

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' RC Primary School Academy Trust
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	4% (9/218)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 (September) to 2023/2024 (July)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£17,105
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,105

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or young carers. The activity we have outlined in this statement is also 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 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	44% of disadvantaged children are currently not on track to reach the expected standard in reading, writing, maths and science.
2	Almost half of our disadvantaged children also have additional learning needs and are on the SEND register. Needs fall into the categories of SLCN, SPLD

	and SEMH.
3	We have seen a slow increase in the number of disadvantaged children over the years, particularly those within the category of Free School Meals.
4	We have seen a slow increase in the number of children who are identified as 'young carers'.
5	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
Sustain pupil outcomes and improve progress made by disadvantaged pupils across KS2	Internal and end of KS2 data shows outcomes match or exceed outcomes from the previous key stage.
Disadvantaged children receive targeted support for their learning at all levels 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.
Improved science attainment for disadvantaged pupils at the end of KS2	KS2 science outcomes in 2023/24 show more disadvantaged pupils met the expected standard
Staff have the necessary skills to address the additional learning needs of pupils.	Training is provided. Staff have furthered their understanding of supporting communication needs and cognition and learning 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.
Improved well being for all pupils within the school, particularly for 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

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leaders attend Warren Road teaching Alliance subject coordinator 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.	1, 2, 5
Mathematics PD provided by AK Solutions	EEF Effective PD Engaging and inspiring teaching will encourage children to raise their aspirations and set high goals for their futures.	1, 2, 5
Enhancement of our maths and science teaching and curriculum planning, including KS1 participation in NCETM Mastering number project.	EEF teaching and learning toolkit – mathematics EEF research has shown that disadvantaged pupils start to fall behind in science in Key Stage 1; the gap only gets wider throughout primary and secondary school and on to A-level. EEF teaching and learning toolkit - science	1, 2, 5
Dyslexia and SALT training for all staff.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. EEF teaching and learning toolkit – SEN in mainstream schools	1, 2, 5
Training for all staff focused on social and emotional learning	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	4, 5

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

Budgeted cost: £15,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase White Rose Maths text books for KS2	Scaffolding of learning in a way that prioritises key learning focus and reduces the amount of working memory needed at one time, allows children to demonstrate what they can do and be successful.	1, 2, 5
Updating and expanding of science resources across the school.	EEF recommendations promote the use of practical work purposefully and as part of a learning sequence. EEF teaching and learning toolkit - science	1
Additional support staff in classes to work with children 1:1 or in small groups	Research on TAs delivering targeted interventions in one-to-one 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, 5
Additional small group tuition classes in maths	High quality, targeted support can provide effective extra support for children. EEF teaching and learning toolkit – mathematics in EYFS & KS1, KS2 & KS3	1, 2

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on Restorative Justice	Both targeted interventions and universal approaches can have positive overall effects: EEF teaching and learning toolkit – behaviour interventions.	2, 5
Lunchtime club for KS2 children who find social times difficult.	Establishing norms within routines, seeking pupil voice with regards to improving the environment can support children's development of their social	4, 5

	learning and self-regulation skills. EEF teaching and learning toolkit – improving social and emotional learning.	
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, relationship building. Improved emotional health leads to improved academic outcomes.	5
Fund for school resources required by families.	The increasing number of families who are FSM demonstrates the changing socio-economic basis of our school. Supporting families with resources such as school uniform ensures disadvantaged children do not feel isolated or 'different' to their peers.	4, 5
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: £19,105

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.

Due to COVID-19, performance measures have not been published for 2020 or 2021.

Data analysis based on internal data and teacher assessments:

In KS2 in 2021 there were no PP children in the leaving cohort. Across KS2 50% of PP pupils were not on track to meet the expected standard by the end of year 6. In KS1 100% PP pupils were not on track to meet the expected standard. In EYFS 100% of PP pupils did meet the ELGs. 44% of PP pupils have identified SEND. In some cases, PP funding was used to engage external assessments by professionals to support the identification of these needs and ways in which to support the pupils going forward.

COVID 19 school closure impacted all children. 44% of disadvantaged children were able to attend school during this time. Technical support was provided to support those learning at home with devices used to access online lessons.

Planned training during 2020-2021 was negatively impacted upon by COVID 19 and restrictions on attending courses. However, subject leaders continued to access leader forums virtually and many new initiatives were formalised as a result, particularly in KS1 mathematics, whole school science and whole school humanities.

PP funding supported the adoption of a new mathematics scheme. Trialled by Year 6 and EYFS 2020-2021 outcomes are positive. The new scheme supports a more 'mastery' approach to learning mathematics and will ensure consistency across the whole school. Additional mathematics-based subscriptions support the continued development of the children's mathematical fluency across KS2.

Planned funding of school trips and enrichment activities was hindered by COVID 19 restrictions on visit and visitors to schools. Support for a pupil accessing drama club provided improved social relationships and self-esteem. We are conscious to promote this opportunity with our PP families in future.

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.

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?	