to address areas of need, that were impacted by nearly two years of specialists not attending school (during Covid restrictions) and the strain put on these services in the aftermath. Even with high-quality remote provision, these areas of need will not have been met so effectively due to the nature of remote learning (e.g. dyslexia, dyscalculia, problems with memory / concentration / processing, motor control, speech and language).
7.	Assessments, observations and discussions with pupils indicate gaps in their learning for English and Maths, which will need to be identified, with targeted intervention provided, to ensure these children make accelerated progress.
8.	Baseline observations 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.
9.	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, and many read less frequently at home, which negatively impacts their development as readers (and in turn as writers).
10.	Over the recent year there have been a high number of reports received from children's services and police. Although some family cases have been closed during this time, many of these families remain vulnerable and in need of

	support from school.
11.	Academic years 2019-2020 and 2020-2021 were both affected by lockdowns and remote learning, with the limitations of 'class bubbles' when schools were open. Although the academic year 2021-2022 was not impacted in this way, we are still experiencing the 'fall-out' from this period. This academic year it is important that high quality staff professional development, coaching, and programmes for monitoring and moderation, are in place to ensure high quality teaching is consistent across the school. This is especially relevant, with eight ECTs (Early Career teachers) joining the school during the past two academic years.

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
1. To achieve and sustain improved emotional well-being and resilience for all pupils in our school, particularly our disadvantaged pupils.	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.
2. To achieve and sustain improved social skills and relationships	Teacher observations, pupil conferencing, ELSA records and behaviour logs indicate that pupils are better able to manage their social relationships, and cope when things go wrong.
3. To offer family support and advice on matters that may affect children's well-being.	Family support worker and ELSA offer support and advice to families, ensuring families know how to contact them and what issues they can help with.
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by attendance/lateness records and evidence of persistent absence being challenged by the school. Evidence of support given to children and their families to encourage good attendance and promptness.
5. Attitudes towards learning and learning behaviours.	Teacher observations, pupil conferencing and behaviour logs indicate that most children have a love of learning, display good learning behaviours and are supported effectively when falling short of our high expectations.
6. To identify and address emerging barriers to learning such as dyslexia, dyscalculia, problems with memory / concentration / processing, motor control, and speech and language.	The SENCo has worked effectively with her team and external specialists, to identify learning barriers that have emerged and to ensure teachers are well supported in meeting children's needs.
7. Effective identification of learning gaps in	Effective identification of learning gaps in

English and Maths, among disadvantaged children, to ensure accelerated learning.	English and Maths, followed by targeted intervention, results in accelerated progress for disadvantaged children. Evidenced by ongoing formative assessment and internal / external summative assessment.
8. Improved oral language skills and vocabulary among disadvantaged (and vulnerable) pupils	Assessments and observations indicate significantly improved oral language among disadvantaged and vulnerable pupils. This is evident when triangulated with other evidence e.g. engagement in lessons, book scrutiny and ongoing formative assessment.
9. Improved phonics and writing attainment for disadvantaged pupils.	Y1 Phonics, Y2 Writing and Y6 (all) outcomes show an increasing percentage of disadvantaged pupils meet the expected standard, and the gap is narrowing between them and their peers.
10. A greater percentage of disadvantaged pupils achieve Greater Depth (GDS) in Writing, Reading and Maths	Outcomes for Greater Depth at Key Stage 1 and Key Stage 2 in Reading, Writing and Maths are improved to be more in line with non-disadvantaged pupils at Saint James Primary School and all children nationally.
11. Vulnerable children, particularly those from families with police and social worker involvement, and those children 'on the fringe' are identified and supported alongside disadvantaged children.	Tracking shows that vulnerable children are identified and supported to make accelerated progress, in the same way disadvantaged children are targeted. Teachers are aware of these children's barriers to learning, and the additional challenges they face, and work with other professionals to support the children.
11. High quality staff professional development, coaching, and programmes for monitoring and moderation, are in place to ensure high quality teaching is consistent across the school.	Observations by the Senior Leadership Team, governors and external advisors indicate that teaching is consistently good or better across the school, and that disadvantaged children receive high quality teaching that ensures they make good progress. Headteacher and Pupil Premium lead to participate in a county-led Pupil Premium Project, researching and analysing the impact of schools' Pupil Premium strategies and initiatives.

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: **£56,500**

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: <i>Maths guidance KS 1 and 2.pdf</i> <i>Improving Mathematics in Key Stages 2 and 3</i> <i>DfE The Reading framework</i> <i>Improving literacy in KS1 and KS2</i>	6, 7, 8, 9, 10, 11
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. <i>EEF Effective Professional Development</i> .	7, 10, 11
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.	5, 6, 7, 10
Time to embed and review evolving behaviour system.	Both targeted interventions and universal approaches can have positive overall effects: <i>Behaviour interventions EEF</i>	5, 10
Pupil progress meetings to review disadvantaged, including 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. <i>Special Educational needs in mainstream schools EEF</i>	6, 7, 9, 10
Embed use of RWI Synthetic Phonics programme and resources, deliver regular CPD training, to ensure stronger phonics teaching for 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: <i>Phonics Toolkit Strand EEF</i>	8, 9

<p>Purchase and renew standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress - EEF</u></p>	7, 9, 11
<p>Embedding dialogue activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p><u>Oral language interventions Toolkit Strand EEF</u></p>	2, 7, 8

Targeted academic support

Budgeted cost: **£39,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group support to target gaps and ensure progress in English and Maths.</p>	<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>	7, 8, 9
<p>1:1 time for speech and language; small group narrative therapy sessions and other interventions</p>	<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>	2, 6, 7, 8
<p>Continue to use and embed a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<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>	2, 7, 8
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</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 regularly.</p> <p><u>Phonics Toolkit Strand EEF</u></p>	7, 8, 9

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.	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: <i>One to one tuition EEF</i> And in small groups: <i>Small group tuition Toolkit Strand EEF</i>	7, 9, 10, 11
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Wider strategies

Budgeted cost: **£43,215**

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.	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>EEF Social and Emotional Learning.pdf</i>	1, 2, 10
CPD for designated teacher to ensure high quality support for looked after children	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. <i>EEF Effective Professional Development.</i>	10, 11
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, 2, 3, 4, 10
Family support worker to offer parenting workshops to identified families who choose to take up this provision.	After monitoring the amount of our disadvantaged and most vulnerable pupils who do not engage regularly with home learning tasks and had minimal engagement during periods of 'lockdown', our FSW has initiated parenting workshops to support these families.	10
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <i>Behaviour interventions EEF</i>	1, 2, 10, 11
Emotional support provided for Service children when required, depending on family	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	1, 3

circumstances.	individual basis according to need.	
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.	3
CPD for Pupil Premium lead and Head teacher to help ensure an effective and coherent Pupil Premium strategy is in place to achieve maximum impact	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. A series of sessions, led by HIAS advisors and accessed by Hampshire head teachers and Pupil Premium leaders, will help provide insight and influence to our Pupil Premium Strategy moving forward.	1, 2, 6, 7, 8, 9, 10, 11

Total budgeted cost: £126,280

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.

After two years of no formal testing, children completed SATs testing in Key Stage 1 and 2 in May 2022. Although there was a return to testing, the results from last academic year have not been officially published. However, as a school, we are able to make comparison to national data and comment on the performance of disadvantaged pupils against the cohort in school and children nationally.

All disadvantaged children benefitted from close monitoring and additional support, however certain children were identified as needing significant additional support to meet their needs: Within Year R, 75% of pupils benefitting from Pupil Premium funding achieved GLD (Good Level of Development). Although this is a proportionally small amount of pupils, it compares very well to national data where 65% of all pupils (not just Pupil Premium eligible) achieved GLD. The one child who did not achieve GLD overall had significantly detrimental attendance across the year (71.3%) and has been provided a considerable level of support through our Family Support Worker. In terms of a comparison to internal data, our entire Year R cohort performed significantly above national (81%), hence children who were not in receipt of Pupil Premium funding performed better than those who were.

When looking at the results of the Year 1 Phonics screening, Saint James children significantly out-performed those nationally (84.9% opposed to 75.5%). The results of Pupil Premium children from Saint James, although below that of their non-Pupil Premium receiving peers, was in line with all children nationally (75%). In terms of physical numbers, 75% represents 12 children out of a possible 16 who passed the Phonics screening. The school has invested heavily in the Read, Write Inc phonics scheme over the past year and these four children will be given intensive support towards enabling them to pass the Phonics retakes in Year 2.

The 66.6% success rate of the Year 2 retakes from the 2021/2022 academic year (2 out of the 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 (43.9%), as well as all children nationally (44.1%).

In relation to Key Stage 1 SATs, when comparing Pupil Premium children at Saint James to all children nationally there are numerous examples where the results against Age Related Expectations compare favourably. In Reading, our Pupil Premium children (72.7%) out-performed all children nationally (66.9%) and significantly out-performed Pupil Premium children nationally (51.2%). In Maths, although a smaller percentage of Saint James Pupil Premium children achieved Age Related Expectations (63.6%) this was still closer to the performance of all children nationally (67.7%) than the performance of Pupil Premium children nationally (51.7%). As a school, we are aware that we need to focus on Writing, as this is the only area where Saint James Pupil Premium children (40.9%) perform less-well than other children nationally (57.6%). Although there are some impressive results, compared to those nationally, with regards to Age Related Expectations, we are also aware that we need to focus on supporting children to achieve Greater Depth (GDS). Pupil Premium children were below

the results for all children nationally in all areas with regards to GDS. In addition, we need to continue working on 'closing the gap' in school, between the children receiving Pupil Premium funding and those not.

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. In a similar picture to Phonics screening and Key Stage 1 SATs, the non-Pupil Premium children still performed better than those receiving Pupil Premium funding. However, whereas Saint James Pupil Premium children fared well against national results for all children the same was not the case in end of Key Stage 2 results. This reflects a national picture, where there is still a 'gap' between all children and disadvantaged pupils. However, in the case of Key Stage 2 SATs, Saint James Pupil Premium children achieved less well than disadvantaged pupils, nationally. The Saint James School Development Plan 2022/2023, includes a specific focus on Pupil Premium children, as well as identifying provision for Greater Depth as an issue.

During the course of last year, funding was spent effectively on ELSA support, staff training, small intervention groups, emotional support, family support, speech & 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 moved to Seesaw as our chosen VLE and in the process ensured that Pupil Premium children had provision and a means to access this from home.

Although we have now enjoyed over a year without the impact of National lockdown and home-schooling, we are aware that the impact and consequences of this will, for some, be long reaching. During the period of school closure, we know that home-life was very challenging for many of our disadvantaged children. Some families lost income and struggled financially and some needed 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.
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