

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' CE Junior School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	R Boland-Bourne
Pupil premium lead	Fiona Hall
Governor / Trustee lead	Ellen Kemp/Neil Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705
Recovery premium funding allocation this academic year	£12,904
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	£132, 639

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless 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.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, more frequent behaviour difficulties and attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activities outlined in this statement are also designed to support their needs, regardless of whether they are disadvantaged or not.

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.

Our main objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantage pupils in school to make or exceed nationally expected progress rates
- To support our pupil's health and well-being to enable them to access learning at an appropriate level

We aim to do this through:

- Providing high quality teaching and CPD for staff
- Ensuring that disadvantaged pupils are challenged in the work they are set
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups
- Ensuring that we act early to intervene at the point need is identified
- Recognising that not all pupils who are disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate low progress and attainment in maths especially in the area of reasoning
2	Assessments, observations and discussions with pupils indicate pupil vocabulary and communication skills are limited
3	In school assessment data indicates that pupils identified as 'More Able/Greater depth' at KS1 do not make as much progress as their peers (nationally)
4	Assessments, observations and discussions with pupils indicate that there is a gap between retrieval and inference skills in Reading
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.

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
Improved pupil progress in maths at the end of KS2	More pupils achieve national average progress scores in KS2 Maths
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
'More able'/Greater depth	More pupils achieve greater depth/high scores
Improved inference skills	More pupils achieve national average progress scores in KS2 reading
Achieve and sustain improved wellbeing for all pupils, particularly the disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys, teacher observations • A significant reduction in the number of behaviour incidents • An increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £58,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments £720	Recommendation 1 in EEF Guidance Report – Improving Mathematics in Key Stages 2 and 3 Use assessment to build on pupils' existing knowledge and understanding	1, 3, 4
Teacher to work within Year 6 enabling Year 6 to be taught in smaller groups for English and Maths £16,000 (part payment)	Studies have shown that reduction of classes sizes to under 20 children allow teachers to increase the amount of attention each child receives. Small classes also allow teacher to teach differently, more flexibility in organising learners and improved quantity and quality of feedback.	1, 2, 3, 4, 5
CPD CPD for Academic assistants – especially in the area of Maths, reading and Speech and language development £5,000	EEF recommendations for making Best Use of Teaching Assistants – Ensure TAs are fully prepared for their role in the classroom. – Provide sufficient time for TA training	1, 2, 4
Additional Academic Assistant in Year 6 £19,300 (part payment)	Targeted support in English and Maths	2,3,4
Floating teacher to provide management time for subject leaders £17,000 (part payment)	Support teachers to target and improve teaching thereby improving outcomes for all	

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

Budgeted cost: £33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary pre – teaching £22,000 (part payment)	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	2,5
Targeted Booster classes £9,000 (part payment)	Targeting support for those pupils needing further support in Literacy and maths – small groups, including breakfast	2,3, 4
One to one/small group tutoring £2,500 (part payment)	<p>2 mornings a week teacher time.</p> <p>Targeted support for one to one/small group has proven to be effective in accelerating progress.</p>	2, 3, 4

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

Budgeted cost: £41,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brilliant club £2,150	Targeted support for more able pupils to engage with higher education. Visit a university and complete University style tutorials.	3
Dramatherapy £8800 (part payment)	<p>Group and 1-to-1 sessions to:</p> <p>Support pupils through mental health issues and/or family situations that may be affecting their mental status.</p>	5
Learning mentor £13,000 (part payment)	Supporting pupils and groups of pupils not accessing learning/ fulfilling potential, due to behavioural issues	1, 2, 3, 4 , 5

Attendance Service, plus in house attendance work £6750 (part payment)	To support school in improving attendance. Strategies to support families to improve attendance.	5
After school Clubs £7500	Evidence proves that after school clubs (or morning) improve self-esteem and confidence.	5
Year 6 residential £3000 Part payment	Benefits include: Developing independence Improved confidence and self esteem Improved teacher and student relation- ships Engaging hard to motivate students	5

Total budgeted cost: £ 132,720