

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------|
| School name | St James CE Junior School |
| Number of pupils in school | 123 |
| Proportion (%) of pupil premium eligible pupils | 46% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Jackie Rushton |
| Pupil premium lead | Jackie Rushton |
| Governor / Trustee lead | Sarah Cubiss |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £89,305 |
| Recovery premium funding allocation this academic year | £4422 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £93,727 |

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 | Gaps in mathematics, reading and writing knowledge and skills due to the impact of Covid-19 |
| 2 | 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 |
| 3 | Narrow life experiences and limited 'cultural capital' on offer due to the lack of residential and day trips, visitors in school and clubs due to Covid-19 |
| 4 | The negative effect of Covid-19 on children's mental and emotional health and their lack of resilience |
| 5 | Variable parental engagement and support with learning which impacts progress |

| | |
|--|---|
| | We have historically faced a problem with children’s vocabulary skills, particularly among disadvantaged children. 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 |
|--|---|

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 the disadvantage gap in reading, writing and maths. | Assessment in reading, writing and maths will show that children are making progress, attaining knowledge and closing gaps |
| 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. |
| Pupil’s ‘cultural capital’ will be increased through opportunities given at school to give pupils wider life experiences | Children will be able to draw on these experiences and relate future work to these experiences |
| Support children to become more resilient through targeted SERIS work and emotional support | Children can verbalise their worries and feelings which will help them to focus and thus improve their attendance and progress |
| To engage parents to support learning at home through scaffolding and modelling activities. | Parental engagement with reading at home increases and parents attend reading sessions in school with their child/children |

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: £ 62,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| An additional teacher has been employed to reduce class sizes in Year 6 | The additional teacher means that Year 6 pupils can be taught in single aged classes of no more than 16 for Maths and English and some other curriculum areas. 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, 4 |
| 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 |
| Twinkl phonics training for all staff and purchase resources to support the scheme | 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: £ 20,000

| 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: £ £11,727

| 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 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: £ 93,727

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.

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

However, SATs data showed that disadvantaged children performed better in reading and maths than non-disadvantaged children

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