



## Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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' Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	26/411 (6.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Harford
Pupil premium lead	Sarah McKenzie
Governor / Trustee lead	Tracey Earle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,010
Recovery premium funding allocation this academic year	£145 x 26 = £3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,780

# Part A: Pupil premium strategy plan

## Statement of intent

### ***'Inspiring and growing for fullness of life'.***

At St James' this statement really matters and is fundamental to our vision of the journey that pupils take at our school. We provide the highest quality education within the context of caring Christian belief and practices. Our children are all individual and unique; they have all been and are going on a different journey but our mission is to ensure that we develop the whole child, by implementing a blend of short, medium and long-term interventions. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP resulting in wider school improvements and increased readiness to learn. This also enables our children to grow for 'Fullness of Life', equipping them with skills to prepare them for the next stage in their education.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### **Our priorities**

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring high quality teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Some pupils typically join SJP with poor speech and language development which has affected their communication and oracy skills. Language acquisition and vocabulary can be limited.
2	Lower starting points on entry/ acquisition of early reading and maths

3	Some pupil premium children do not always make as much progress as non-pupil premium in EYFS, Key Stage 1 and Key Stage 2 .
4	Disruption from COVID and associated absences has impacted on school readiness and led to some gaps in learning
5	Some pupil-premium pupils do not have rich and varied experiences as non pupil-premium pupils.
6	Support at home can be limited as some families find it difficult to support their child's learning at home due to a range of external factors.
7	A growing need for support with social, emotional and mental health
8	About a quarter of our pupil premium pupils also have Special Educational Needs
9	A rising number of families are struggling financially due to the constraints of the recent pandemic and this can impact pupil's ability to concentrate and access learning.

## 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
Improving teaching and learning for all pupils means that attainment and progress for all is improved	<ul style="list-style-type: none"> <li>○ Staff continually reflect on more aware of T&amp;L practice and improve aspects so that children learn more and remember more</li> <li>○ T&amp;L continually improves and links to current research</li> <li>○ Feedback and marking impact positively on learning</li> <li>○ Pupil lead learning successfully – they are able to discuss the impact</li> <li>○ Y1 supports learning from EYFS to Year 2</li> <li>○ In July 2023:</li> </ul>
Develop pupils leading learning to further develop greater depth Support Previously High Attainers so that they make progress that is consistent or better than their prior attainment	<ul style="list-style-type: none"> <li>○ Greater depth in all subjects is supported by an effective curriculum</li> <li>○ Teachers are confident with assessing children at greater depth</li> <li>○ Drivers, from our Spiritual Wheel, will be purposeful, underpin and enhance the curriculum.</li> <li>○ Mastery approach - structure of Maths lessons gives all children the opportunity to progress through Do It, Twist It, Stretch It - carefully crafted lessons providing support and challenge where needed</li> <li>○ Children's work will show progression and they will learn and remember more</li> <li>○ Magenta and Kagan principles embedded to give the children tools for learning, developing their resilience to 'have a go' and develop independent thinking and approaches, creating opportunities for all to achieve. Most</li> </ul>

	<p>children will be able to explain their thinking with more than one method/solution</p> <ul style="list-style-type: none"> <li>○ Maths standards improve (raised % GD depth)</li> <li>○ Children who are struggling to evidence their reasoning and problem solving skills will be identified in each phase and interventions put in place accordingly (PIC meetings)</li> <li>○ Progress rates at end of KS2 show an upward trend</li> <li>○ Greater depth opportunities evident in pupils' books</li> <li>○ Discuss progress and attainment of PHA pupils during PICs</li> </ul>
Aim for EYFS pupils to reach a good level of development on exit of EYFS	<ul style="list-style-type: none"> <li>○ Training and support will take place for any new EYFS staff</li> <li>○ Provision is strong as identified in HofS drop-ins and lesson observations as a result of training and support</li> <li>○ Teacher PFM details support and progress</li> <li>○ EYFS networks take place and are attended by staff- staff share out this role</li> <li>○ Supported effectively by SENDco</li> <li>○ Vulnerable groups team review EYFS pupils and provision</li> <li>○ Quality First Teaching and Learning across EYFS</li> <li>○ Teacher and TA support and training from Helen Tate. Including New to EYFS 2 day course and Helen Tate consultancy Day</li> <li>○ EYFS network time with DGAT and CLP support from the SEND and vulnerable group team to support/diagnose early needs</li> </ul>
To improve children's early language and literacy skills for children in EYFS	<ul style="list-style-type: none"> <li>○ Use the Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Provide short, small-group and individual teaching sessions to around 3-6 pupils for 20-weeks.</li> <li>○ Robust evaluations found NELI children make on average 3 months of additional progress in language.</li> </ul>
Aim to improve phonic outcomes for PP children in KS1 Year 1 Catch up phonics program for those with gaps	<ul style="list-style-type: none"> <li>○ ELS will be used with fidelity</li> <li>○ In July 2023: % expected standard in Phonics Screening Check</li> <li>○ Phonics teaching for those that have been identified as at risk of not passing the PSC in Y1 and those that did not pass in Y2</li> <li>○ ELS intervention groups in place</li> <li>○ Oracy 21 project in place to support all pupils</li> <li>○ NELI assessment and intervention will be in place and on-going</li> <li>○ Phonics assessment timetable highlights children who need additional booster sessions</li> <li>○ ELS interventions to take place with TA.</li> </ul>
Aim for all KS1 pupils to make at least expected progress in years 1 and 2 and for pupil premium to	<ul style="list-style-type: none"> <li>○ Rigorous basic skills approaches in place for maths, phonics, reading, spelling and grammar</li> </ul>

<p>make at least as much progress as non-pupil premium</p>	<ul style="list-style-type: none"> <li>○ One-to-one and small group will be used to support disadvantaged pupils: creating additional teaching and learning opportunities.</li> <li>○ In July 2023: xx% ARE/GDS Reading, Writing, Maths – end of KS1</li> </ul>
<p>Aim for all KS2 pupils to make at least expected progress and for pupil premium to make at least as much progress as non-pupil premium</p>	<ul style="list-style-type: none"> <li>○ In July 2023: % ARE/GDS Reading, Writing, Maths – end of KS2</li> <li>○ Quality First Teaching</li> <li>○ Booster Groups 10 weeks for vulnerable children</li> <li>○ Intervention and support in Y6 to develop knowledge – identified through PiC meets</li> <li>○ Writing support and early analysis of gaps</li> <li>○ MOT sessions</li> <li>○ Teaching is at least good across Key Stage 2</li> <li>○ Booster groups for English and Maths will take place for 10 weeks from January 2023</li> <li>○ Pupil Premium children will be supported through quality first teaching, targeted interventions and enrichment to reach their potential socially, emotionally and academically.</li> <li>○ Afternoon short intervention sessions linked to three weekly PiC in place</li> </ul>
<p>Aim for all KS2 pupils to be on target to be at least secondary ready at the end of KS2</p>	<ul style="list-style-type: none"> <li>○ In July 2023: % ARE/GDS Reading, Writing, Maths – end of KS2</li> <li>○ Y6 children will be supported and given the time to complete the KPIs from the Moving on Up transition resources</li> <li>○ Transition resources will be used</li> <li>○ Children will visit their secondary schools</li> </ul>
<p>Improve opportunities to experience wider outcome and make healthy choices that lead to healthier future lifestyles (uptake of sporting clubs, support with healthy choices)</p>	<ul style="list-style-type: none"> <li>○ Children are able to tackle challenges well, they are more resilient – pupil conferencing</li> <li>○ School uses 5 ways to wellbeing</li> <li>○ Family uptake in supporting them with healthier lifestyles increases</li> <li>○ Mental health policy and practice developed</li> <li>○ E-safety at home supported effectively – parents’ feedback</li> <li>○ A ‘Physically Active School’ will be developed using the ‘Creating Active Schools CAS Framework’</li> </ul>
<p>Support emotional needs of pupils so that they make better progress in their learning</p>	<ul style="list-style-type: none"> <li>○ Access CPD from KCA to further equip staff to support children who have complex needs (trauma, ACES, ADHD, ASD).</li> <li>○ CPD - INSET day Colin Foley – ADHD Foundation</li> <li>○ To further embed our links with Young Minds Matter</li> <li>○ Staff feel confident and have a range of expertise and strategies to draw on to meet the complex needs of children</li> </ul>

	<ul style="list-style-type: none"> <li>○ Young Minds Matter will be accessed appropriately and in a variety of ways.</li> <li>○ Interventions in place to support the emotional needs of children so that they are ready to learn.</li> </ul>
Improve social and emotional outcomes improve for pupils and their families	<ul style="list-style-type: none"> <li>○ Monitor and refine systems in place to help us to identify those families who may need some additional support.</li> <li>○ To support our families through the pastoral team at school as well as accessing external agencies, e.g. Early Help, Young Minds Matter.</li> <li>○ Continue to use our Family Support Worker to lead parent information sessions and to provide targeted intervention where needed, e.g. parent workshops, individual support such as routines within the home.</li> <li>○ Families feel well supported and there are positive relationships between school, families and the community.</li> <li>○ Consider how and when to use the Boxall Profile effectively to identify any concerns regarding children's mental health and well-being</li> <li>○ Staff are confident with how to use the strategies identified in the Boxall Profile to improve outcomes for children.</li> <li>○ Children make tangible progress in terms of their mental health and well-being</li> </ul>
To further embed a whole school approach to positive mental health, emotional well-being and resilience amongst families, children and staff, leading to families, children and staff feeling mentally healthy with a good sense of well being	<ul style="list-style-type: none"> <li>○ Children and staff feel happy, valued and secure at school with positive mental health and a good sense of wellbeing Deeper understanding of mental health and wellbeing identification</li> <li>○ Embed approaches to targeted support and monitoring</li> <li>○ Further teaching and learning opportunities developed throughout the curriculum</li> <li>○ Physical activity will increase and improve, e.g. our aim is for children to be active at least every 45 minutes.</li> <li>○ Engage with Young Minds Matter to support children to improve their mental health.</li> <li>○ Ensure mental health, emotional wellbeing and resilience are covered in PSHE lessons and worship.</li> <li>○ Use dedicated weeks to raise the profile of the importance of mental health and well-being.</li> <li>○ Integrate outdoor learning across the curriculum.</li> <li>○ Fully engage with Creating Active Schools: A research based whole school behaviour change approach to increasing and improving physical activity in schools</li> </ul>
Support unmet needs – (subsidize uniform, trips)	<ul style="list-style-type: none"> <li>○ All children will participate in school residential trips</li> <li>○ Children will attend a range of school based clubs</li> <li>○ Opportunities for enrichment</li> <li>○ Pupil Premium children will be accessing clubs either in school or out of school.</li> <li>○ Pupil Premium children will represent the school at events and participate in all trips, both day and residential.</li> </ul>

	<ul style="list-style-type: none"><li>○ Families feel well supported and there are positive relationships between school, families and the community.</li></ul>
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## 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

**Budgeted cost: £2000 – from CPD budget**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil intervention conferences</p> <p>Track progress and the impact of interventions closely through PIC meetings – slight adaptations to proforma regarding provision for PP children.</p>	<p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully’.</p> <p><a href="https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/2-targetedacademic-support</a></p>	2, 3, 4, 7, 8
<p>CPD for all teaching staff on developing the use of oracy in the curriculum (full implementation of Voice 21)</p>	<p>Oracy is linked with: -cognitive gains, e.g. improved academic attainment. -personal and social gains including increased self-esteem and confidence. -civic engagement and empowerment. (Chartered College’s summary of evidence of the importance of oracy.</p>	1
<p>Colin Foley from the ADHD foundation. (£2000)</p> <p>Presentation to all staff on neurodiversity and how to make your classroom neurodiverse aware and friendly. Focus on the range of difficulties that children might present with including ADHD, ASD, Dyspraxia and also children who struggle with cognitive load, memory and attention span. Drawing on our approaches of emotion coaching and Kagan Structures</p> <p>CPD session on how to support a child who is unregulated and not</p>	<p>The ADHD Foundation is the UK’s leading neurodiversity charity, offering a strength-based, lifespan service for the 1 in 5 of us who live with ADHD, Autism, Dyslexia, DCD, Dyscalculia, OCD, Tourette’s Syndrome and more.</p> <p>The ADHD Foundation Neurodiversity Charity is the largest provider of training in ADHD and neurodevelopmental conditions for professionals in the UK. All our courses are interactive, full of practical strategies and informed by up-to-date research.</p>	3, 7, 8



<p>able to engage in learning. This will be a practical session giving ideas on the use of calm boxes/spaces etc.</p>		
<p>Session with EP, Dr Simon Connor, on alternative methods of recording</p>	<p>For many children with different types of AEN being asked to write can prove a major obstacle to learning. Writing can be a physical or emotional challenge. By removing the emphasis from written recording these students can gain access to the curriculum and be as successful in their own eyes as their peers. Most of these methods can be used successfully with individuals, pairs, groups or even the whole class as they allow for children with different learning styles to access the curriculum successfully. By not always using written methods of recording you are also allowing students to develop other skills such as cooperative working, peer mentoring or ICT skills.</p> <p><a href="https://canterburydyslexiacentre.co.uk/wp-content/uploads/2015/03/Alternatives-to-written-recording1.pdf">https://canterburydyslexiacentre.co.uk/wp-content/uploads/2015/03/Alternatives-to-written-recording1.pdf</a></p>	<p>3, 8</p>
<p>To use collaborative learning approaches which are structured and well-designed to improve outcomes for children.</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right.</p> <p>Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>Most of the positive approaches include the promotion of talk and interaction between learners.</p> <p>The evidence indicates that groups of 3–5 is most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group. There is also some evidence that collaborative learning approaches are particularly promising when used to teach science.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	<p>1, 2, 3, 4, 8</p>

**Targeted academic support Budgeted cost: £29773 (£8233 from staffing)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics (£2000)</b> Additional support in EYFS and Y1/Y2 8:30-11:30 daily (2 hours 45mins)</p> <p>Daily phonic teaching in EYFS, Y1, Y2 for pupil premium/vulnerable children (3x15 mins) for 10 weeks</p> <p>Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day)</p> <p>Additional support to help narrow the gap in Y1/Y2 (2 hours per day)</p> <p>Early Writing focus for PP children who are not expected to be at ARE by end of year 1 morning a fortnight</p> <p>Year 2 catch up</p>	<p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully’.</p> <p><a href="https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/2-targetedacademic-support</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 6</p>
<p><b>Nuffield Early Language Intervention (NELI)</b></p> <p>Use the Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. Provide short, small-group and</p>	<p>Robust evaluations found NELI children make on average 3 months of additional progress in language.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>There is an extensive evidence base showing the impact of communication and language approaches, including a number of meta-analyses. The evidence is relatively consistent, sug-</p>	<p>1, 2, 6</p>

<p>individual teaching sessions to around 3-6 pupils for 20-weeks.</p>	<p>gesting that communication and language approaches can be successful in a variety of environments. Little is known about the long-term impact of communication and language approaches, so additional evidence about whether, and how to ensure that, benefits are maintained once children start school would be valuable.</p> <p>The evidence base includes a number of high quality studies from the UK.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school.</p>	
<p><b>TA Support – Addressing Gaps in Learning in KS2 (£8207X2 RR/CR)</b> Additional support in KS2 to help narrow the gap in Y3-Y6. Details of interventions outlined on PIC forms and SEND support plans</p>	<p>However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p> <p><b>Applications and approaches</b> Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 3, 4, 6</p>

<p><b>After school paired Tuition Programme in Y6 (£500) + (£1000 'Let's Start' support)</b>  £25 per hour to a qualified teacher  Tuition before or afterschool x 10 weeks for pupils in Y6 to support any areas of development in reading, writing and maths.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>'Let's Start Group' 20 session support group for pupils in Y5/6 with basic writing and number needs. Term 2</p>	<p>3, 4, 6</p>
<p><b>Social and emotional interventions (1500)</b>  Drawing and Talking  Exploring feelings  Emotion Coaching</p> <p>JB attending Drawing and Talking Training (2 x afternoons per week)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <ol style="list-style-type: none"> <li>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</li> <li>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</li> <li>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</li> <li>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</li> </ol>	<p>7, 8</p>
<p><b>PP lead release time 1 day p/w (£8233)</b>  To lead a whole school programme to improve the outcomes for disadvantaged pupils and to narrow the gap with others in school.  Design, implement, monitor and evaluate the whole school programme.  To identify and analyse current patterns of vulnerability of pupils in our school</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

To be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact. Identify and analyse data

To research and design an effective whole school programme to support progress.

To plan and organise the delivery of 1:1 tuition across all ages.

To meet regularly with SENDCo and pastoral lead

To liaise with teachers and /or pastoral staff regarding pupils' outcomes/progress.

To provide regular reports/information re pupils' progress to Headteacher and Governors termly.

To identify and adopt the most effective teaching approaches suitable for a varied selection of children.

Evaluate the impact of the quality provisions for FSM pupils through pupil voice, data analysis, work scrutiny, teacher feedback, and parent carer feedback to identify successful approaches in school.

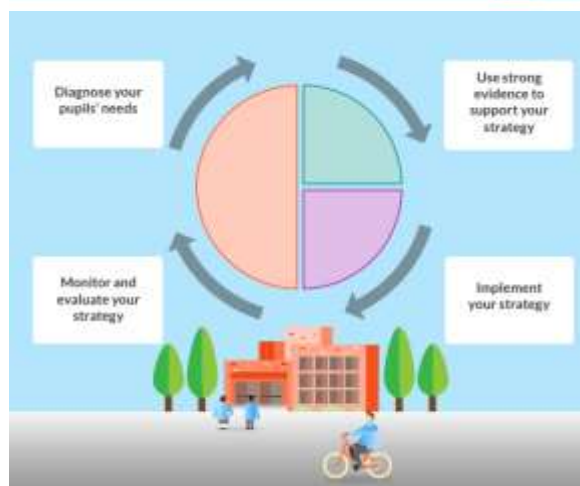
To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with SLT.

**1** Diagnose your pupils' needs

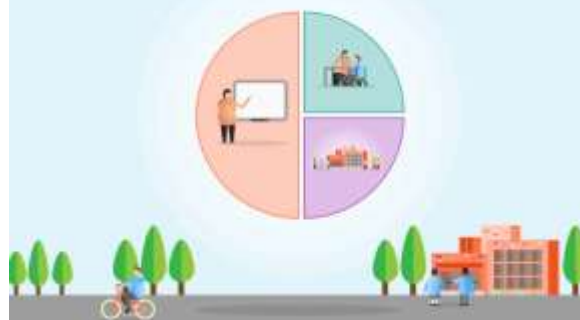
**2** Use strong evidence to support your strategy

**3** Implement your strategy

**4** Monitor and evaluate your strategy



The EEF Guide to the Pupil Premium – Autumn 2021



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Subsidize the cost of residential visits</b>  <b>(Y6X6@£300=£1800)</b>  <b>(Y5X2@£50=£100)</b>                      Subsidize the cost of residential visits for PPG/LAC children in Y5 and Y6                      Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school residential, given on a two tiered payment for Y6 – those that parents now work and are Ever 6, those that remain unemployed.                      Timing of Y6 trip has been changed to reduce the cost for families                      Costs are less for residential in Y5 – all children allocated £50 towards the trip.                      Two tier funding allocation in Y6</p>	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>5, 7, 9</p>
<p><b>Subsidize the cost of sporting and after school clubs/trips</b>  <b>(20x£30 = £600)</b>                      Subsidize the cost of sporting and after school clubs/trips - Y1-Y4                      Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school based clubs/afterschool</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>2. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor</p>	<p>5, 9</p>

<p>clubs/trips that may require payment – some pupils access this through their PEP/Post Adoption Support funding.</p> <p>Audit the participation of Pupil Premium children in school clubs and extra-curricular activities, e.g. swimming, cycling.</p> <p>Provide subsidies so that all Pupil Premium children attend residential trips.</p> <p>Forest School will be used more widely throughout the school.</p>	<p>adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
<p><b>Parent/Pupil Liaison project (£15,439)</b></p> <p>22 hours per week HLTA KW</p> <p>Support Mentor Learning Programme</p> <p>A higher level of parent involvement with school enables effective support</p> <p>Target pupils make good progress and begin to close the attainment gap. 1:1 time given to all pupil premium children.</p> <p>Monitor and refine systems in place to help us to identify those families who may need some additional support.</p> <p>To support our families through the pastoral team at school as well as accessing external agencies, e.g. Early Help, Young Minds Matter.</p> <p>Continue to use our Family Support Worker to lead parent information sessions and to provide targeted intervention where needed, e.g. parent workshops, individual</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>This rapid evidence assessment examines the existing research on interventions that aim to improve pupils' school attendance and the characteristics of these interventions, based on a systematic search of existing literature.</p> <p><a href="https://d2tic4wv01iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064">https://d2tic4wv01iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</a></p> <p>There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance. Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective. There may be crossover with these approaches and the approaches used in English schools by attendance officers. While these results are promising, the study quality means that they should be treated with caution.</p>	<p>6, 7, 9</p>

<p>support such as routines within the home.</p>		
<p><b>Attendance (£3400)</b>          6 hours per week HLTA KW          Improve persistent absenteeism rates for pupils through targeted family support.          KW to work with families to support improvement with attendance, focusing on:          Promote the benefits of attendance across the school and with parents          Update attendance policy and share widely          Monitor attendance registers monthly          Analyse attendance and absence data weekly/monthly to identify pupils and cohorts that require support and put strategies in place          Use of attendance benchmarking to ensure high expectations          Build strong relationships with families, listen to and understand barriers and work to support their removal          Support pupils with medical conditions and/or special educational needs/disabilities to attend school          Share information with Early Help, LA, Trust, other schools when behaviour is at risk of becoming persistent or severe          Create bespoke attendance improvement plans          Weekly update of attendance with TC admin          Data analysed and trends reviewed and acted upon          Bench marking in place</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>This rapid evidence assessment examines the existing research on interventions that aim to improve pupils' school attendance and the characteristics of these interventions, based on a systematic search of existing literature.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</a></p> <p>There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance. Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective. There may be crossover with these approaches and the approaches used in English schools by attendance officers. While these results are promising, the study quality means that they should be treated with caution.</p>	<p>6, 7, 9</p>



<p>Strong relationships built and supportive Work with SEND and medical needs parents Work with EH etc Improvement plans for attendance are bespoke</p>		
<p><b>£300</b> Trips and resources for pupil premium work across the school and to meet children's needs Resources for anger management, sadness, communication resources. PE kit/popcorn club/Book Bags etc <b>£500</b> Milk for PP children <b>£200</b> Support for new pupil premium children including Reception Support identified by PP team for new pupils and Reception pupils who will not have been identified for funding</p>	<p>Maslow's <a href="#">humanist perspective</a> emphasized the importance of promoting the innate goodness inside all people. From Maslow's perspective, goodness needs to be nurtured by providing learners with a safe and fulfilling learning environment. Perhaps Maslow's most influential idea was his hierarchy of needs. To Maslow, we all have a range of needs that should be met in order to bring out the best in ourselves. Those needs are: <b>Physiological needs:</b> At the base of Maslow's pyramid are the physical requirements for life, including food, water and clothing. <b>Safety needs:</b> Students need to feel safe and secure in order to focus on learning. <b>Belongingness needs:</b> A feeling of inclusion and membership in a classroom community can help students enjoy coming to school. <b>Esteem needs:</b> Students need to feel their teachers and peers have positive regard for them. Similarly, students should feel good about themselves and their own ability to succeed. <b>Self-Actualization:</b> Also known as self-fulfilment, this need is met when students are achieving to the best of their abilities in the classroom.</p>	<p>5, 6, 7, 9</p>



**Total budgeted cost: £54,412 (This is £14,659 more than our budget but the school considers this amount crucial to the work with vulnerable pupils).**

## 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 to 2022 academic year.

Performance measures have not been published for 2021 to 2022 and results will not be used to hold schools to account. Internal report shared with Governing Board.

Statutory Assessments

#### EYFS Good Level of Development: Above the National Average

	St. James' 2022	National 2019
Good Level of Development	73%	72%

#### Phonics: Above the National Average

	St. James' 2022	National 2019
Phonics Y1 Pass	86%	82%
Phonics Y2 Pass	93% (95%)*	91%

#### Key Stage 1: Above National Average\*

	St. James' 2022	National 2019
Reading Teacher Assessment	81% (85%)*	75%
Writing Teacher Assessment	74% (77%)*	69%
Maths Teacher Assessment	83% (87%)*	76%

#### Key Stage 2: At or Above National Average \*\*

% of Children at the Expected Standard	St. James' 2022	National 2022	Scaled Score St. James' 2022	Scaled Score National 2022
Reading Test	87%	74%	107	105
Writing Teacher Assessment	67%	69%	107	105
Maths Test	74%	71%	104	104
Grammar, Punctuation and Spelling Test	85%	72%	NA	NA
Reading, Writing and Maths Combined	59%	59%	NA	NA

\*data excluding children who are new to the country/ are registered but have not attended school.

\*\*Includes children we are awaiting a re-mark of the paper to move band

### **Phonics Screening Check:**

1X Y1 PP 31 – near pass. Score went up from 17 to 31 between February and June  
3Xy2 needed to retake the text. 2 of these passed (66.6%).

**21/22 National average = 75%**

### **End of KS1**

66.6% achieved ARE in Reading at the end of KS1, exceeding our target, but no GDS (2 out of 3 children).

66.6% achieved ARE in Writing at the end of KS1, exceeding our target (2 out of 3 children).

66.6% achieved ARE in Maths at the end of KS1 (2 out of 3 children), not meeting our target of 80%.

**21/22 National average: Reading 67%, Writing 58%, Maths 68%**

### **End of KS2**

#### **Pupil Premium Outcomes:**

At the end of KS2 we exceeded the target for reading with 100% achieving ARE and 38% achieving GDS. For writing at the end of KS2, 100% reached the expected standard in GPS and 63% achieved ARE for writing, not quite meeting our target of 77%.

In Maths at the end of KS2, 12.5% achieved GDS exceeding our target. 50% achieved ARE which was below our target of 50%.

### **EYFS**

#### **Pupil Premium Outcomes:**

73% GLD. EYFS 2X PP 0% GLD. PP – 2 pupils identified as PP– 1 pupil is also EAL and although received NELI intervention, was not confident expressing ideas and feelings using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult. One child a concern throughout the year. Both children have received additional support for interventions. This term one has been supported by an additional TA on a one to one basis.

### **Reading**

For those children who are also on the SEND register:

75% have made better than expected progress with their reading comprehension ages, reducing the gap between their reading comprehension ages and their chronological ages.

100% have made at least expected progress with 50% making better than expected progress with their reading ages, reducing the gap between their reading ages and their chronological ages.

## **Teaching**

Coaching groups have been established and are being used for CPD. Through these groups, staff are becoming more confident in analysing own teaching practice so that they identify areas to develop in T&L. Some groups are further along this journey and have been using video to analyse teaching and learning and use as a discussion tool. Video analysis or wider reading have formed part of professional dialogue

Staff attended Kagan Day 3 training INSET in September 2021. This built further confidence in using a wide range of Kagan active learning strategies in our teaching across the curriculum. Learning walks have shown that when these are used, children are engaged, active and more independent when needed to work individually. Staff meeting time has also been used to broaden the strategies used. Staff have been supported, when needed, by using team teaching and modelling the approaches. Children talk positively about the structures used.

'The Spelling Book' by Jane Considine has been implemented from Y2-Y6 and the two week cycles are being used confidently. All of the concepts, activities and tasks within the books have been designed to increase 'stickability' and retention of vocabulary. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities. In Y6, 85% achieved ARE in GPS, compared with 72% nationally.

### Oracy

Vocabulary is an integral part of our long term planning documents and curriculum end point documents. Kagan structures have been used to support development of vocabulary. Two member of staff have been attending Voice 21 CPD and have been using the approaches with their classes. This now needs to be introduced across the school.

Fidelity to the long term curriculum planning documents has ensured a more consistent use of vocabulary and we have been looking at the key concepts that weave through subjects, e.g. history. This is supporting the children in knowing and remembering more.

### ELS

ELS is being used as our validated phonics scheme and all staff across the school completed the ELS training. In EYFS and KS1, this was implemented from T5/6, with fidelity to the scheme. Internal assessments showed that children's phonics screening scores increased and our PSC results were above the national level.

### Maths

2 teachers have been part of a Maths Teaching and Research Group (GLOW Maths) – Sustaining Mastery and have continued to monitor the impact of teaching for mastery in Maths. We have identified the need to develop the use of Maths on Track sessions to improve recall and fluency. Staff meetings have been used for CPD. We have shared resources to support Maths On Track sessions. Shared practice from Y6 in staff meeting so that we can be intentional about what will be covered. Needs to be prioritised in every year group and will be monitored from September. Importance of retrieval practice. Arithmetic scores increased in Y6 and children's scaled scores increased across all groups. Next year, we will look more at the sentence stems to support the understanding of key skills. NCETM/DfE Ready to Progress materials can be used to support these. Gaps in learning, as a result of the disruption from COVID, meant that there were more gaps to fill with key skills/arithmetic in Maths. We would like to increase the number of children achieving GDS at the end of KS2. Four children had a scaled score of 109 at the end of KS2 and in 2022/23 we would like to develop the opportunities for children to show evidence of greater depth in lessons and assessments, e.g. DNA to fully provide explanations.

## **Targeted Interventions**

There were TAs (equivalent to two days a week) to provide targeted social and emotional support in EYFS, KS1 and KS2, e.g. Drawing and Talking. These interventions were planned out every half term by pastoral team in response to the needs of the children and any gaps in learning, e.g. academic, Fizzy, cooking, social and emotional. Positive relationships were formed, children's confidence grew, they felt more ready to access the work in class, they developed strategies to support themselves when things were difficult and they were experiencing big feelings (see Pupil Voice)

### NELI

PP children have been doing NELI in a small group. Clear progress made using baseline information compared with ongoing assessments.

We had additional phonics sessions targeted at disadvantaged pupils who required further phonics support. We employed a teacher who worked in KS1, 4 days a week, teaching phonics in Y1/2. Our PSC results were above the national level in Y1 and Y2.

Gaps have been identified by teachers following lessons and assessments and used to inform interventions during the afternoon sessions. These interventions have been planned during our PIC meetings and have been used for phonics, reading, writing and maths. There have been positive outcomes for the children (see Phase Data Reports). The data shows that more of our disadvantaged children are making less progress in Maths than English. Interventions will be implemented to address any gaps in learning in Autumn 2022 and will be planned in PICS.

#### School Led Tutoring

Decided to do School Led Tutoring 5x TAs completed the training and provided tutoring sessions for Y3-6 after school for English and Maths. These children were predominantly, but not exclusively, disadvantaged. For those who completed the sessions, they made more than expected progress within the year.

#### Booster Group for Maths (Y6)

Booster group – 20 x children (90% EXP)

This was carried out before school on a Friday, with breakfast provided, Children were extremely committed to the group and made excellent progress as a result, with children reaching ARE despite not being on target to do so in Terms 1, 2 and 3.

### **Wider Strategies**

Emotion coaching and approaches outlined in our relationships policy have been used widely which has maintained positive relationships across the school.

Continue to be a Trail Blazer school and the Young Minds Matter (Trailblazer) support is being accessed by children when appropriate in school. This has been incredibly valuable and supportive with tangible improvements for individuals. Children are able to access the support from YMM and TIC+

Sessions with our pastoral TA have supported the emotional needs of pupils so that they make better progress in their learning and are able to feel calm and ready to learn. The children's personal, social and emotional development has been supported, as well as their communication and language skills. The SENDCO, pastoral team and a group of teachers have been able to use the BOXALL profile to check on the emotional and social development of individuals and groups of children. Need to consider how these profiles will be used effectively next year in a manageable way with a positive impact

We have improved persistent absenteeism rates for pupils through targeted family support.

Signposting, GCC website, Early Help have supported children and their families.

Through Move More, we have now employed a family support worker who has led parent workshops and is providing individual support to particular families. This will continue in 2022-23

Paid for PP children's milk

We have ensured that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school based clubs/afterschool

clubs/trips that may require payment. This has included Move More holiday clubs being provided for some families.

We have supported the funding of school residential, given on a two tiered payment for Y6 – those that parents now work and are Ever 6, those that remain unemployed. All PP children were able to take part in Y5 and Y6.

PP children have been part of many clubs, e.g. Cheltenham Town Football, which has had a positive impact on them socially, emotionally and in terms of their well-being.

## Externally provided programmes

Programme	Provider
Voice 21 Oracy Project	Voice 21
NELI – Nuffield Early Learning Intervention	Nuffield
Kagan – Collaborative Learning	Gavin Clowes, a Kagan Master Trainer
Embedding Mastery in Maths TRG	GLOW Maths Hub
Sustaining Mastery in Maths TRG	GLOW Maths Hub
Can Do Maths	Buzzard Publishing
Power of Reading	Centre for Literacy in Primary Education

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Interventions to provide pastoral support. We identified any needs and gaps which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Children appeared settled, engaged and built positive relationships.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*