

Pupil premium strategy statement – St James CE Junior 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	121
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jackie Rushton
Pupil premium lead	Jackie Rushton
Governor	Sarah Heywood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,320
Recovery premium funding allocation this academic year	£4205
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£91,525

Part A: Pupil premium strategy plan

Statement of intent

At St James CE Junior School, we want our curriculum to lead to confident, independent learners who have a passion for learning and are adaptable to the needs of the world when they leave school. We want to promote positivity, happiness and self-esteem in a caring and supportive environment that meets the needs of each child.

Our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve high attainment across all subject areas. 'For with God nothing shall be impossible'

High-quality teaching and small class sizes have positively impacted on closing the disadvantaged attainment gap whilst also benefitting the attainment of non-disadvantaged peers.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Data is carefully analysed by all staff to identify learning needs and intervention is quickly put in place when needs are identified.

Staff are effectively trained and deployed to provide SERIS work, Kidsafe and Real Love Rocks programmes to provide emotional support and skills to keep themselves safe.

- Funding will also be used to subsidise trips and residential visits, visitors and extra-curricular clubs ensuring that all children that wish to take part can do so.

Challenges

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

Challenge number	Detail of challenge
1	Children's vocabulary skills, particularly among disadvantaged children are poor. Our children are not generally exposed to the quality of vocabulary and language as their more affluent peers and as a result their speech, phonics, reading and writing are negatively impacted
2	Children have poor working memory and poor ability to draw upon previous learning to help support future learning
3	Lack of emotional resilience in our children and their families, as well as some parents' difficulties with behaviour at home. We work closely with agencies to address this through our provision.
4	Lack of enrichment activities in and outside school due to lack of finances
5	Variable parental engagement and support with learning which impacts progress

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
To continue to raise attainment and narrow disadvantage gap in reading, writing and maths	Assessment in reading, writing and maths will show that children are making progress, retaining knowledge and closing gaps.
Support children to become more resilient through targeted SERIS work and emotional support	Children can talk about their feelings and worries. Any attendance issues are improved
To improve children's oral and vocabulary skills.	Children's vocabulary and oracy skills improve throughout the school. Children who meet the threshold receive Talk Boost training. All staff receive Twinkl phonics training and children receive phonics sessions if required.
To engage parents and support learning at home through scaffolding and modelling activities	Parental engagement with reading/homework improves.

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.

Budgeted cost: £ 71,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher employed to be able to reduce class sizes across school and to enable all children to be taught in single year group classes.	The additional teacher means that all pupils can be taught in smaller groups in all classes. Evidence shows that smaller class sizes improve relationships and academic progress and also allows for effective feedback to be delivered. EEF 'Using Your Pupil Premium Funding Effectively'	1, 2, 3 and 5
HLTA employed to support teaching across school to provide	The additional HLTA ensures that children who require a nurture support are provided with their own bespoke curriculum. Evidence shows that	1, 2

nurture provision for pupils requiring it.	smaller class sizes improve relationships and academic progress and also allows for effective feedback to be delivered. EEF 'Using Your Pupil Premium Funding Effectively'	
Purchase of PIRA and White Rose Maths tests for termly diagnostic testing and linked intervention packages	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions. EEF 'monitoring pupil progress'	1,2
Purchase LBQ	Learning by Questions Children are given opportunities to visit past work in small doses. Pupils will be confident at recalling the past knowledge that they have been taught in the past. Pupils are more independent in recalling previous knowledge; pupils show increased interest and engagement in learning; improved performance in assessments	1,2,5

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

Budgeted cost: £17,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants deployed across school to deliver high quality interventions to specific individuals or groups of pupils	Additional one to one support and small group interventions can be an effective method to support low attaining pupils or those falling behind.	1

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

Budgeted cost: £ 2472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising residential trips, day trips and visitors	Children are given a wide range of opportunities to expand their knowledge and understanding of the world. They also have the opportunity to take part in sports and activities which can broaden their friendship groups and support their mental health and wellbeing.	1, 3, 4
Providing breakfast, uniform, PE kits and equipment as required	There is evidence that children are unable to concentrate in a classroom if they are hungry. Lack of uniform and equipment can exacerbate the social exclusion from children living in poverty. This enables pupils to be ready to learn.	1, 2, 4
Parental engagement in reading activities and other learning opportunities in and out of school.	Parental engagement has a positive impact on pupils' progress. Parents aspirations are also important for pupils' outcomes EEF 'parental engagement'	1, 2, 3, 4 and 5

Total budgeted cost: £ 91,525

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 2023 to 2024 academic year.

Internal data of our pupil premium children showed that their progress and attainment was lower than non-pupil premium children although gaps are beginning to close.

SATs data shows that attainment of disadvantaged pupils is lower than Non-PP pupils and is considerably lower in maths.

Wellbeing of children has improved but still remains a priority as children are still hugely affected by their loss of schooling and social interactions during lockdowns

Teaching assistants were able to support children in small groups and focus on the recovery curriculum to plug gaps of lost learning.

All PP children were able to access trip at a reduced price to increase their cultural capital

KS2 SATS results 2024

Subject	St James'	Disadvantaged	Westmorland and Furness	National
Reading	70.8%	66.7%	74.7%	74.2%
Writing	79.2%	66.7%	70.6%	71.7%
Maths	75%	58.3%	75%	73.1%
SPAG	75%	70%	72.5%	72.2%
Reading, writing and maths	62.5%	50%	57.8%	60.6%

