# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CE Primary School, East Hanney |
| Number of pupils in school | 182 |
| Proportion (%) of pupil premium eligible pupils | 18% (32 children) |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023, 2023/24, 2024/5 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Lucy Ottaway |
| Pupil premium lead | Lucy Ottaway |
| Governor / Trustee lead | Alan McPherson |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £39,285 |
| Recovery premium funding allocation this academic year | £ TBC |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

# Part A: Pupil premium strategy plan

## Statement of intent

At St James our intention is that all pupils, irrespective of their background or the challenges they face, can achieve and flourish in our school. For this reason, many of our strategies form part of our universal offer with targeted enhanced support for children who need it.

Academically we recognise that progress is for all pupils but that it will look different for some. Some pupils will need additional support to make the progress of which they are capable. Accurate assessment will ensure that our expectations are always aspirational while remaining realistic.

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.

We intend to increase the cultural capital of all pupils in our care by offering a broad and balanced curriculum alongside extracurricular activities trips and visits, ensuring that family circumstances are not a barrier to participation.

We recognise that many children, in particular disadvantaged pupils, young carers, children with SEND and children we care for, face social and emotional barriers to learning and we aim to provide a nurturing environment in which all children feel heard. Positive strong relationships between adults and pupils are a priority and creating a sense of belonging is embodied through our school vision and culture. Whole school systems support the early identification of emotional and mental health needs so that appropriate support can be put in place.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Speech, Language and Communication Needs are the most common special needs in primary schools (2021-2). https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england<br>Our data shows that an increasing number of our children arrive needing SALT intervention. In our EYFS/KS1 approximately 20% of our children have been identified as having language skills significantly below age-appropriate levels.<br>Research shows that reading success is dependent on a child's oral language skills (Snowing, 2013) and that children with poor language skills at age 5 are 6 times less likely to do well at English and 11 times less likely to do well at maths aged 11.<br>This trend continues into adulthood. Children with poor vocabulary aged 5 are twice as likely to be unemployed in their 30s and one and a half times more likely to suffer mental health problems as adults. (Talking About A Generation, 2017) |
| 2 | Assessments indicate that 63% of children in years 1-6 eligible for the Pupil Premium Grant have low academic attainment in at least one key area (reading, writing and maths). 30% have low academic attainment in all key areas.<br>20% of children in years 1-6 who are eligible for PP are also on the SEND register and require targeted support to meet their additional needs. |
| 3 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly around anxiety, emotional regulation and well-being. Currently approximately 50% of pupils on the SEND register have an identified SEMH need; however there are many more children for whom early intervention is advisable.<br>There is an ever-growing number of children on lengthy waiting lists for external support, in particular CAMHS, and many school referrals for help no longer meet the criteria for support from other agencies. Disadvantaged pupils, including those with SEND and young carers, are disproportionately affected by this lack of support. |
| 4 | The restricted opportunities for residential visits and enrichment activities available in school and for families since March 2020 have disproportionately affected our disadvantaged pupils. The impact of wider cultural experiences and knowledge has an observable effect on classroom learning and the development of life skills. |

## 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 |
|---|---|
| Improved attainment among disadvantaged pupils. | Assessments and observations will indicate significantly improved attainment among disadvantage pupils who are not on the SEND register.<br>All children will have made good or accelerated progress compared with their previous progress. |
| Good progress for disadvantaged pupils on the SEN register. | By summer 2024, assessments and observations will indicate that all disadvantaged pupils on the SEN register are making progress against their outcomes on their Individual Support Plan (ISP). |
| Improved engagement with learning. | Fewer behavioural incidents logged on CPOMS.<br>Pupil, parent and teacher voice identify an inclusive environment in which needs are met allowing pupils to access and engage with learning.<br>Attendance monitoring indicates that any concerns are identified and actions lead to rapid improvement. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by summer 2024 are demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. |

## 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: £ 5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of standardised psychometric assessments for SEND.<br>Time out of class for staff to implement and analyse assessment data. | Carefully chosen standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. | 1, 2, 3 |
| Universal Offer<br>CPD | EEF – 5 a day – SEND<br>Teaching WalkThrus<br>The Education Endowment Foundation is a resource for educators established in 2011 to improve the educational attainment of the poorest pupils in English schools. It aims to support teachers and senior leaders by providing evidence-based resources designed to improve practice and boost learning.<br>The Teaching Walkthrus is a selection of evidence-based strategies rooted in a deep understanding of how learning works.<br>These two resources work together in partnership, ensuring the Universal Offer is accessed by all, with the First 20% being the first consideration. | 1, 2 |

| Provider | Programme |
| --- | --- |
| | |
| | |

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased
previous academic year. This will help the Department for Education identify
are popular in England

| |
| --- |
| conflict management.<br>non-PP - further support needs to be considered to reduce incidents and support<br>Behaviour incident analysis shows that more PP children are having behaviour inc<br>that is peaboke to the individual needs of the pupils.<br>Progress for SEND + PP children is in line with expectations but needs a better mon<br>next year's School Development Plan.<br>maths put predominantly in year 6 where the need was greatest. This again will n<br>we need further work on maths. This year's school led tuition has been focused pr<br>attainment is mostly in line with VAT school averages, with an i |

## Further information (optional)

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|---|
| *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.* |