

Pupil premium strategy statement St James' Primary School

This statement details our school's use of pupil premium (and recovery 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	632
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	30 November 2022
Date on which it will be reviewed	30 November 2023
Statement authorised by	John Tutt
Pupil premium lead	Penny Wardell
Governor / Trustee lead	Jess Austen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,810
Recovery premium funding allocation this academic year	£4,549
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£62,359

Part A: Pupil premium strategy plan

Statement of intent

Measure	Activity
Priority 1	Ensure all disadvantaged pupils receive equality of opportunity through the school's Pupil Premium Promise
Priority 2	Deliver evidence-based support to develop pupil emotional wellbeing and resilience.
Priority 3	Ensure the progress of disadvantaged pupils is in line with other pupils nationally and that children who have yet to catch up are given the support to do so.
Barriers to learning these priorities address	Deliver evidence-based targeted interventions in support of learning gaps including speech and language, phonics and spelling.
Projected spending	£62,359

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupils is lower on average than non-disadvantaged and persistent absence is higher
2	Attainment for disadvantaged pupils is lower on average than other pupils
3	Access for all pupils to the wider curriculum, clubs and school trips, especially during the current cost of living crisis to ensure all pupils have equality of opportunity.

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.

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores from starting	July 23

	points in KS1 Reading -0.4 or above	
Progress in Writing	Achieve national average progress scores in KS2 Writing -0.4 or above. Achieve attainment in line with Reading and Maths	July 23
Phonics	Achieve national average expected standard in phonics screening standard 87% by the end of Year 1 and 100% by the end of Year 2 or 3 (unless child has SEN such as a SpLD)	June 23
Progress in Maths	Achieve national average progress scores in KS2 Maths - 0.4 or above	July 23
Attendance	Improve attendance of disadvantaged pupils to National average (95%) and reduce persistent absence so it is no higher than 5% above other pupils.	July 23
Access to wider curriculum	Disadvantaged pupils attend clubs, school trips and access wider opportunities and show greater participation (by %) in voluntary activities than other pupils.	July 23

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.

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to 'catch up' groups for Writing and Maths if falling behind age related expectations.	Catch up programme, using in school teachers was successful last year	2
To provide small group work for children in Year R with speech	As above	2

and language needs using Language Link, Speech Link and Talk Boost		
Additional phonics sessions for the children in Year 1, Year 2 and Year 3.	Phonics interventions were successful last year	2
Additional adults in class for those pupils needing high level support	Some children unable to access the curriculum as effectively without high level one to one support.	2

Teaching

Budgeted cost: £4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Programme, which has been demonstrated to engage reluctant readers, encourage regular reading at home and have a positive impact on outcomes in Reading. Regular opportunities for Reading 1:1 with an adult in EYFS and KS1.	Programme has been in use at the school for the last 6 years and has successfully raised progress in reading.	2
New assessment systems to aid in more accurate tracking of pupils and impact of interventions, including associated staff CPD	Current systems are having impact but we wish this to be accelerated further.	2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Fegans counsellor two days a week working one to one with children who need	Impact has been seen in the past at the school	1 & 2

emotional support to improve their wellbeing.		
A staff member within the school delivering "time to talk" and ELSA sessions with children in need of support	Adds	1 & 2
Additional Forest School sessions one day a week to support vulnerable children.	Previous experience	1 & 2
Wellbeing for pupils and staff is made a key school priority in the whole school development plan – dedicated member of staff appointed on TLR	Support received from EP service for advice	1
Pupil premium children given funding for school uniform, school trips and access to wider opportunities	Previous experience has shown that this supports most vulnerable families and gives them equality of access	3

Total budgeted cost: £72,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupil progress scores for last published data set (2022)

Measure	Score
Reading	3.7
Writing	0
Maths	0.8

Disadvantaged pupil performance overview for last academic year (2022)

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	0%

Attendance overview for 2022

Attendance	2021-22
Attendance all pupils	95%
Persistent absence all pupils	8.5%
Persistent absence disadvantaged pupils	16%
Attendance Disadvantaged Pupils	94%