

Pupil premium strategy statement

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' C of E Primary
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	25.76%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Gina Bailey
Pupil premium lead	Celina Walsham
Governor / Trustee lead	Helen Ginger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,595.00
Recovery premium funding allocation this academic year	£7,540.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76,135.00

Part A: Pupil premium strategy plan

Statement of intent

At St. James, there are two fundamental objectives for disadvantaged children. The first is to achieve their full potential academically, with progress rates and attainment levels which are at least equitable with their peers. The second is that disadvantaged children receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school. Our pupil premium strategy plan works towards achieving those objectives by simultaneously tackling a number of challenging aspects of a target pupil's ecological environment, ranging from individual risk factors, to school culture and family circumstances, while drawing on the existing evidence base in doing so. Our strategy complements the school aspiration for all pupils to engage meaningfully with enriching and varied experiences. The implementation of this strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these objectives for our children. The key principle underpinning this strategy is that all children, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

Challenges

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

Challenge number	Detail of challenge
1	Emotional challenges – difficulty with self-regulation and resilience in the face of appropriate academic challenge.
2	Limited life experiences - Limited exposure to high quality texts and vocabulary. Limited global awareness and experiences outside immediate community. Limited independence and resilience. Limited learning experiences in independently problem solving. Limited awareness of cultural diversity and inability to empathise. Limited learning experiences in resilience.
3	Impoverished language experiences - Poor levels of expressive vocabulary and experiences of literacy and literature. Limited exposure to language-rich experiences, or to a broad range of language contexts.
4	Attendance and engagement – Low aspirations
5	Legacy learning gaps

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 ensure that disadvantaged pupils grow in confidence in their abilities and are emotionally ready to learn.	Disadvantaged pupils are confident, positive learners who are ambitious and set high expectations for their achievements.
To address legacy learning gaps alongside new learning and ensuring the full curriculum is taught to all year groups.	<p>Leaders are confident that Teachers pace plan effectively, ensuring all legacy learning gaps are addressed, that the teaching of prior learning opportunities is integrated into weekly planning to ensure teaching and learning has impact on children's acquisition of knowledge and skills and therefore achieve well.</p> <p>Monitoring shows that children in current Year 5 achieve well and make rapid progress in the acquisition of knowledge and skills.</p>
To empower pupils to be continually involved in their learning and school life through a focus on metacognition and pupil voice.	<p>Pupil's will begin to monitor their cognitive processes and understand how to use their strengths and overcome their weaknesses towards an increase in self-scaffolded learning behaviour.</p> <p>Pupils will be involved in decision making to create meaningful change and better academic outcomes. Pupils will express their views, wishes and experiences of school and feel a sense of empowerment and inclusion.</p>
To ensure pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	There is no language gap between PPG children and their peers by the end of KS1.
To ensure pupils are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits, regardless of socioeconomic backgrounds.	PPG pupils access the same opportunities as their non-PPG peers.
To maximise school attendance for children in receipt of the Pupil Premium Grant	Attendance of Children in receipt of Pupil Premium Grant is in line with national average

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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Framework Collaborative CPD	McCullough, L (2020) Creating a Teacher-Driven Professional Development Program . San Francisco: George Lucas Educational Foundation.	1, 2, 3, 4, 5
Growth mindset whole school approach	Dweck, C., Mindset: Changing The Way You think To Fulfil Your Potential . London: Robinson	1,4
Trauma Perceptive Practice CPD	De Young, A.C., Kenardy, J.A. & Cobham, V.E. 2011, Trauma in Early Childhood: A Neglected Population ", Clinical child and family psychology review, vol. 14, no. 3, pp. 231-250. EEF Guidance report – 'Improving Behaviour in Schools'.	1
Feedback CPD	EEF guidance report – 'Teacher Feedback to Improve Pupil Learning'.	1, 2, 5
Zones of Regulation CPD	https://www.zonesofregulation.com/research--evidence-base.html	1, 4
Metacognition CPD	EEF guidance report – 'Metacognition and Self-regulated Learning'.	1, 4, 5
Mindfulness CPD delivered by school therapist	Mindfulness in schools project - https://mindfulnessinschools.org/the-evidence-base/?c=impact-data Griffith, G.M., Crane, R.S., Baer, R., Fernandez, E., Giommi, F., Herbertte, G. & Koerbel, L. 2021, Implementing the Mindfulness-Based Interventions; Teaching Assessment Criteria (MBI:TAC) in Mindfulness-Based Teacher Training , Global advances in health and medicine, vol. 10, pp.	1, 2

Philosophy for children – sticky questions	EEF Teaching and Learning Toolkit, 'Philosophy for Children' (on average +2 months of progress).	2, 3, 5
Staff Supervision and Therapy	Lauchlan, F., Gibbs, S., & Dunsmuir, S. (2012). Teachers' well-being. Educational and Child Psychology, 29 (4), pp. 5-7. Shohet, R and Shohet, J. (2020). In Love with Supervision: Creating Transformative Conversations. Monmouth: PCCS Books Ltd.	1, 4, 5

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

Budgeted cost: £ 18,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group tutoring in Maths and English	EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress).	4
Language interventions: WellComm Early Years and Primary Nuffield Early Language Intervention (NELI)	GL-Assessment https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/ EEF Teaching and Learning Toolkit, 'Nuffield Early Language Intervention' (on average +4 months of progress with 30 week intervention).	3

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy	McDonald, A. & Drey, N.S. 2018, Primary-school-based art therapy: a review of controlled studies , International journal of art therapy, vol. 23, no. 1, pp. 33-44.	1, 4
Restorative conversations	Dix, P. 2017, When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour , Crown House Publishing, Carmarthen.	1, 4

Pupil voice	<p>Department for Education (2014) Listening to and involving children and young people. DfE: London</p> <p>Mayes, E., Finneran, R. & Black, R. 2019, The challenges of student voice in primary schools: Students 'having a voice' and 'speaking for' others, The Australian journal of education, vol. 63, no. 2, pp. 157-172.</p>	1, 4, 5
Maximising School Attendance Toolkit	Essex Educational Psychology Service (2019) Maximising School Attendance Toolkit.	4
Enrichment clubs, school trips and uniform/equipment subsidies	<p>EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science)</p> <p>EEF Guidance on School Uniform Implementation</p>	2, 4

Total budgeted cost: £ 76,135.00

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.

Priority 1: Senior Leadership Team and Middle Leadership to ensure a broad and balanced curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.

Leaders are conscious that there are gaps in the Maths and Literacy curriculum due to COVID related school closure. Maths and Literacy are pace planned, to ensure that gaps in knowledge are addressed, teachers complete termly gap analysis, which is shared with colleagues at transition points. Pre-teaching to address gaps is timetabled into weekly planning, has been introduced.

Priority 2: To ensure all teachers prioritise the teaching of early reading and reading for enjoyment and with fluency across the school.

The school has heavily invested in high quality reading books, as part of a reading entitlement scheme, that match their programmes of study. Children also have access to books that match the phonics they are learning. This gives all pupils access to high quality texts no matter what their ability.

All staff have been trained in reading fluency and developing reading comprehension. Therefore, all classes have been delivering structured lessons to teach reading fluency as well as comprehension.

Classes have developed reading reward systems which have encouraged more frequent reading at home.

The quality of reading assessment has been monitored across the school.

Priority 3: Continue to ensure all children achieve age related expectations in speech and language by the end of reception excluding those with special educational needs.

Not all reception children reached age related expectations in the final WellComm language assessment due to disruption of the intervention during COVID but they came very close. All children made good progress from their baseline assessment. These children will continue with the intervention during the next academic year.

Priority 4: SLT to ensure teaching is targeting disadvantaged children for greater depth.

The children have been identified and tracked using the schools new target setting proformas and discussed at pupil progress meetings termly.

All teachers have received training in adaption of lessons to ensure healthy academic challenge is planned for those working at greater depth and those with the potential to do so.

Parental Engagement and support: Regular contact and online meetings with parents during lockdown improved engagement with previously hard-to-reach families and they continue to engage.