

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils for the 2023 -2024 academic year

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' RC Primary School Academy Trust
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	3.6% (8/217) October 2023 census
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	autumn 2024
Statement authorised by	Mary Hutchinson Chair of Governors
Pupil Premium lead	Lisa Weeks Head Teacher
Governor / Trustee lead	Mary Hutchinson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	7 x £1455 1 x £2530 £12,715
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,715

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges that 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who are young carers. The activity we have outlined in this statement is intended 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. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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:

- Ensure disadvantaged pupils are challenged in the work that they are set;
- Act early to intervene at the point need is identified;
- Adopt a whole school approach in which all staff take responsibility for the 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	We have seen an increase in the number of disadvantaged children within the category of Free School meals. In 2021 33% of disadvantaged children were FSM, in 2022 80% of disadvantaged children were FSM and in 2023 87% of disadvantaged children are FSM.
2	Observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils.
3	Data analysis of KS1 data 2023 shows only 50% of disadvantaged children reached the expected standard in writing.
4	Data analysis of KS1 and 2 2023 data shows that while disadvantaged children mostly reach the expected standard in reading, writing, maths and science, only 1/4 achieved Greater Depth. Internal data across other year groups supports this trend with only 1/5 children achieving greater depth in maths.
5	General data analysis shows a downward trend in greater depth writing at KS2 and a downward trend in Expected maths at KS1. (Recovery Premium will be used to tackle these challenges.)

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
Sustain pupil outcomes and improve progress made by disadvantaged pupils and their peers across KS1 and KS2 in writing.	Internal and end of KS1 data shows outcomes match or exceed national and local data in writing at greater depth and the expected level.
Disadvantaged children receive targeted support for their learning at all levels across the curriculum to ensure progress and attainment is in line with that of non-disadvantaged pupils.	Internal and end of KS data shows attainment is at the expected standard or better. Data analysis demonstrates disadvantaged children have made the expected progress or better. Data for disadvantaged children is consistent across all areas of their learning (reading, writing, maths and science)
The school provides a broad, balanced, inspiring curriculum that excites and includes all learners.	Subject leaders continue to drive their subjects forward with new initiatives, strong subject knowledge and they provide support for colleagues in over coming learning challenges within their classes
Staff have the necessary skills to address the additional learning needs of pupils.	Training is provided. Staff have furthered their knowledge, understanding and practise of supporting children with additional needs.
All children have high aspirations for themselves and their future, particularly our disadvantaged pupils.	Qualitative data from student voice, student surveys, focused assessments, parent observation and teacher observation show that children believe in themselves, strive to learn and aspire highly for their future.
Improved well being for all pupils within the school, particularly our disadvantaged pupils.	Lunch time club supporting positive playtime experiences. Qualitative data from student voice, student surveys, focused assessments, parent observation and teacher observation.
Disadvantaged children participate fully in all aspects of school life.	Increase in participation in enrichment activities, particularly among disadvantaged pupils. Enrichment clubs that further the interests of disadvantaged children. Observation of participation in school community events
Recovery Increase the number of children attaining GDS writing in KS2. Increase the number of children attaining EXS maths in KS1.	Number of GDS writing in Y6 is 56% or better. Number of EXS writing in Y2 is 88% or better.

Activity in this academic year

This details how we intend to spend our Pupil Premium Funding and Recovery Premium Funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leaders attend Warren Road Teaching Alliance Subject Leader Forums.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF EFFECTIVE PD Engaging and inspiring teaching will encourage children to raise their aspirations and set high goals for their futures.	1,2,3,4,5
Training for staff as requested across the curriculum that inspires them and supports the school's SDIP providing a broad, balanced, inspiring curriculum.		
Training for staff in the use of new technologies such as iPad apps.		
Continued structured mathematics teaching through the use of White Rose.	EEF IMPROVING MATHEMATICS IN KS 1 AND 2 The White Rose Scheme of work supports all the recommendations in the EEF report.	4, 5
Use the Spelling Shed structured spelling program	Recommendation 6: To promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. EEF IMPROVING LITERACY IN KS1 Recommendation 5: To consider the types of spelling error pupils are making to identify appropriate strategies for improving spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. EEF IMPROVING LITERACY IN KS 2	3, 4, 5

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

Budgeted cost: £1000 iPads, £1000 resources, £3500 teacher cover, £6856 additional staffing in classes.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 2 additional classroom/teacher iPads.	There are a number of teaching tools/apps available that can support feedback to children as well as engage children in their learning. EEF – digital technology EEF – impact feedback on student attainment	3.4.5
Additional support staff in classes to work with children 1:1 or in small groups.	Research on TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. EEF teaching and learning toolkit – making effective use of teaching assistants	1, 2, 3, 4, 5
Additional 1:1 or small group tuition (conferencing) in writing KS2, maths KS1 with class teachers – cover required. 10 weeks across the spring term for Y6 and Y2. 10 weeks across summer term for Y5 and Y1.	High quality, targeted support can provide effective extra support for children. EEF teaching and learning toolkit – feedback, 1:1 tuition, EEF – improving literacy at KS1, KS2	3,4,5
Purchase additional resources to support all areas of the curriculum and individual needs of disadvantaged children.	Valuing children as individual learners promotes self esteem and aspirations. EEF– improving literacy at KS1, KS2	1, 2, 3,4,5

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

Budgeted cost: £850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to extra-curricular activities including clubs and school trips.	Involvement in extra curricular clubs can boost confidence and support the development of social relationships. School trips provide learning opportunities outside the classroom which can be memorable, inspiring, rewarding, self-promoting, confidence building and relationship building. Improved emotional health leads to improved academic outcomes. EEF teaching and learning toolkit	1, 2
Fund for school resources required by families and resources to participate in school events run by PTA.	The increasing number of families who are FSM demonstrates the changing socio-economic context of our school. Supporting families with resources such as school uniform ensures disadvantaged children do not feel isolated or 'different' to their peers. Providing disadvantaged children with the opportunity to join in with PTA and other school events (Christmas crackers, shoe boxes, summer bags, science week, art week) ensures disadvantaged children do not feel isolated or 'different' to their peers.	1, 2
Contingency fund for acute issues.	Based on our experiences and those of other schools we have identified the need to set aside a small amount of funding in order to be able to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £14,715

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 2022-23 academic year.

Data analysis based on external data, internal data and teacher assessments:

In KS2 6% of the cohort were PP. 100% achieved the expected standard or better in Reading. 100% achieved the expected standard or better in writing. 100% achieved the expected standard or better in Maths. 100% achieved the expected standard in Science. PP funding supported these children through additional adult support, small group and individual tutoring and extra-curricular clubs. These children also experienced two years of disrupted learning due to COVID 19.

Across KS2 80% of PP children are on track to reach or exceed the expected standard in reading, writing and maths at KS2. 20% are not on track. This has been reduced from 2021-22 internal data. These children will continue to be targeted to ensure they remain on track.

In KS1 6% of the cohort were PP. 100% of PP children achieved the expected level in reading and maths. 50% achieved the expected level in writing.

In EYFS 3% of the cohort were PP children. 100% of PP achieved a good level of development across the ELGs.

20% of PP pupils had identified SEND. This is a decrease from the previous year. PP funding was used to support these children with external agency work such as speech and language therapy and in school support by additional adults.

Subject leaders continued to access forums and many new initiatives were formalised as a result including International day, increased opportunities for art and a science week.

PP funding continued to support the embedding of a new mathematics scheme. The new scheme supports a more 'mastery' approach to learning mathematics and will ensure consistency across the whole school.

Support for pupils to have the required equipment and resources, including uniform, was made possible using PP funding.

Additional adults in class was invaluable, particularly where it was used to provide 1:1 support for disadvantaged children with SEND. Small step progress continues, as does social-emotional development.

The Recovery Premium enabled 1:1 conferencing in Y6, Y5, Y2 and Y1. This was focused on writing and phonics.

Externally provided programmes

NA

Programme	Provider

Service pupil premium funding (optional)

NA

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	