

Pupil premium strategy statement – Saint James CoE Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	570
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michelle Marsh
Pupil premium lead	Jon Jones
Governor lead	Paul Halliday

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,650
LAC pupil premium funding allocation this academic year	£2,630
Service family premium funding allocation this academic year	£3,150
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£142,130

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 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>To improve attendance of pupils (including punctuality)</p> <p>Poor attendance can be a significant barrier to learning. In 2023/24, we saw an improvement in the attendance of Pupil Premium children (from 92% to 93%) and again in 2024/25 (from 93% to 94%) it is still not in line with those not eligible for Pupil Premium funding. There was a difference of nearly 3% last academic year (94% to 97%)</p>
2	<p>To improve attainment in Reading</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>To improve attainment in Writing</p> <p>Data indicates that disadvantaged pupils perform less well than those who are not eligible for Pupil Premium funding.</p>
4	<p>To improve attainment in Maths (including multiplication tables)</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>To improve parental engagement</p> <p>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 the parents and families of Pupil Premium children do not engage with school through parents' consultation evenings and do not regularly support with home learning.</p>
6	<p>To improve spoken language and grammar (including word acquisition and vocabulary)</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>To improve resilience and learning behaviours</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 acquired and consolidated over time.</p>

8	<p>To improve engagement with homework</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>To reinforce adherence to the school values of Love, Respect and Courage in pastoral and learning behaviours</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
<p>1. Sustained, improved attendance of disadvantaged pupils, brought further in line with their peers</p>	<p>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.</p>
<p>2. Improved attainment in Reading for disadvantaged pupils</p>	<p>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.</p>
<p>3. Improved attainment in Writing for disadvantaged pupils</p>	<p>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.</p>
<p>4. Improved attainment in Maths for disadvantaged pupils</p>	<p>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</p>

	children achieving full marks in the Year 4 Multiplication Tables Check.
5. Parents and families of Pupil Premium pupils engage effectively with school.	<p>All parents of Pupil Premium children attend Parents' Consultation evening or provision is made to make a separate appointment.</p> <p>Family Support worker engages with families where difficulties have been identified (e.g. attendance, signposting to support)</p> <p>Families know how to contact the Family Support Worker and understand how they can be supported (e.g. parenting courses)</p>
6. Improved oral language skills and vocabulary for disadvantaged pupils	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).
7. Improved resilience and learning behaviours of disadvantaged pupils.	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.
8. Disadvantaged pupils regularly complete all homework set.	Monitoring of homework, discussions with parents and engagement of parents with support sessions reveal a greater level of engagement
9. Less reported behavioural incidents involving disadvantaged pupils.	<p>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.</p> <p>Any 'Coaching Conversations' held in light of training on the Empowerment Approach' prove to be effective through less repeated incidents.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,500

Activity	Evidence that supports this approach	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><i>Maths guidance KS 1 and 2.pdf</i></u> <u><i>Improving Mathematics in Key Stages 2 and 3</i></u> <u><i>DfE The Reading framework.</i></u> <u><i>Improving literacy in KS1 and KS2</i></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><i>EEF Effective Professional Development.</i></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><i>EEF Improving Literacy in Key Stage 1 / 2</i></u> <u><i>EEF Improving Maths in EYFS, Key Stage 1 & EEF Improving Literacy in Key Stage 1 / 2 Key Stage 2</i></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><i>EEF Effective Professional Development.</i></u> <u><i>EEF Improving Literacy in Key Stage 1 / 2</i></u> <u><i>EEF Improving Maths in EYFS, Key Stage 1 & EEF Improving Literacy in Key Stage 1 / 2 Key Stage 2</i></u>	2,3,4
Teacher/pupil conferencing to identify	Pupil conferencing with identified children is highly effective at establishing pupil	2,3,4,7

gaps, barriers to learning and evaluate attitudes to learning.	views, attitudes, and to understand what is increasing/slowing their progress.	
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. **2024 onwards – implementation of ‘The Empowerment Approach’ to enable children to better identify and manage their needs and minimise dysregulation	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
CPD from Kit Messenger on the ‘Empowerment Approach’ to empower the children to identify and meet their needs, as well as address dysregulation.	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

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

Budgeted cost: £47,500

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: <u>One to one tuition EEF</u></p> <p>And in small groups: <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. <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: <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. <u>Phonics Toolkit Strand EEF</u></p>	2

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

Budgeted cost: £26,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA provision on an individual and group basis, to improve the quality of social and emotional learning. CPD for ELSA.</p> <p>Additional ELSA employed for afternoons</p>	<p>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)</p> <p><u>EEF Social and Emotional Learning.pdf</u></p>	7
<p>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</p>	<p>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</p>	7
<p>Family support worker to provide high quality advice and support, including support with attendance and lateness. CPD for family support worker.</p>	<p>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</p>	1, 5, 6
<p>Family support worker to offer parenting workshops to identified families who choose to take up this provision.</p>	<p>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.</p>	1, 5, 8
<p>Externally led courses (in school) to provide support in engaging parents and families with how to support their child with homework</p>	<p>Hampshire 'Multiply' initiative to lead courses for parents (including offering free childcare) about how to support their child with home learning.</p>	5, 8
<p>Whole staff training on behaviour management approaches from Kit Messenger and the Empowerment Approach, with the aim of managing challenging behaviour and</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><u>Behaviour interventions EEF</u></p>	9

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 2023: 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. 2024: A review of Pupil Premium provision was conducted by LLP Tim Walters 2025: New Pupil Premium lead in role – extensive handover and support in succession	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.	All
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) <u>EEF Social and Emotional Learning.pdf</u>	7

Total budgeted cost: £142,130

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past academic year, there has been marginal improvement in the attendance of Pupil Premium Pupils (from 93% to 94%) which although improving steadily, remains a target. 94% is still significantly lower than the overall school attendance during this period of 97%, although the gap is narrowing slightly.

With SATs testing, phonics screening results and the national testing for Year 4 children in Multiplication tables, we are able to make some relevant 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.

The earliest, nationally reportable, checkpoint for children's progress and attainment is at the end of Year R and against the goals of the Early Years Framework. Last year 64% of all Pupil Premium children achieved a Good Level or Development (GLD) which compares to 77% of all Saint James children. However the result for our Pupil Premium children was closer to the national results for all children, with 66% of all children nationally achieving GLD.

When looking at the results of the Year 1 Phonics screening, Saint James children outperformed those nationally (87% opposed to 81%). However, the results of Pupil Premium children from Saint James, was below both of these figures with 60% of pupils passing the screening. In terms of physical numbers, 60% represents 9 children out of a possible 15 who passed the Phonics screening. The school continues to place a high emphasis on delivering the Read, Write Inc phonics scheme and delivering weekly staff CPD to support this.

After the results from the previous academic year, 4 Pupil Premium children needed to resit their Phonics screening in Year 2. Although these children were unable to pass the screening, they are all currently on the SEN register and have recognised, significant special needs. All these children have slower processing speeds or memory issues that make phonics retention difficult.

With there no longer being the expectation to sit or report the results of Key Stage 1 SATS, the next nationally reportable checkpoint is the Multiplication Tables Check in the Summer term. 21% of all Pupil Premium children achieved full marks (25/25) which was less than the 40% achieved by all pupils. However, with 25/25 being tricky to achieve (with a clerical error or mistype easy to do and difficult to rectify in the 6 second timeframe for each question) it is interesting to note that 37% of Pupil Premium children achieved 23+ out of 25.

Last year, our Key Stage 2 SATs data was broadly in line with National data for Age Related Expectations across all subjects. The trend of Pupil Premium children being slightly below this, was replicated in the Year 6 results.

In Reading 47% of Saint James Pupil Premium children met the expected standard in contrast to 69% of all Saint James children. This compared to 75% of all children nationally. This was a very similar picture for Grammar, with 60% of Pupil Premium children meeting the expected standard in contrast to 71% of all Saint James children. This compared to 73% of all children nationally.

The gap between Pupil Premium children in Maths and all children was slightly larger in Maths, with 53% of Pupil Premium children from Saint James achieving Age Related Expectations. This compared to 75% of all children from Saint James and 74% of all children nationally.

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 considered our homework provision, continuing to ensure that Pupil Premium children had provision and a means to access this from home.

We are continuing to implement the 'Empowerment Approach' from Kit Messenger and have had further training over the course of the year, including two INSET days of training. This has also been shared with parents through the weekly newsletter and, with the children, on a weekly basis during Collective Worship on a Wednesday. Teachers are reporting that this approach is helping meet all children's needs and support children with dysregulated behaviour. As this applies to a number of children for whom we are currently in receipt of Pupil Premium funding, this could be empowering and transformational. Although a not insubstantial cost, it aims to help pupils develop greater self-awareness, independence, understanding and control over their needs and ultimately less dysregulation.

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.

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.

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. To ensure that disadvantaged children were able to participate in school trips and the Year 6 residential trip, this was funded for some children by parental request. This ensured that no child in receipt of Pupil Premium funding missed the residential or an educational visit due to lack of funding (one child chose not to go on the residential, despite the offer of a funded place).

As this current Pupil Premium Strategy Statement covers a period of three years, it was scrutinised during the graded OFSTED inspection conducted in April 2024. During which there was a rigorous review of Pupil Premium provision at Saint James Primary School. They recognised the work completed on attendance, which has been a focus for both Pupil Premium and non-Pupil Premium children;

‘The school promotes pupils’ good attendance highly effectively. Leaders build a strong culture which prioritises regular attendance and punctuality successfully.’

More specifically, the forensic analysis of Pupil Premium provision recognised that;

‘Across the curriculum, the school is highly ambitious for every pupil. The school works tenaciously to support disadvantaged pupils.’

In addition they observed that;

‘pupils from disadvantaged backgrounds consistently benefit from a variety of engaging opportunities.’

We recognise that, as our current Pupil Premium Strategy Statement represents a three year journey, it is not yet in achievement of its intended outcomes. However, it is pleasing to see that OFSTED recognised the successes of our approach.

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent 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.

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.