

# St James' C of E Pupil premium strategy statement 2021/22

September 2021

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	226
Proportion (%) of pupil premium eligible pupils	71 pupils (31%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	21.9.21
Date on which it will be reviewed	21.9.22
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	£101,695.50
Recovery premium funding allocation this academic year	£10,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,025.50

# 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 of Summer 2021 data shows lower levels of attainment for disadvantaged children compared to non-disadvantaged- specifically current Y1 (R, W & M) Y2 (R, W & M) Y4 (W&M), Y5 ( R,W & M) Y6 (M)
2	There is a likelihood that disadvantaged children who joined the school in Reception in September 2021 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	Many children have 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. <i>See Appendix 1 – Pupil Premium Baseline Outcomes Jul 2021</i>
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.

<p>Children eligible who qualify for Pupil Premium who also have SEND needs to have necessary support in place to narrow the gap between them and pupils who are not eligible for PPG and do not have SEND needs.</p>	<p>Attainments outcomes show accelerated progress for children who qualify for Pupil Premium and have SEND – as shown by Renaissance data and, where appropriate, case studies.</p>
<p>Levels of resilience, confidence and independence are improved in children eligible for PPG</p>	<p>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.</p> <p><i>PASS survey shows an increase in engagement in learning.</i></p> <p><i>CPOMS shows a low level of behaviour linked interruptions to learning. This cannot be directly compared to 2020/21 due to the amount of school missed as a result of Covid that year.</i></p>
<p>Increased parental engagement- Parental mental health, finances, parenting skills, housing support etc is supported through Early Help model. This process is reviewed regularly.</p>	<p>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.</p>
<p>Children who are eligible for pupil premium receive increased enrichment and first hand experiences, leading to a greater engagement in learning.</p>	<p>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.</p> <p><i>PASS survey shows an increase in engagement in learning.</i></p>
<p>Attendance to continue to be high for disadvantaged children.</p>	<p>Individual disadvantaged pupils having an attendance of 97% or above.</p> <p>Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement.</p>

## 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
<p>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>	<p>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” <a href="#">Sutton Trust Report: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</a></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><a href="#">Research shows small group tuition has a moderate impact</a> 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>	<p>1, 2, 3, 4, 5, 6</p>
<p>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>	<p>Evidence for the importance of developing reading skills can be found in the following EEF guidance reports for <a href="#">KS1</a> &amp; <a href="#">KS2</a></p> <p>Focusing on Reading Comprehension activities has been found to have a very high impact for a very low cost based on <a href="#">extensive evidence</a> (+6 months)</p> <p>We also wish to ensure disadvantaged children have the same opportunities to access a wide range</p>	<p>1,2,3,4,5,6</p>

<p>strategies, additional GR support, small group support, small group tuition, 1:1 Volunteer readers KS1 &amp; 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><i>Does this need fleshing out more?</i></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. <a href="#">Research shows that teaching assistant interventions have a moderate impact</a> 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 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>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” <a href="#">Sutton Trust Report: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</a></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 <a href="#">evidence-based strategies</a> 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>1, 2, 3, 4, 5, 6</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a <a href="#">strong evidence base</a> 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>CPD – Mental Health Training</p>	<p><a href="#">Research by the National Foundation for Educational Research (NFER) shows that the impact of Coronavirus was bigger for children who are classed as disadvantaged</a> 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>

<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>	<p><a href="#">Research shows that Early Maths approaches</a> 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><a href="#">Research shows that Early Literacy approaches</a> 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>	<p>2, 3, 4, 5, 6, 7</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivering small group tuition through the National Tutor Program</p>	<p><a href="#">Research from the Education Endowment Fund</a> shows that Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Progress outcomes from 2020 and 21 are not available due to the impact of Coronavirus but progress outcomes in 2019 showed children classed as Disadvantaged made above average progress in Reading but average in writing and maths.</p> <p>Using Pupil Premium funding to engage NTP tutors to deliver small group tuition will support targeted children in making accelerated progress.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Redeploying a member of staff to deliver small group School Led Tutoring, providing</p>	<p>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds"</p> <p><a href="#">Sutton Trust Report: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011</a></p>	<p>1, 2, 3, 4, 5, 6</p>

<p>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>	<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><a href="#">Research shows small group tuition has a moderate impact</a> 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>	
<p>Delivering small group tuition in EYFS, delivered by an Academic Mentor, supplied through the National Tutor Program</p>	<p><a href="#">Research shows that Early Maths approaches</a> 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><a href="#">Research shows that Early Literacy approaches</a> 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>	<p>2, 3, 4, 5, 6, 7</p>
<p>Communication and Language programmes used in EYFS and Y1 Neli intervention</p>	<p><a href="#">Research shows a very high impact</a> 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.</p> <p>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</p>	<p>1, 2, 4, 5, 6</p>

	show slightly larger effects for children from disadvantaged backgrounds.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

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. 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>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)</p> <p><a href="#">Social and emotional learning activities have been found to have a moderate impact</a> 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>	3, 5,6,7
Whole staff training on positive behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. (Dojo	<a href="#">Research has shown that both targeted interventions and universal approaches to supporting behaviour</a> can have positive overall effects.	1,2,3,6,5,6,7

Star badge reward scheme)		
Additional enrichment activities including Outward Bounds, educational visits, workshops, Forest School, Sports events, after school clubs	<p><a href="#">The evidence for the impact of Outdoor adventure learning</a> 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
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><a href="#">Social and emotional learning activities have been found to have a moderate impact</a> for very low cost base on limited evidence (+4 months)</p> <p><a href="#">Evidence shows that nationally children's mental health and wellbeing issues are increasing</a>. 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 <a href="#">Covid pandemic</a> 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>	1,2,3,4,5,6,7

**Total budgeted cost: £115,000**

## 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 2020 to 2021 academic year.

As part of our wellbeing support over the past year, our pastoral support team was invaluable. Throughout the national lockdowns, they supported vulnerable children and families by phone, supported families to access online learning, delivered paper copies of work as needed, arranged food parcels and made home visits as appropriate. Families requiring IT support to access remote learning were given advice and tuition and IT devices such as laptops and wifi. The team were able to resource additional devices through Business2Schools which were essential in ensuring many of our most vulnerable children were able to engage remotely and continue to make progress in their learning. The pastoral team also supported families with housing issues, finance issues and signposting to outside agencies such as providing foodbank vouchers, applying for the Covid hardship fund, Woodstreet mission referrals and uniform & equipment support.

School worked hard to improve their remote learning package to a high level using Google Classroom. Children had two live sessions a day with teachers where lessons were given and learning was moved forward by timely and supportive feedback being given on work handed in. Children's attendance and work were monitored closely and extra support was given to children who needed it.

Regular Early Help meetings and CIN, CP, LAC meetings continued to take place for all of our disadvantaged children. Beacon Counselling continued remotely for all children who were already receiving counselling. Remote Yoga sessions were available for children to take part in.

Forest School was able to resume when school reopened and two year groups were able to receive sessions.

During lockdowns throughout the year all teachers and TAs (unless medically advised not to do so) supported vulnerable children in school. PP children were offered places in school during lockdown. Teachers and TAs also supported vulnerable children in school who could not access remote learning. All actions supported the wellbeing of families with PP children.

Pupil Premium funds subsidised a school based Outward Bounds programme to replace the cancelled residential. Pupil premium children were also sent learning resource packs home, Storytime Magazine to support with reading at home and

interactive activity packs including lego, crafting materials science kits etc to ensure they were engaging in a wide range of activities,

Phonics assessments were completed throughout the year when possible. Year 1 Phonics screen was completed in December 2020. End of year testing via Renaissance (maths and reading), and writing assessment were completed.

Catch up Tutoring groups took place for the last term of school led by an experienced teacher who is a member of our school team.

Our SEND lead continued to meet with parents remotely throughout closures and in person when school reopened. Meetings and reviews with our school EP continued and the SEND children continued to be supported with their learning.

Children with gaps in their learning continued to be identified through Pupil Progress meetings and were given the relevant interventions and support during lockdown and when school reopened.

Enrichment activities were harder to achieve fully and this will continue to be a priority this year.