

Pupil premium strategy statement – St James’ CofE Junior School 2022 - 2023

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	R Boland-Bourne
Pupil premium lead	D Danquah
Governor / Trustee lead	E Kemp / N Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,345
Recovery premium funding allocation this academic year	£10,259
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£144,604

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 disadvantaged 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/Great 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 Add or delete rows as needed	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

	<ul style="list-style-type: none"> • An increase in participation in enrichment activities, particularly among disadvantage pupils
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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: £55,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (£960 x 3 terms) = £2880	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 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 £14,300 (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	1, 2, 3, 4

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

Budgeted cost: £61,205

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. 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)	2 mornings a week teacher time. Targeted support for one to one/small group has proven to be effective in accelerating progress.	2, 3, 4
STEM Club KS2 After school (£192 per session weekly x 38 weeks) = £5,760	Weekly after school sessions for targeted pupils who are high attainers / more able as well as pupils with low progress to increase participation and attainment.	1, 2, 3, 4
MyMaths (£370)	Curriculum resource for pupils to improve outcomes at the end of KS2, in particular closing 'the gap' amongst vulnerable pupils/groups of pupils.	1, 3
Bug Club (£625)	Curriculum resource for pupils to improve outcomes at the end of KS2, in particular closing 'the gap' amongst vulnerable pupils/groups of pupils.	1, 2, 3, 4, 5
Speech & Language Therapist £20,950	Buy-in service to support speech and language skills and confidence in targeted pupils to improve communication skills, problem solving skills and self-esteem.	2, 4, 5

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

Budgeted cost: £30,195

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
<p>After school Clubs:</p> <p>£15,920 Premier Education - external provider of sports and physical activity, after-school and breakfast sessions</p> <p>Support staff. £12,125 (inc. 32% on-costs for staff)</p> <ul style="list-style-type: none"> - Crochet club - Chess club - Cookery club - Craft club - Art club - Football club - Choir club 	Evidence proves that after school clubs (or morning) improve self esteem and confidence	5

Total budgeted cost: £146,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.