

St James' C of E Pupil premium strategy statement

2022/23

September 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CofE Primary
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	70 pupils (31%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	21.10.22
Date on which it will be reviewed	21.10.23
Statement authorised by	Gavin Shortall
Pupil premium lead	Joanne Westhead
Governor / Trustee lead	Sue Neesham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,411
Recovery premium funding allocation this academic year	£16,287
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	£117,698

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We have considered the challenges faced by disadvantaged and vulnerable pupils, such as those who have a social worker and young carers. At St James' these barriers include; high numbers of children eligible for Pupil Premium Grant who also have SEND needs, low levels of resilience and confidence in some children, lack of opportunities in their home life to access enrichment facilities, a high number of disadvantaged children with English as an additional language. The effects of missing two prolonged periods of time in school during two lock downs and the effect this has had on both their own and their families' mental health and emotional wellbeing is also an issue. There has also been an increase in financial and housing issues and support needed for parents

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. At St James' this takes the form of high quality whole class teaching and high quality small group and one to one catch up booster work. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We intend our approach to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and that we will not make assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will endeavour:

- To provide high quality learning experiences across the curriculum
- To provide additional support and intervention to ensure children eligible for pupil premium achieve well across the school
- To provide personalised social and emotional support to children eligible for pupil premium to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect their wellbeing or academic achievements

Challenges

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

Challenge number	Detail of challenge
1	Analysis of outcomes shows lower levels of attainment for disadvantaged children compared to non-disadvantaged.
2	There is a likelihood that disadvantaged children who joined the school in Reception in September 2021 and September 2022 will have lower levels of attainment than non-disadvantaged. <i>Reception baseline assessment analysis will be used to confirm this.</i>
3	High numbers of children eligible for PPG who also have SEND needs.
4	High numbers of children eligible for PPG who have English as an additional language.
5	Levels of resilience and confidence on their own ability are lower for some children eligible for PPG
6	Since spring 2019 almost all children missed two prolonged periods of time in school during two lockdowns and pod closures due to Covid 19. All children provided with and supported with remote education however, some children will have had less support at home and less access to resources than others.
7	Children's social, emotional and mental health and health will have been affected by the Covid pandemic, the children may have suffered hardships as a result of the pandemic due to family circumstances such as bereavement, financial loss, ill health, parental mental health etc

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 reduce the gap in attainment between children who qualify for Pupil Premium and those who don't.	Attainments outcomes show accelerated progress for children who qualify for Pupil Premium.
Disadvantaged pupils in EYFS achieve a Good Level of Development.	Disadvantaged pupils in EYFS to achieve a Good Level of Development by the end of EYFS.
Children eligible who qualify for Pupil Premium who also have SEND needs to have necessary support in place to	Attainments outcomes show accelerated progress for children who qualify for Pupil Premium and have SEND – as

narrow the gap between them and pupils who are not eligible for PPG and do not have SEND needs.	shown by Renaissance data and, where appropriate, case studies.
Levels of resilience, confidence and independence are improved in children eligible for PPG	The resilience, confidence and motivation of children eligible for PPG in learning situations will be improved. Attainment and progress for these pupils is improved. They will be able to work more independently for longer periods of time. Have strategies in place to know how to support themselves without relying on adult support.
Increased parental engagement- Parental mental health, finances, parenting skills, housing support etc is supported through Early Help model. This process is reviewed regularly.	Parents are quickly and correctly identified as needing support through the Early Help model. Appropriate agencies are accessed and support for families is provided. Families receiving EH score more highly on the EHA's after support.
Children who are eligible for pupil premium receive increased enrichment and first hand experiences, leading to a greater engagement in learning.	The children have a wider experience of the world. A higher percentage of children eligible for PPG attend extended enrichment activities e.g. clubs and trips.
Attendance to continue to be high for disadvantaged children.	Individual disadvantaged pupils having an attendance of 97% or above. Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement.

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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of a member of staff to deliver small group booster catch up sessions to ensure disadvantaged children are effectively challenged and master skills in Reading, Writing and Maths through quality first teaching and small group tuition with an experienced teacher.	<p>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” Sutton Trust Report: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</p> <p>High quality teaching has a huge impact on the progress that children make at school. The majority of our funding will be used to ensure that our provision is high quality, supporting accelerated progress.</p> <p>Research shows small group tuition has a moderate impact for a low cost (+4 months) based in moderate evidence.</p> <p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>Pupil Premium funding is used to subsidise the cost of Teachers, enabling the school to retain the staff members who deliver booster interventions to disadvantaged children.</p>	1, 2, 3, 4, 5, 6
Support disadvantaged children to develop reading skills and to have more access to a wider range of appropriate reading materials. E.g. Quality first teach, Reading comprehension	<p>Evidence for the importance of developing reading skills can be found in the following EEF guidance reports for KS1 & KS2</p> <p>Focusing on Reading Comprehension activities has been found to have a very high impact for a very low cost based on extensive evidence (+6 months)</p> <p>We also wish to ensure disadvantaged children have the same opportunities to access a wide range</p>	1,2,3,4,5,6

<p>strategies, additional GR support, small group support, small group tuition, 1:1 Volunteer readers KS1 & KS2, increase amount of decodable books in school, Storytime Magazine delivered home, Dot Magazine delivered to school, Virtual library (St James Virtual Library and Big Cal virtual library) and library visits and regular reading for pleasure activities in school such as D.E.A.R etc</p>	<p>of reading material and develop the joy of reading for pleasure.</p> <p>Pupil Premium funding is used to subsidise the cost of Teaching and Education Support Staff, enabling the school to have the level of staffing (Teachers and TAs) support necessary to deliver these interventions.</p>	
<p>Targeted in class support/ interventions from year group teaching assistants for disadvantaged children not currently achieving the expected standard identified through Pupil Progress Meetings.</p>	<p>Staff working closely with the children are best placed to give immediate support and feedback to enable the children to fully access the curriculum. Some will deliver focused interventions or deliver activities in smaller groups/ 1:1. Research shows that teaching assistant interventions have a moderate impact for moderate cost based on moderate evidence (+4 months). The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Pupil Premium funding is used to subsidise the cost of Education Support Staff, enabling the school to have the level of TA support necessary to deliver these interventions.</p>	<p>1,2,3,4,5,6</p>
<p>The use of additional staff members to deliver small group and one</p>	<p>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds" Sutton Trust Report: Improving the</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>to one support to children who are disadvantaged and have SEND. This is to ensure that these children are effectively challenged and make progress in Reading, Writing and Maths through quality first teaching and small group work in a way that takes into account and provides support for their SEND.</p>	<p><u>impact of teachers on pupil achievement in the UK – interim findings September 2011</u></p> <p>High quality teaching has a huge impact on the progress that children make at school. The majority of our funding will be used to ensure that our provision is high quality, supporting accelerated progress.</p> <p>The Education Endowment Foundation have published five <u>evidence-based strategies</u> to support high-quality teaching for pupils with SEND. The recruitment, albeit on a supply basis, of additional adults enables us to put into place these strategies when appropriate, effectively supporting disadvantaged children who have SEND.</p> <p>Pupil Premium funding is used to subsidise the cost of TA Supply SEN cover, enabling the school to have the level of TA support necessary to provide this support.</p>	
<p>Purchase of additional <u>DfE validated Systematic Synthetic Phonics programme</u> resources to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a <u>strong evidence base</u> that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>1,2,3,4,5, 6</p>
<p>Mental Health support across school – Mental Health Lead</p>	<p><u>Research by the National Foundation for Educational Research (NFER) shows that the impact of Coronavirus was bigger for children who are classed as disadvantaged</u> with the gap on learning between them and other children growing between 2019 and 2021. Part of this will be the emotional and mental impact of coronavirus on these children. St James’ is taking part in Mental First Aid training which will improve the way we will be able to support children across the school, and specifically those who are classed as disadvantaged and need more support.</p>	<p>5,6,7</p>

CPD and support for EYFS staff to support with enhancement of our EYFS curriculum in line with DFE guidance for the new EYFS framework	<p>Research shows that Early Maths approaches have a very high impact for a very low cost based on extensive evidence (+6 months)</p> <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes.</p> <p>Research shows that Early Literacy approaches have moderate impact for a very low cost based on moderate evidence (+4 months)</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p>	2, 3, 4, 5, 6, 7
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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
Redeploying a member of staff to deliver small group School Led Tutoring, providing booster catch up sessions to ensure	<p>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds"</p> <p>Sutton Trust Report: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</p> <p>High quality teaching has a huge impact on the progress that children make at school. The majority of our funding will be used to ensure that our provision is high quality, supporting accelerated progress.</p>	1, 2, 3, 4, 5, 6

disadvantaged children are effectively challenged and master skills in Reading, Writing and Maths through quality first teaching and small group tuition with an experienced teacher.	<p>Research shows small group tuition has a moderate impact for a low cost (+4 months) based in moderate evidence.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Pupil Premium funding is used to subsidise the cost of Teachers, enabling the school to retain the staff members who deliver booster interventions to disadvantaged children.</p>	
Communication and Language programmes used in EYFS and Y1 Neli intervention	<p>Research shows a very high impact for a very low cost based on extensive evidence (+6 months)</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	1, 2, 4, 5, 6

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding of an Early Help/Pastoral team enabling them to provide Early Help Interventions and Parental support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	3, 5,6,7

Including SEND support, uniform grant, foodbank vouchers, referral to outside agencies e.g. Woodstreet Mission, Bread and Butter scheme, Summer holiday food packs, Christmas food hampers etc.	<p>Social and emotional learning activities have been found to have a moderate impact for very low cost base on limited evidence (+4 months)</p> <p>Pupil Premium funding is used to subsidise the cost of Teachers, enabling the school to retain the staff members who deliver targeted support to families across the school.</p>	
Whole staff training on positive behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. (Dojo Star badge reward scheme)	<p>Research has shown that both targeted interventions and universal approaches to supporting behaviour can have positive overall effects.</p>	1,2,3,6,5,6,7
Additional enrichment activities including Outward Bounds, educational visits, workshops, Forest School, Sports events, after school clubs	<p>The evidence for the impact of Outdoor adventure learning is still unclear.</p> <p>Past experience of St James' staff has been that residential trips help to support growth mindsets, increase confidence and teach team-building skills. Children have had the opportunity to learn valuable life skills of perseverance and resilience which staff have felt impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.</p> <p>Pupil Premium funding is used to subsidise the cost of the Outward Bound trip, enabling the school to support children from disadvantaged backgrounds to attend. This funding is targeted each year, either to reduce the cost as a whole, to reduce the cost for targeted children or both.</p>	1,3,4,5,6,7

<p>Interventions and activities to promote Mental Health and Wellbeing and social and emotional learning e.g Beacon Counselling, Forest Schools, PSHE lessons, P4C, whole school theme days, breakfast club, lego therapy, support from outside agencies, Early Help.</p>	<p><u>Social and emotional learning activities have been found to have a moderate impact</u> for very low cost base on limited evidence (+4 months)</p> <p><u>Evidence shows that nationally children's mental health and wellbeing issues are increasing</u>. Some disadvantaged children are at higher risk of vulnerability to this. Many disadvantaged families have EHA/CIN/CP/LAC/ CAMHS involvement. School is in an area of high deprivation.</p> <p>The <u>Covid pandemic</u> has added to pressures for families and many children have suffered physically and mentally due to hardships caused by prolonged periods away from school, peers and extended family support. Some families have also suffered family bereavements.</p> <p>Pupil Premium funding is used to subsidise the cost of Education Support Staff, enabling the school to retain the staff members who deliver Forest Schools across the school and targeted support to children with high levels of need.</p>	<p>1,2,3,4,5,6,7</p>
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Total budgeted cost: £118,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on pupils in the 2021 to 2022 academic year.

Jun 2022 – 76 children recorded as Disadvantaged (receiving Pupil Premium). This excludes Nursery.

76 children from 206 = 36.9% of the school population.

KS1 and 2: 70 children qualify for Pupil Premium

Reading

10% exceeded their end of year attainment target (7 from 70)

88.6% either met or exceeded their attainment target (62 from 70)

11.4% did not meet their attainment target (8 from 70)

Writing

7.1% exceeded their end of year attainment target (5 from 70)

92.9% either met or exceeded their attainment target (60 from 70)

7.1% did not meet their attainment target (5 from 70)

Maths

8.6% exceeded their end of year attainment target (6 from 70)

87.1% either met or exceeded their attainment target (55 from 70)

12.9% did not meet their attainment target (9 from 70)

- Two members of St James' teaching staff supported targeted children throughout the year. The sessions were held either one to one or in small groups. The most successful sessions were found to be small group sessions. These enabled group interaction, peer support and increased the number of children receiving support. 42.8% of the children supported by these two members of staff qualified for Pupil Premium (60 children from 140 children supported in total).

One of these teachers has also delivered small group tuition through the National Tutoring programme. 9 children were supported through this programme, receiving support in English and Maths. All of these children qualifies for Pupil Premium.

- There has been a large focus on the development of early reading at St James'. A new synthetic phonics scheme has been introduced ensuring that all children receive guided reading and take home reading books which match their phonic ability. This has been introduced alongside the development of the way phonics is taught in EYFS and KS1. The school is now confident that disadvantaged children are receiving improved resources to support the improved phonics delivery. The phonics lead is making effective use of the new scheme's tracking resources to be able to tailor specific support where needed.

Based on historical pass marks the current Y1 class will have achieved an 83.3% pass in the phonics screening check, with 73% of disadvantaged children passing the check (8 from 11).

Reading comprehension has also been supported across the school by the introduction of new reading comprehension resources recommended by the One Education literacy consultant.

- An Academic Mentor has been working at the school since January 2022. Her role has been supporting children in EYFS, both in general but also with a specific focus on early language, literacy and phonics development. End of year EYFS data is not yet available but will be added to this review when it has been shared.

The Academic Mentor has also been working in KS1 and KS2 with a literacy focus, supporting children to access the school's new library provision. These sessions have looked at some of the "softer" literacy skills, celebrating reading for pleasure and the joy of books. The outcomes for these sessions are more difficult to quantify but school staff report that the children have "very much enjoyed" the sessions and like "library time".

- Pupil Progress meetings have taken place throughout the year. These meetings have been used to identify which children need additional support and then plan what that additional support should look like.
- A member of staff has completed the Mental Health Training. Implementation of this training is still at an early stage but there has been a promising start. A school wellbeing committee has been established. This committee is staff led and has a remit to identify ways to support all members of the St James' community.
Support from the school's Mental Health lead was used in the development of the new Behaviour Policy to ensure that a mental health strand considered throughout the policy. This will be replicated when further policies come to be reviewed, ensuring that mental health retains a high priority across the school.
- The school's approach to behaviour and its policy has been reviewed and developed. This has been an ongoing piece of work, involving all staff members. The focus has been on positive behaviour management approaches.
- A comprehensive and robust programme of support has been put in place for the EYFS setting. Staff have responded fantastically well to this support and the quality of provision in the setting has significantly improved. While EYFS outcomes data is not currently available, external monitoring through the local authority's Quality Assurance mechanism highlighted very positive progress.
- The NELI intervention has been carried out in the Y1 class. Staff report this has had a positive impact
- Early Help and Pastoral support has been in place for families across the school throughout the year. 26 families have been supported during the academic year to date, accounting for 33% of the school population. This support has included but is not limited to food bank vouchers,

uniform and clothing support, referrals to Wood Street Mission, housing support, bereavement support, medical issues and appointments, and mental health support. Staff have noticed a recent increase in housing issues, in particular increases in rents, lack of local housing and unresolved housing issues.

- Forest School provision consists of one and a half days per week and has been in place since January. Y2, 3, 4, 5 and 6 have all taken part in Forest Schools activities across one half term to date. All TAs have received level 1 Forest School training to enable them to support the delivery of the provision.

The school's extended school provision has been reintroduced and all teachers and a significant amount of TAs have delivered a club. The school has taken part in 36 different sports tournament fixtures against other schools, including a number of football fixtures against local schools. The school has also used 2 external providers to put on clubs for skateboarding and cricket. Involvement in these clubs was subsidised for disadvantaged children. In addition, the school put on 11 different sports and activity clubs this year. 116 children accessed the clubs, of which 41 qualified for Pupil Premium (35%). 112 children attended the sports tournaments, of which 46 qualified for Pupil Premium (41%).

The school sent a group of 36 children to an Outward Bound residential trip in November 2021. This trip was subsidised for disadvantaged children by the school to keep costs as low as possible. 11 children who qualify for Pupil Premium took advantage of this support (making up 31% of the group and 50% of the total number of children in Y5 and 6 who qualify for Pupil Premium who could have gone – 11 from 22). A trip has been booked in again for October 2022.

- Beacon counselling has restarted at the school but this has been a significant issue. The counselling restarted in May due to shortages in counsellors available to Beacon. Currently 4 children are receiving counselling, of which 3 (75%) qualify for Pupil Premium. School Early Help/Pastoral staff have met with Manchester's M-Thrive provision. M-Thrive are a resource aimed at supporting children in such a way as to prevent them needing referral to CAMHS (Child and Adolescent Mental Health Services) and supporting them if they ultimately do need to be referred.