

Pupil premium strategy statement – St James CE (Aided) Primary School 2024-25

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	10.1%
Academic year/years that our current pupil premium strategy plan <i>Three-year plans are recommended however these should be reviewed each year</i>	2024-2027
Date this statement was published	February 2025
Date on which it will be reviewed	November 2025
Statement authorised by	John Tutt
Pupil premium lead	Penny Wardell
Governor / Trustee lead	Judith Hamill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68, 080 (46 pupils)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£68, 080

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, particularly in Maths and Phonics
- 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 (PA) is higher – currently this stands at 92.4% for PP pupils compared to 95.8% for non-PP pupils. PA is 26.8% (PP) compared to 7.9% (non-PP).
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
4	Low levels of attainment for children who are both on the Special Needs Register and disadvantaged (25% of PP also have SEND)
5	High levels of pupils who have English as an Additional Language who have lower levels of attainment than their non-EAL peers (34% of PP are also EAL)

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 92% to 95% Persistent absence for disadvantaged pupils is at or below national comparators
Improve attainment in Maths for PP children	Continue to improve attainment in Maths for children eligible for PP so that children achieve in line with national averages for all children Progress scores are in line with all children nationally
Improve attainment in Phonics for PP children	Improve attainment in Phonics to be within 10% of national averages
Disadvantaged children on the special needs register have access to high quality interventions that enable them to make good progress.	The gap in attainment between children on the SEND register and other children reduces and is not more than the national gap (<i>22% of pupils with SEND met EXP combined in 2024</i>) Progress scores are in line with all children nationally
Strategies to support EAL pupils are utilized to enhance Quality First Teaching and give targeted support to individual pupils which enables them to make good progress	Gap in attainment between PP who are EAL and non-EAL reduces and is not more than the national gap (<i>62% of pupils with a first language other than English met EXP combined in 2024</i>) Progress scores are in line with all children nationally
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 or music lesson for all children eligible for PP to 50%
Access to wider curricular opportunities such as school trips including residentials and swimming lessons	95% of PP children will attend at least 1 school trip per year 95% of PP children in KS2 will attend swimming lessons 95% of PP children in Y6 will attend school residential

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: £18,000

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	<p>Mainstream Core Standards</p> <p>White Rose is an evidence-based Maths scheme</p> <p>EEF Mastery Learning: high impact for very low cost</p> <p>EEF Improving Mathematics in Key Stages 2 and 3: Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.</p>	2
<p>Ensure assessment, including Assessment for Learning, is used well to build upon pupils' existing knowledge and understanding</p> <p>(Star Maths £2135.26)</p>	<p>Assessment used to provide teachers with information about what pupils do and do not know that can inform planning of future lessons and the focus of targeted support</p> <p>EEF Feedback: very high impact for very low cost</p>	2
Ensure that children across the school have access to regular reading with an adult in class if they are working below age related expectations	<p>Regular reading and comprehension supports progress</p> <p>EEF Reading Comprehension Strategies: very high impact for very low cost</p>	2
Strategies to support EAL pupils are utilized to enhance Quality First Teaching and give targeted	EEF Oral Language interventions : very high impact for very low cost	5

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

Budgeted cost: £25,000

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	<p>Mainstream Core Standards</p> <p>White Rose is an evidence-based Maths scheme</p> <p>EEF Improving Mathematics in Key Stages 2 and 3: Use of well implemented structured interventions to provide additional support increases attainment</p>	2
Ensure that specific children have access to 1:1 adult support if they need it	<p>EEF evidence supports use of targeted TA support</p> <p>EEF Teaching Assistant Interventions: Moderate impact for moderate cost</p>	2
Ensure that children with Speech and Language needs in Year R and 1 receive small group support and assessment with SALT as needed using SLA time	<p>Evidence based interventions:</p> <p>Language Link programme</p> <p>Speech Link programme</p> <p>Talk Boost intervention</p> <p>EEF Oral Language interventions: very high impact for low cost</p>	2
Ensure that children have access to Little Wandle phonics keep up and catch up groups when assessed that they need intervention	<p>Little Wandle phonics is an evidence-based scheme</p> <p>EEF Phonics: high impact for very low cost</p> <p>EEF Small Group Tuition: Moderate impact for low cost</p>	2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking including focus on identifying barriers to attending school	<u>EEF Supporting school attendance 1. Build a holistic understanding of pupils and families, and diagnose specific needs</u>	1
Regular reminders of the importance of good attendance in newsletters, parent consultations etc. Targeted letters sent to parents if attendance is below 90% offering support. Family Liaison Officer and Attendance Officer monitoring, supporting and challenging families as needed	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. <u>EEF Parental engagement:</u> moderate impact for very low cost <u>EEF Attendance Interventions: Rapid Evidence Assessment March 2022</u> <u>EEF Supporting School Attendance 3. Communicate effectively with families</u>	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, including highlighting wider support available for PP children (trips, clubs, uniform etc), will encourage parents to apply particularly in EYFS and KS1 when children already receive Universal Free School Meals This gives access to all support outlined in this statement.	1,2,3,4,5

<p>Increase school offer for clubs to provide a greater range of available (free) clubs.</p> <p>Support parents to access paid-for clubs e.g. via targeted communication and funding one extra-curricular club per week</p>	<p>Equality of opportunity to clubs</p> <p>Intrinsic value in ensuring disadvantaged pupils are provided with access to rich and stimulating arts education. Some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. (EEF Arts participation: Moderate impact for very low cost)</p> <p>EEF Social and emotional learning: moderate impact for very low cost</p> <p>EEF Physical Activity: low impact for very low cost</p>	3
<p>Funding all school trips including residential trips for PP pupils across the school to ensure all pupils are engaged with this school, their learning and have equal opportunities</p>	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. EEF Outdoor Adventure Learning: Unclear impact for moderate cost</p> <p>EEF Social and emotional learning: moderate impact for very low cost</p>	3
<p>Funding Fegans Play Therapist and Time to Talk/ELSA TA</p>	<p>Support for children with emotional needs – a higher proportion of PP children benefit from this</p> <p>This supports with wellbeing and attendance</p> <p>EEF Social and emotional learning: moderate impact for moderate cost</p>	1
<p>Funding Confidence Coach 3 terms per year</p>	<p>EEF Social and emotional learning: moderate impact for very low cost</p>	1
<p>Funding additional Forest School sessions for disadvantaged pupils</p>	<p>EEF Social and emotional learning: moderate impact for very low cost</p> <p>EEF Physical Activity: low impact for very low cost</p>	1
<p>Children eligible for PP in bottom 20% of readers are able to access Reading Dog sessions during the year</p>	<p>Supports with reading and wellbeing and confidence</p> <p>EEF Social and emotional learning: moderate impact for very low cost</p> <p>EEF Mentoring: low impact for moderate cost</p>	2

Funding school uniform to enable sense of community and belonging, along with setting high expectations for all pupils	EEF School uniform: Unclear impact for very low cost EEF Supporting school attendance 2. Build a culture of community and belonging for all pupils	1
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Total budgeted cost: £68,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupil progress scores for last published data set (2024)

Measure	Score
Reading	No progress scores due to Covid
Writing	No progress scores due to Covid
Maths	No progress scores due to Covid

Disadvantaged pupil performance overview for last academic year (2024)

Measure	Score
Meeting expected standard at KS2 in RWM	70%
Achieving high standard at KS2	0%

Attendance overview for 2023-24

Attendance (including non-compulsory school age pupils)	2023-24
Attendance all pupils	95.8%
Persistent absence all pupils	7.9%
Persistent absence disadvantaged pupils	26.8%
Attendance Disadvantaged Pupils	92.4%

Review of 2023-24 outcomes

Intended outcome	Success criteria	
Improve attendance for PP children	Improve attendance for disadvantaged groups from 92% to 95%	Not achieved
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	Achieved Y6 KS2 Maths disadv 80% EXP (10% GD) (NA all pupils 73%)
Improve attainment in Phonics for PP children	Improve attainment in Phonics across the school particularly in Year 2	Partially achieved Y2 disadv 75% passed by end of Y2 (increase from 40% in Y1)

		however not in line with NA for all pupils (80%) Y1 disadv 50% passed (NA 80%)
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%	Almost achieved Increased to 43% of PP children accessing at least one chargeable extra-curricular club during the year.
Access to wider curricular opportunities such as school trips including residentials and swimming lessons	All children to have access to all school trips, swimming lessons and school uniform	100% of PP children attended Y3 residential. 100% of PP children attended Y6 residential. 24% of PP children accessed free school uniform.