

# 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	129
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jackie Rushton
Pupil premium lead	Jackie Rushton
Governor	Sarah Heywood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,845
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>	£4277.50
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£90,122.50</b>

# 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

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 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	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.
3	Challenging family circumstances – ensuring vulnerable families continue to access the support they need, to ensure their children feel positive and successful.
4	Variable parental engagement and support with learning which impacts progress

5	Children have poor working memory and poor ability to draw upon previous learning to help support future learning
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## 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	<i>Assessment in reading, writing and maths will show that children are making progress, retaining knowledge and closing gaps.</i>
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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA employed to support teaching in Year 3 and Year 4 to reduce class sizes and provide intervention in Maths and English focusing on disadvantaged pupils	The additional teacher means that Year 3 and 4 pupils can be taught in smaller groups for Maths and English. Evidence shows that smaller class sizes improve relationships and academic progress and also allows for effective feedback to be delivered.	1, 4

	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
Phonics training for all staff and purchase resources to support phonics teaching	This enables all children who still require phonics can be taught in the correct groups and have the correct resources to support their learning	1, 2

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

Budgeted cost: £45,000

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: £ 21,122.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
SERIS (supporting Emotional Resilience in Schools)	Provision to target social and emotional wellbeing improves pupils' resilience, their self-regulation of emotions and interactions with other pupils'. This will improve their learning overall. EEF 'social and emotional learning	1,4, 5
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	1, 3, 4

	their friendship groups and support their mental health and wellbeing.	
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: £ 90,000**

## 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 2021 to 2022 academic year.

<p>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.</p> <p>SATs data shows that attainment of disadvantaged pupils is lower than Non-PP pupils and is considerably lower in reading.</p> <p>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</p> <p>Teaching assistants were able to support children in small groups and focus on the recovery curriculum to plug gaps of lost learning.</p> <p>All PP children were able to access trip at a reduced price to increase their cultural capital</p>
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#### KS2 SATS results 2023

Subject	St James CE Junior School (expected standard)	National (expected standard)
Reading (Test)	45%	73%
Writing (Teacher Assessment)	71%	71%
Maths (Test)	68%	73%
Spelling Punctuation and Grammar (Test)	65%	72%

Reading, Writing and Maths combined – 39% (National 59%)

Reading PP – 24%

Non-PP – 71%

Maths PP – 59%

Non-PP – 79%