

Pupil premium strategy statement – St James the Less RC Primary School

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.

St James the Less RC Primary School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	G Hall - Headteacher
Pupil premium lead	G Hall – Headteacher H Langan - DHT
Governor lead	S Casey

Funding overview

Detail	Amount
Total budget for this academic year	£40070

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intention for all our pupils, regardless of their background, starting points or challenges faced, make good progress and achieve high attainment across all subject areas and flourish in an educational setting that prepares them well for their next journey, either through primary school or on to secondary. Our intention with pupil premium strategy funding is to take a targeted approach towards disadvantaged pupils to achieve that goal and extend further for high attaining pupils.

The proven greatest impact that will shape this intention is high-quality teaching which will positively impact all learners. Core to our strategy is this approach for all pupils. which is further targeted for disadvantaged pupils.

High quality diagnostic assessment is also central to our approach, especially following the interruption to children's learning throughout the COVID-19 pandemic. There is an undeniable gulf of interruptions to children's learning with many fundamental aspects of child development missing or not embedded from prior learning opportunities throughout the pandemic period. Gaps in children's knowledge is not unusual, but we have found it has been magnified for many of our disadvantaged children and many who do not receive the additional funding. Diagnostic assessment is critical in finding these gaps which are addressed by high quality teaching approaches.

Our approach is backed up by research evidence using resources from education endowment foundation (EEF). Recommendations in EEF signpost to a range of strategies including staff training, Teaching and Learning Toolkit, Metacognition and other specific targeted approaches. EEF approach is driven by impact evidence to provide us confidence that our strategy will have the desired effect.

Challenges

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

Challenge number	Detail of challenge
1	Speech / Language / Communication Below typically expected oral language skills of children. Limited access to Sp&L providers post COVID may have contributed to increased numbers of children across KS1 with additional needs. Challenge to ensure speech and language and other social skills do not impede children's access to full curriculum entitlement

2	Phonics / Early Reading / Wider Reading Assessments, observations, monitoring, discussions with pupils and parents illustrate challenges in ensuring children make good progress in early reading with corresponding impact in other curriculum areas. Significant proportion of PPG children have SEN/Additional Needs
3	Maths Attainment Assessments and wider monitoring indicate that maths attainment of disadvantaged pupils is lower in some year groups than their peers
4	Attendance and Punctuality School attendance data indicates attendance disparities when comparing disadvantaged pupils with their peers

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
<p>1</p> <p>Improved oracy skills and vocabulary</p> <p>Early identification of children with speech and language</p> <p>High Quality teaching at all levels with clear understanding of impacts of speech, language, developing vocabulary, social skills</p>	<p>Focused attention leads to good outcomes for children who make rapid progress in this area to access full curriculum and experiences in school</p>
<p>2</p> <p>Children with specific needs identified and tracked through carefully targeted support for children with SEND and Additional Needs</p> <p>Children secure in their phonics skills early and continue on to become confident readers</p> <p>Increased reading for pleasure</p> <p>Comprehension skills improve</p> <p>Deeper independent learning is evident in wider curriculum (long-term impact)</p>	<p>Accelerated progress of disadvantaged pupils with Special Educational Needs or additional needs make similar rates of progress to their peers</p> <p>Provision to be well-matched to their wider needs.</p> <p>Reading skills enable children to access full curriculum</p>

3 Maths mastery developed across school (current focus area – Year 4).	Attainment for disadvantaged pupils is maximised and in line with non-disadvantaged pupils
4 Parents supported to ensure good attendance Parents to engage well with school and understand implications on learning with poor attendance	Sustained high attendance for all pupils Lost learning identified Reduced persistent absenteeism

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: £ 22000

Note: CPD costs also assume funding of teacher release time

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD related to Oral Language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</i></p> <p>Engage with external services as required</p> <p>Track Oral Language alongside other school tracking to identify specific barriers</p>	<p>Evidence strength EEF – rating 4/5 - impact 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <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.</p>	<p>1 – directly 2 – SEND pupils</p>
<p><i>CPD for phonics scheme (SJTL uses Read Write Inc) for all staff, including those in KS2</i></p> <p><i>Streaming of pupils in KS1 for</i></p>	<p>Substantial evidence strength EEF rating - 5/5</p> <p>Phonics Links</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	<p>2</p>

<p><i>phonics groups</i></p> <p><i>CPD – Reading Comprehension strategies</i></p> <p><i>CPD – revisit metacognition and self-regulation</i> <i>and</i> <i>Collaborative Learning Approaches</i> <i>(links to Challenge 1)</i></p> <p><i>Accelerated Reader purchased with books to support variety of books for</i></p> <p><i>SEND provision closely monitored</i></p>	<p>learning-toolkit/phonics</p> <p>Reading Comprehension Strategies 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Improving Literacy in KS1 Improving Literacy in KS2</p> <p>SEN</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p><i>Purchase resources to support Maths Mastery Scheme</i></p> <p><i>Tailored CPD for teachers in specific year groups</i></p> <p><i>CPD to enhance understanding of mastery approach for all teaching assistants</i></p> <p><i>Audit of changes through assessment, monitoring activity and discussions</i></p>	<p>Maths at KS2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>This guidance is aimed primarily at subject leaders, headteachers, and other staff with responsibility for leading improvements in mathematics teaching in primary and secondary schools. Classroom teachers and teaching assistants will also find this guidance useful as a resource to aid their day-to-day teaching.</p> <p>Early Maths Evidence – October 2021</p> <p>Support staff CPD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	3

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

Budgeted cost: £ 24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted oral language interventions for disadvantaged pupils delivered by trained HLTA	Evidence shows that approaches that focus on speaking and listening and a combination of both, show positive impacts on attainment	1 2
Employ high quality teachers focused on intervention for children not yet secure in specific age-related reading strategies Additional phonics sessions	Phonics approaches and evidence cited above https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Links to various guidance reports https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	2
Increased teaching hours through tutoring and part time staff Spring and summer 2023 (blend of 1:1 and group interventions)	Some evidence cited above Additional evidence One to one tuition Small Group Tuition Evidence Maths at KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Mastery Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning School Data School data also indicates high success rate when we have used this approach in previous years	1,2,3

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated attendance officer time to be provided, include CPD as required</p> <p>Attendance officer to work with SLT to audit school effectiveness alongside recent publications from DfE</p> <p>Review literature related to importance of good attendance. Find other opportunities to communicate</p> <p>Continue termly review of attendance and contact individual families with high priority given to vulnerable families</p> <p>Engage relevant agencies as appropriate (i.e. PAST)</p>	<p>Working together to improve school attendance</p> <p>DfE – May 2022</p>	<p>4</p>
<p>Forest School approach</p> <p>Employ Forest School trainer to work with teaching staff throughout academic year using a tailored approach to enhance curriculum with disadvantaged pupils as main focus group</p>	<p>Principles of Forest School approach</p> <p>Fosters resilience, confidence, independent and creative learners</p> <p>Uses a range of learner-centred processes to create a community for development and learning</p> <p>Key findings of research show approach makes a difference in following areas:</p> <p>Confidence, Social skills, communication, motivation, physical, knowledge and understanding</p>	<p>1</p> <p>2</p> <p>(4 – engaging curriculum)</p>

Total budgeted cost: £ 54000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Refer to separate document for outcome data sets

In the academic year 2022 to 2023 St James the Less primary school used its pupil premium funding to provide whole class adaptations, group interventions and individual targeted support to maximise people progress and support their academic achievement.

Attendance remains a focus and school uses a wide-range of strategies to address this aspect

Post pandemic, gaps in children's knowledge and understanding exist across school but these gaps are much more noticeable for our disadvantaged children. When poor attendance is factored in, the gaps widen even further.

Provision for our disadvantaged children in 2022 – 2023 included

- Speech and Language groups
- Additional phonics sessions with demonstrable rapid improvement
- Upskilling of practitioners – Read Write Inc Training for all staff
- IDL Maths
- IDL Dyslexia Program
- Accelerated Reading
- Maths programs
- Purchase of additional resources
- One to one / small group tutoring and intervention teachers

In some cases, the above activities also benefited non-disadvantaged. This is often the case with our youngest children.

WIDER STRATEGIES

Attendance

Attendance for disadvantaged pupils continues to be a priority area and school has more issues around attendance than at any other time. School continues to liaise with families and external agencies when required but we recognise that more work will need to be done with some families

Mental Health Strategy

All children benefited from our post-pandemic strategy to gather key information about children's development and establish a reliable baseline for the future years. Alongside this, our focused children benefited from additional nurture activities which are difficult to quantify i.e. Yoga, ELSA, Early Help, Forest School

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
Accelerated Reader	Renaissance
Charanga	Charanga Musical School
IDL	IDL Solutions
Mathletics	3 P Learning
Red Rose Maths	LCC Maths Dept
Times Tables Rockstars	Maths Circle Ltd