

# Pupil premium strategy statement – St James C of E Junior 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.

## School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24 2024-25 2025-26
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Beattie
Pupil premium lead	Andrew Beattie
Governor / Trustee lead	Kerry Lunn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,390
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,755
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£8,240
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,385

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about how to use Pupil Premium funding, it is important to consider the context of the school and the challenges that this poses alongside research conducted by the EEF and Research Schools Network.

### **Context of St James' C of E Junior School**

St James' is located in the coastal town of Whitehaven within the Copeland constituency which has high levels of deprivation. ONS data shows that the area surrounding our school (Copeland 002- harbour area) is one of the highest deprived areas identified in Copeland in the 2021 census results with 56.5%



### **Ultimate Objectives**

At St James' we aim to:

- Diminish the difference between disadvantaged and non-disadvantaged children
- Closely monitor the performance of children from disadvantaged backgrounds who are most at risk of under performing
- Nurture and support the holistic development of every pupil in our care.
- Ensure that disadvantaged and non-disadvantaged children achieve well and make good progress from their starting point into KeyStage2

We will continue to implement the tiered approach to quality first teaching, targeted academic support and a wide range of strategies to support all pupils (EEF 2021).

Regardless of background or barriers to learning, we want all children to succeed and achieve here at St James'. We ensure that all children make good progress from their respective starting points. We want children to know more and remember more to make progress through our ambitious and engaging curriculum.

Enrichment opportunities both in and out of school are paramount for children to achieve 'Life in all its Fullness'- John 10:10). Disadvantaged children are financially supported in accessing musical, sporting and creative art opportunities alongside accessing external trips, internal workshops and residential.

At St James' we ensure that we provide mental health and well-being support for our children and their parents. Our team work closely to meet the needs of all of our families in keeping with our church school ethos of being inclusive and welcoming to all. In our community we have identified some of our families who are also socially disadvantaged and vulnerable but unfortunately, they do not qualify for Pupil Premium. They are supported equally to others who do qualify and children's performance and attendance are monitored closely.

## Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between disadvantaged and non-disadvantaged children in reading, grammar, spelling, writing and maths.
2	Of our identified disadvantaged children, 16/28 (57%) have additional SEND needs.
3	Of our identified disadvantaged children, and increasing number of families require mental health, well-being and financial support.
4	Closing the attendance gap between disadvantaged and non-disadvantaged children
5	Of our identified disadvantaged children, and increasing number of families are disengaged with supporting home learning or have learning difficulties themselves.

## 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
All Pupil Premium children will make good progress from their relative starting points	Internal and external attainment data shows good progress between end of KS2 and end of KS1. End of KS2 figures show consistent figures close to and above 0 in reading, writing and maths
To diminish the difference between disadvantaged and non-disadvantaged children in core subjects.	An increase in % of pupil premium children meeting expected standard and greater depth standards across core subjects. Figures for disadvantaged pupils fall broadly in line with national average.
Support the mental well-being of our school cohort, particularly disadvantaged children.	High levels of well-being demonstrated in pupil/parent survey and well being questionnaires Increase in participation of our disadvantaged pupils in enrichment opportunities, clubs, trips and visit
To diminish the difference in attendance between disadvantaged and non-disadvantaged students.	An increase in attendance of disadvantaged students Figures for disadvantaged students attendance sits above national average.

## 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: £ 15530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To sustain our Maths Mastery approach through tailored CPD and therefore ensure that effective practise is sustained across all staff</p> <p>Fund release time to attend CPD and embed key guidance.</p> <p>Chosen focus is 'fluency of number'</p>	<p>EEF – Improving Mathematics in Keystage 2 details the importance of manipulatives and representations; vocabulary, problem solving skills, use of assessment, strategies for independence.</p> <p>All above are guides to our approach to our Maths Mastery.</p> <p>School recognise the current strengths in our practise and through inclusion in local research groups want to continue to build and sustain an effective Maths curriculum.</p>	<p>1, 2</p>
<p>To complete the Mental Health Lead Certificate and use learning to establish priorities and create plan in supporting mental health across students and staff</p>	<p>EEF shows a +4 months increase for interventions that support social and emotional learning.</p> <p>EEF guidance: Improving social and emotional learning in Primary Schools.</p> <p>Anna Freud ~ Supporting Staff Wellbeing in Schools</p> <p>School recognise an increase in mental health struggles across its students, families and pressures that this has on staffing. Completion of the certificate allows for greater awareness of the priorities and solutions to support this.</p>	<p>2, 3, 4</p>
<p>To provide high-quality CPD that promotes evidence based practice through participation in The Great Teaching Toolkit</p>	<p>Evidence Based Education have developed The Great Teaching Toolkit from lengthy analysis of recognised pedagogy over the past 20 years or more. Many of the educational theorists involved in this program have supported the recent work of EEF.</p> <p>School recognise the passion for great teaching and openness to collaboration and reflection across its staff. Through designated time for CPD, it is felt that staff can reflect on their approach and make positive impacts on their teaching of their students.</p>	<p>1,2,3,4</p>

Wider curriculum/subject leader development	<p>The school has prioritised the development of its wider curriculum since 2019. Staff are knowledgeable of their chosen subjects and are allocated time to monitor the effectiveness of resources and planning on their given subjects. Staff supported by local clusters and CPD around subject leadership.</p> <p>Staff open to feedback from colleagues and governance.</p> <p>Newly appointed role for qualified teacher to fulfil PPA requirements</p>	1,4
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine – Purchase the diagnostic and resources to identify missing gaps in Maths and Grammar and offer weekly support groups with a STA	Trail work from last year shows 5/6 groups making accelerated progress than their peers and closing academic gap caused by pandemic.	1,2
Homework support	Current analysis of school measures shows decreasing parental engagement in children's learning. Where this is identified a short-term opportunity for children to complete homework alongside a trained adult is offered in school.	1,2

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

Budgeted cost: £ 13064

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Tuition – A reintroduction to weekly tuition in guitar,	EEF guidance: Improving social and emotional learning in Primary Schools.	3,5

keyboard and percussion.	School identify that some families are not always able to afford additional opportunities so actively subsidise and target identified families.	
ELSA – training of two adults with allocated time offered to support wellbeing of students.	EEF guidance: Improving social and emotional learning in Primary Schools. Agreed focus are on managing aggression, developing communication to build friendships and building resilience	3,5
Forest School Agreed focus with West Cumbria River Trust shows that lessons designed to support language development, collaboration, problem solving, resilience.	EEF guidance: Improving social and emotional learning in Primary Schools. Jackson et al (2021) Outdoor Activity Participation Improves Adolescents' Mental Health and Well-being during pandemic' supports wider research that identifies the correlation between exposure to green spaces and improved mental health in children.	3,5
Varied program of enrichment activities (sometimes targeted) to support and promote positive wider development of students.	EEF guidance: Improving social and emotional learning in Primary Schools.  School identify that some families are not always able to afford additional opportunities so actively subsidise and target identified families.	3,5
Offer additional external support from local organisations who offer therapy sessions for referred children	EEF guidance: Improving social and emotional learning in Primary Schools.	3,5

**Total budgeted cost: £ 33,094**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aims	Success Criteria	Annual Review 2022-23
<b>To improve the reading fluency and understanding of disadvantaged pupils.</b>	Children make progress through the Accelerated Reader platform and frequently read books at their appropriate level.	<b>Green</b> – It is felt that engagement in Accelerated Reading remains high. Children are tracked 6 times per week and make good progress in their reading ages. It is felt that this plays a role in achieving greater than National Average Reading outcomes at KS2. Disadvantaged pupils achieved a positive progress figure in 2021/22 of +2.54 which was above the progress figure of peers. No figures for 2022/23
	Emergent readers receive additional synthetic phonics program and make good progress.	<b>Amber</b> – Analysis of the children undertaking the phonics program is mixed. Understanding of known phonemes show good progress, but this only transmits into accelerated progress in reading in some of the cases.
	Increased awareness and application of comprehension skills through delivery of Literacy Shed VIPERS program	<b>Green</b> – in 2022-23. Children at end of Year 6 performed sig above National Average.  Results showed a +1.49 progress figure in reading  81% of children achieved at least expected standard compared to 73% nationally  43% of children achieved greater depth standard compared to 29% nationally
	Reluctant readers are given varied opportunities to read.	<b>Green</b> – through our schedule of monitoring, we have met with children who indicate that they are choosing reading ability suitable material, are increasingly engaged with reading and engage well with the rewards we have to promote reading. Despite a decrease in home-engagement following Covid generally, the expectation for reading in school and across the curriculum remain high. Children in all yr groups are achieving well in reading with outcomes sig above national average.



<b>To provide a robust program of intervention to allow children to catch up from school closure</b>	Children implements a program of interventions to support children who have fallen behind	<b>Amber</b> - Catch up reading showed strong impact and remains as a part of the program of intervention. Catch up maths proved less impactful and has been replaced with SHINE. School engaged well with support offered from the National Tutoring Program with 60+ children joining groups of 3 and engaging with tutors in Maths, Writing and Grammar. School continues to achieve strong outcomes as Keystage 2 but it is difficult to identify this solely to the support offered from NTP as many of the providers unable to prove direct assessments from their blocks of work.
<b>To ensure that the behaviour and wellbeing of all students is supported so that the right conditions for learning are established.</b>	To ensure adequate time for Learning Mentors to engage with children and families	<b>Green</b> - A further member of staff trained to be an ELSA. Strong portfolios of support. Behaviour records and attendance records show good signs with reduced behaviour records for 2022/23 and attendance at 96.6% that sits sig above national average and reduction of persistent absentees to 2.4%
	To offer support to disadvantaged children to access a nutritious breakfast and homework support before school	<b>Red</b> – Offered to all students but uptake remained low despite continuous marketing. A minority for children did receive support with breakfast and tuition but impact was limited due to low numbers.
<b>To design an engaging and well-sequenced wider curriculum</b>	To ensure teaching of wider curriculum is reflective of metacognitive approach taught through Learn2learn.	<b>Green</b> – School now developed full wider curriculum sequenced plans in all subjects. Effectiveness is monitored annually alongside governors in subject monitoring sessions with feedback shared across 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
Monster Phonics	Monsterphonics Ltd

SHINE	Rising Stars Ltd
Forest Schools	West Cumbria Rivers Trust