

Pupil premium strategy statement – St James CE (Aided) Primary School 2023-24

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	629
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan	2023-2024
Date this statement was published	30 November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	John Tutt
Pupil premium lead	Penny Wardell
Governor / Trustee lead	Judith Hammill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,915
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,519
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>	£75,434

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?

What are the key principles of your strategy plan?

- To ensure that the school closes the gap for overall attendance & persistent absence for disadvantaged children and their peers.
- To ensure that pupil premium children continue to make progress that is at least in line with national averages, with particular focus on Phonics in KS1 and Maths in KS2.
- To ensure all disadvantaged pupils continue to receive equality of opportunity through the school's Pupil Premium Promise

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 to wider and extra-curricular activities is lower for disadvantaged pupils than other pupils

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
Improve attendance for PP children	Improve attendance for disadvantaged groups from 93% to 95%
Improve attainment in Maths for PP children	Improve attainment in Maths for children eligible for PP so that children achieve in line with national averages
Improve attainment in Phonics for PP children	Improve attainment in Phonics across the school particularly in Year 2
Access to extra-curricular clubs including sports dance languages and musical instrument lessons	Increase up-take of the offer to fund an extra-curricular club for all children eligible for PP to 50%
Access to wider curricular opportunities such as school trips including residential and swimming lessons	All children to have access to all school trips, swimming lessons and school uniform

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that children across the school have access to adaptations including manipulatives and additional in class support in Maths if they need it	Mainstream Core Standards White Rose is an evidence-based Maths scheme Monitoring of Maths teaching across the school by Maths leaders and SENCO	2

	Progress of PP children tracked and highlighted at 3 x yearly pupil progress meetings	
Ensure that children across the school have access to regular reading with an adult in class if they are working below age related expectations	Regular reading and comprehension supports progress	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that children have access to additional in class support in Maths and/or Maths groups if they are working below age related expectations	Mainstream Core Standards White Rose is an evidence-based Maths scheme Monitoring of Maths teaching across the school by Maths leaders and SENCO Progress of PP children tracked and highlighted at 3 x yearly pupil progress meetings	2
Ensure that specific children have access to 1:1 adult support if they need it	EEF evidence supports use of targeted TA support	2
Ensure that children with Speech and Language needs in Year R and 1 receive small group support	Evidence based interventions: Language Link programme Speech Link programme Talk Boost intervention	2

and assessment with SALT as needed using SLA time		
Ensure that children have access to Little Wandle phonics keep up and catch up groups when assessed that they need intervention	Little Wandle phonics is an evidence-based scheme	2

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular reminders of the importance of good attendance in newsletters, parent consultations etc. Targeted letters sent to parents each term if attendance is below 95% offering support. Phone calls home when pupils are absent.	Raising profile of attendance will support parents to understand the importance of it. Directly informing parents that their child has not got good enough attendance and offering support can be impactful.	1
Regular reminders of the criteria for applying for PP and the benefits in the newsletter to encourage more parents to apply. Offers of support with completing the application.	Regular reminders will encourage parents to apply particularly when children are of KS2 age and no longer eligible for Free School Meals	3
Targeted phone calls/emails to parents of children eligible for PP to remind them that they	Some parents may not realise/have forgotten that their child is eligible for PP so may need reminding.	3

can sign up for a club at no cost to them. Funding one extra-curricular club per week	Equality of opportunity to clubs	
Funding all school trips including residential trips for PP pupils across the school	Equality of opportunity to go on school trips including residential trips.	3
Funding Fegans Play Therapist and Time to Talk/ELSA TA	Support for children with emotional needs – a higher proportion of PP children benefit from this This supports with wellbeing and attendance	1
Funding additional Forest School sessions for disadvantaged pupils	Supports with wellbeing and social skills	1
Children eligible for PP in bottom 20% of readers are able to access Reading Dog sessions during the year	Supports with reading and wellbeing and confidence	2
Staff training using KEPS SLA on supporting pupils to be more resilient	Evidence based training delivered by KEPS	1

Total budgeted cost: £80,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupil progress scores for last published data set (2023)

Measure	Score
Reading	1.9
Writing	-1.3
Maths	-4.9

Disadvantaged pupil performance overview for last academic year (2023)

Measure	Score
Meeting expected standard at KS2 in RWM	25%
Achieving high standard at KS2	0%

Attendance overview for 2022-23

Attendance	2022-23
Attendance all pupils	96.6%
Persistent absence all pupils	11.5%
Persistent absence disadvantaged pupils	18.8%
Attendance Disadvantaged Pupils	92.9%