

St James CE Primary School Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium funding for the 2022 to 2023 academic year 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 Primary School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lisa Belfield
Pupil premium lead	Lisa Belfield
Governor / Trustee lead	John Waring

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£221,600
Recovery premium funding allocation this academic year	£23,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding carried forward from previous year	£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	£245,525

Part A: Pupil Premium Strategy Plan

Statement of intent

At St James our aim is to provide the best possible education for all pupils, so that they achieve well, make good progress and are able to go on to the next phase of their education successfully. To help us achieve this aim, the key principles of our pupil premium strategy are:

- Ensure quality first teaching and learning meets the needs of all pupils;
- Providing high quality CPD for all staff to meet the needs of our ambitious curriculum;
- Being committed to meeting the social and emotional needs of all pupils, as well as the academic;
- Working closely with families to offer support and raise expectations for all pupils;
- Through adequate assessment, appropriate provision is made for pupils who belong to vulnerable groups, including those who are disadvantaged, so that learning needs are identified and addressed.

Our school is situated in an area of high deprivation (Q1 Top 20% IDSR 2019), therefore we recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We will use this funding to support any pupil or groups of pupils the school has identified as needing additional support to close the learning gap. Our current plan will help us achieve these objectives by:

- Funding quality CPD for staff to help address learning gaps;
- Funding additional staff to help address learning gaps where leaders have identified a need;
- Funding additional staff to ensure we offer an ambitious curriculum and quality first teaching;
- Funding activities and external agencies that address social and emotional needs of pupils;

Challenges

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

Challenge number	Detail of challenge
1	Pupils have low levels of vocabulary acquisition which can hinder their ability to comprehend when reading and acquire new knowledge across the curriculum.
2	Reading fluency, comprehension and reading for pleasure.
3	Securing basic skills in writing, with a focus on sentence composition, spelling and application of basic grammatical skills.
4	Levels of absence and persistent absence for disadvantaged pupils is high compared to that of other and all pupils nationally.
5	Pupils show poor levels of resilience when faced with challenging tasks. This has been heightened since returning to school in March 2021, and in a small number of cases accompanied by behavioural issues.

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.

Challenge Number	Intended outcome	Success criteria
1, 2, 3	Progress for disadvantaged pupils to be at least in line with national other pupils for reading and writing at the end of KS2.	Progress for disadvantaged pupils will match or better national for other pupils from 2019: Writing 0.25 Reading 0.30
1, 2	At the end of key stages, increased proportions of disadvantaged pupils will meet ARE in reading, to be at least in line with national other pupils.	At end of key stages, increased proportions of disadvantaged pupils to meet EXS+ in reading, to be at least in line with national other pupils: KS1 78%, KS2 78%
1, 3	At end of key stages, increased proportions of disadvantaged pupils to meet ARE in writing, to be at least in line with national other pupils.	At end of key stages increased proportions of disadvantaged pupils to meet EXS+ in writing, to be at least in line with national other pupils: KS1 73%, KS2 83%

4	Rates of persistent absence for disadvantaged pupils to be reduced.	For rates of persistent absence for disadvantaged pupils to be more in line with national figures for other pupils - 6.9%
5	For all pupils to show resilience when faced with challenges which will in turn improve outcomes for pupils. Pupils' who have demonstrated emotional difficulties since returning from the pandemic will be well supported in school.	At the end of key stages, increased proportions of pupils will meet the expected standard in RWM – 2019 national 65%

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: £114,024.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR for Early Reading and Phonics Supporting the English Leader with reading and phonic development predominantly in EYFS and KS1 but children who do not meet PSC at KS1.	Lead for teaching and learning to ensure all teaching is at least good. There is a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support sharing best practice. (Sutton Trust 2011)	1, 2 & 3
Additional staffing: Teaching and learning lead. Ensuring all quality first teaching across school is good and focusing on quality of interventions for disadvantaged pupils.	Lead for teaching and learning to ensure all teaching is at least good. There is a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support sharing best practice. (Sutton Trust 2011)	1, 2 & 3

<p>Additional Staffing: Curriculum Lead. To ensure the curriculum has a strong intent, with implementation strategies that help the most vulnerable pupils to acquire knowledge. To develop the work of long-term memory to promote deep knowledge acquisition and skill application.</p>	<p>Lead for teaching and learning to ensure all teaching is at least good. There is a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support sharing best practice. (Sutton Trust 2011)</p>	<p>1, 2 & 3</p>
<p>CPD for staff: ECM Subscription to Schoot and discounted training package. Subscription to RWI development training. ECM LP Days and MTLR to review and quality assure quality of education.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending (The EEF Guide to Pupil Premium Spend 2019).</p>	<p>1, 2 & 3</p>

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

Budgeted cost: £29,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing: teaching assistant with UKS2 experience to run structured interventions for pupils in Years 5 and 6 (to secure basic skills in reading, writing and maths).</p>	<p>EEF toolkit identifies that small group tuition can have a moderate impact for moderate cost and can increase progress by 4 months.</p>	<p>1, 2 & 3</p>
<p>Additional staffing: teaching assistant with KS1 experience to run structured interventions for pupils in Years 1 and 2 (to secure basic skills in reading, writing and maths).</p>	<p>EEF toolkit identifies that small group tuition can have a moderate impact for moderate cost and can increase progress by 4 months.</p>	<p>1, 2 & 3</p>
<p>PiXL Subscription: to refine the process of intervention so that gaps in learning are explicitly identified and therapy sessions put in place for the most vulnerable pupils.</p>	<p>EEF toolkit identifies that small group tuition can have a moderate impact for moderate cost and can increase progress by 4 months.</p>	<p>1, 2 & 3</p>

Subscription to Spelling Shed online platform for all pupils to promote knowledge of spelling and to aid blended learning.	EEF Covid-19 Support for Schools mentions that: As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.	1, 2 & 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £101,770.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing: 2 x Safeguarding, Nurture and Attendance Mentor TA4.	<p>Absence in 2021-2022 for disadvantaged pupils was below that of all and other pupils nationally (school disadvantaged 6.4%, non-disadvantaged national 4.4%, all pupils national 4.6%) IDSR states that: Overall absence (5.2%) was in the highest 20% of all schools in 2018/19. Persistent absence (15.4%) was in the highest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. The rate of persistent absence (15.4%) in 2018/19 was in the highest 20% of schools with a similar level of deprivation.</p> <p>EEF toolkit states that behaviour interventions give moderate impact for moderate costs and can increase progress by 3 months. Targeted pupils have struggled with emotional well-being and managing behaviour since returning to school in March 2021.</p>	4 & 5
Aspire Behaviour Support – Gold Package.	EEF toolkit states that behaviour interventions give moderate impact for moderate costs and can increase progress by 3 months.	5
Additional Staffing: Aspire Behaviour Support – supply service to work with targeted pupils in Reception.	EEF toolkit states that behaviour interventions give moderate impact for moderate costs and can increase progress by 3 months. Targeted pupils have struggled with emotional well-being and managing behaviour since returning to school in March 2021.	5
Speech Therapist, half a day once a week	EEF toolkit states that oral language interventions give moderate impact for low cost and can increase progress by 5 months.	1, 2 & 3

School Counsellor, half a day once a week	Social, emotional learning support gives moderate impact with moderate cost, +4 months progress (EEF Toolkit)	4 & 5
Growth Mindset: Re-energise – Y1-6; Think it, Feel it – emotional intelligence – Y5/6; Mindset Motivation – Y4.	Social, emotional learning support gives moderate impact with moderate cost, +4 months progress (EEF Toolkit)	4 & 5
Bolton Music Service including Wider Opportunities for KS1 and LKS2 pupils	EEF toolkit states that arts participation can have a positive impact on academic improvement especially with younger pupils, and in some cases, disadvantaged pupils. It can increase progress by 2 months.	1, 2, 3 and 5
Thrive	EEF toolkit states that behaviour interventions give moderate impact for moderate costs and can increase progress by 3 months. Targeted pupils have struggled with emotional well-being and managing behaviour since returning to school in March 2021.	5

Total budgeted cost: £245,525

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 2021 to 2022 academic year.

Quality of Teaching for all:

- New systems and processes in for SEND pupils which has led to 80% of SEND pupils making expected progress or better against their own milestones.
- Teaching and learning is judged to be consistently good by leaders in the school; therefore, all pupils receiving a high quality of education.
- Leaders judge the school's quality of education to be good. The impact of the curriculum lead has led to a strong intent for all curriculum subjects.
- Year 4 and Year 5 pupils will need further academic support when they move into Year 5 and 6 in 2022-2023.
- Reception & Years 1 pupils will need further academic support when they move in Years 1 & 2 in 2022-2023.
- Reception intake for 2022-2023 will need further academic and behavioural support.

Targeted Academic Support:

- Pupils regularly accessing speech therapy – particularly our youngest pupils. This has had a positive outcome on WellComm assessments in EYFS and phonics screen. By July 2022, 93% of KS1 pupils met the expected standard for the PSC.
- Children across KS1 and LKS2 accessing wider opportunities programmes from Bolton Music Service.
- Year 4 and Year 5 pupils will need further academic support when they move in to Year 5 and 6 in 2021-2022.
- Reception & Years 1 pupils will need further academic support when they move in Years 1 & 2 in 2022-2023.
- Reception intake for 2022-2023 will need further academic and behavioural support.
- Targeted pupils received weekly PiXL therapies and interventions from teaching assistants.

Wider Strategies:

- Since the start of the pandemic, attendance figures still remain a concern for all pupils. Further work for attendance needs to continue in the strategy for 2022-2023.

- Pupils in all year groups have taken part in Mindset Motivation sessions – outcomes for disadvantaged pupils across school improved from March 2021.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

Given this, attainment for PPG in comparison to all for internal assessments completed in June 2022 at the end of KS2 are as follows:

	Reading		Writing		Maths	
	Expected+	High Standard	Expected+	High Standard	Expected+	High Standard
All	72%	19%	65%	16%	72%	16%
PPG	57%	15%	47%	12%	58%	12%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PIXL	The PIXL Club
Mindset Motivation	Grow Your Mindset
Gold Package - Behaviour Support	Aspire Behaviour Support
Counselling in school	Wigan Family Welfare
Thrive	Thrive