

# 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 2022 -2023 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	218
Proportion (%) of pupil premium eligible pupils	3% (7 of 218 in October census)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	5 x £1385 2 x £2410 £11,745
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£13,745</b>

## 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 and those who are 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	71% of our pupil premium children are either below age related expectation for their year group or have at least one area of learning (reading or writing or maths) whose attainment is below that of the other areas. The challenge is ensuring pupil premium children achieve consistently well across the curriculum.
2	42% 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 an increase in the number of disadvantaged children over the years, particularly those within the category of Free School Meals. In 2021, 33% of disadvantaged children were FSM and in 2022 80% of disadvantaged children are FSM.
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 disadvantaged pupils.
6	Data analysis of KS1 and KS2 data 2022 highlights a falling trend in KS1 writing compared to national and local data. Although there were no disadvantaged children reflected in this data staff need to be mindful of those disadvantaged in this year's cohort.

## 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 in writing.	Internal and end of KS1 data shows outcomes match or exceed national and local data in writing at greater depth and at 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 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 practice 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.
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.

## 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: £1500

Activity	Evidence that supports this approach	Challenge number(s)
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		<b>addressed</b>
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, 5
Training for staff as requested across the curriculum that inspires them.		
Training for staff in the use of new technologies – iPad apps.		
ASD, 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

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

Budgeted cost: £1000 iPad, £1000 resources, £3500 teacher cover, £5895 additional staffing in classes.

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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	1 ,2 ,5, 6

	children in their learning. EEF – digital technology EEF – impact feedback on student attainment	
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 TAs.	1, 2, 5
Additional 1:1 tuition (conferencing) in writing with class teachers – cover required.	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	1, 2, 6
Purchasing of additional resources to support all areas of the curriculum and the individual needs of disadvantaged children.	Valuing children as individual learners promotes self esteem and aspirations. EEF– improving literacy at KS1, KS2	1, 2, 5, 6

## 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,	5

	rewarding, self-promoting, confidence building and relationship building. Improved emotional health leads to improved academic outcomes. EEF teaching and learning toolkit	
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 basis 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 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.	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: £13,745**

## 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 2021-22 academic year.

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

In KS2, 12% of the cohort were PP. 50% achieved the expected standard in Reading, 50% achieved the expected standard in Writing, 25% achieved the expected standard in Maths and 50% achieved the expected standard in Science. These children made better than expected progress from their starting points. 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, 71% of PP children are on track to reach or exceed the expected standard in Reading, Writing and Maths at KS2 (Year 6). 29% are not on track but this has been reduced from 2020-21 internal data. These children will continue to be targeted to ensure they remain on track.

In KS1, there were no PP children in the assessed Year 2 cohort, however there was an overall drop in the number of children achieving greater depth in Writing and this will be a focus for 2022-23 to ensure PP children have high aspirations.

Across KS1, 50% PP pupils were not on track to meet the expected standard in all four subjects but this is an improvement on 2020-21 internal data.

In EYFS there were no PP children in the cohort.

44% of PP pupils had 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.

Subject Leaders continued to access leader forums and many new initiatives were formalised as a result including a focus on poetry day, art and long-term inquiries in Science.

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

Support for pupils accessing drama club and Spanish club provided improved social relationships and self-esteem. We aim to continue 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