

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	174
Proportion (%) of pupil premium eligible pupils	22% (38 children)
Academic year/years that our current pupil premium strategy plan covers	2025/26, 2026/27, 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Lucy Ottaway
Pupil premium lead	Lucy Ottaway
Governor / Trustee lead	Fiona Assersohn/ Leah Spires

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,815

Part A: Pupil premium strategy plan

Statement of intent

Empower every pupil, regardless of background or challenges, to thrive and achieve personal excellence, contributing to the greater good of all

We recognise that academic progress is essential for all pupils, though it may look different for each individual. Some pupils will require additional support to achieve the progress they are capable of. Through accurate assessment, we ensure high expectations are maintained for every learner.

Many of our strategies form part of our universal offer with targeted enhanced support for children who need it. 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.

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.

Attendance is a key priority at our school, as we know that pupils with the highest attendance achieve the best outcomes. Our approach is proactive and supportive, especially for families who may need additional help. Through our relational and restorative ethos, we help children and adults learn how to build, repair, and sustain positive relationships. This nurturing environment fosters friendships—something research shows is one of the most effective ways to encourage regular school attendance.

We recognise that many children—particularly disadvantaged pupils, young carers, children with SEND, and those in our care—face social and emotional barriers to learning. Our aim is to create a nurturing environment where every child feels heard, valued, and supported. We prioritise strong, positive relationships between adults and pupils, fostering a deep sense of belonging that is reflected in our school's vision and culture. Through whole-school systems, we ensure the early identification of emotional and mental health needs, enabling timely and appropriate support for every child.

Challenges

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

Challenge number	Detail of challenge
1. Attainment	We have too many pupils, who are in receipt of the pupil premium grant, who are not leaving each stage of their education ready for the next stage. Outcomes for pupils from disadvantaged backgrounds are significantly lower than pupils from non-disadvantaged backgrounds by the time they leave at the end of KS2. For some pupils, mostly those who are vulnerable there is a lack of self-efficacy, expectation and aspiration. This means pupils find it hard to persevere and challenge themselves with their learning. This culture also impacts pupils' resilience to come to school, which impacts their attendance – if pupils are not in school this of course impacts their learning. Assessment data indicates that over 65% of pupils in Years R–6 eligible for the Pupil Premium Grant have low academic attainment in at least one core subject—reading, writing, or maths. More than half are underachieving across all three areas. Additionally, 53% of these pupils are also on the SEND register, requiring targeted support to address their complex and overlapping needs.
2. Reading & Oracy	Many of our children (20%) start school with speech and language barriers, which prevent them from fully accessing our curriculum. Our universal offer, in all areas of the curriculum, needs to ensure repeated practice of speaking and listening. 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. Research shows that reading success is dependent on a child's oral language skills (Snowling, 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. 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)
3. Emotional dysregulation / SEND support	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.

	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. Mental health challenges among both pupils and parents are having a significant impact on emotional regulation, engagement with learning, and, in some cases, school attendance. These issues create barriers to academic progress and wellbeing, particularly for disadvantaged pupils, and highlight the need for a whole-school approach to emotional support and early intervention.
4.Cultural Capital	Amid the ongoing cost of living crisis, families on low incomes are increasingly unable to access enriching opportunities such as family trips and holidays. This disproportionately affects our disadvantaged pupils, limiting their exposure to wider cultural experiences. These experiences play a vital role in shaping classroom learning, broadening horizons, and developing essential life skills—making their absence all the more significant.

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
Attainment among disadvantaged pupils are above National outcomes for that group.	Assessments and observation will show accelerated progress for pupils in receipt of the Pupil Premium Grant and reduce the gap in attainment at KS2 with pupils not in receipt of the PP grant. Pupils and staff talk about high aspirations for all.
Improved reading & oracy for all pupils, with oracy built more into teaching & Learning across the school	A measurable increase in reading attainment for Pupil Premium pupils, as evidenced by assessments (e.g. phonics screening, KS1/KS2 SATs). Reduction in the attainment gap between Pupil Premium and non-Pupil Premium pupils in reading and spoken language outcomes. Increased number of Pupil Premium pupils reading at or above age-related expectations. Pupil Premium pupils demonstrate improved confidence and clarity in speaking and listening activities. Higher levels of engagement with reading for pleasure, tracked through pupil voice and Accelerated Reader Program. Timely and effective deployment of evidence-based reading and oracy interventions for identified pupils following our phonics scheme of Little Wandle. Regular monitoring shows accelerated progress for pupils receiving targeted support.
Good progress for disadvantaged pupils on the SEN register.	Assessment information of SEND provision and progress is shared and used by all staff. Assessments and observations will indicate that all disadvantaged pupils on the SEND register are making some progress against their outcomes on their Individual Support Plan (ISP).
Improved engagement with learning, with a culture of social motivation in the classrooms through our drive on high expectations for all	Fewer behavioural incidents logged on CPOMS. Pupil, parent and teacher voice identify an inclusive environment in which needs are met allowing pupils to access and engage with learning.

	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 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised CPD for staff	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. The Teaching Walkthrus is a selection of evidence-based strategies rooted in a deep understanding of how learning works. These two resources work together in partnership, ensuring the Universal Offer is accessed by all, with the First 20% being the first consideration. Working in partnership with C&I team on bespoke training for individual classes. Working in partnership with specialist outreach special schools supporting emotional regulation in classrooms and relational school program.	1, 2, 3 & 4
Universal Offer CPD		1, 2, 3
Use teacher's areas of strength to model & coach other teachers		
Teaching & learning pedagogy includes opportunities for pupils to practise oracy eg. choral responses, turn and talk, answer in full sentences with the use of sentence starters.	EEF (Education Endowment Foundation) Guidance Reports <i>"Improving Literacy in Key Stage 1"</i> and <i>"Improving Literacy in Key Stage 2"</i> highlight the importance of oral language interventions and structured talk. EEF Toolkit shows oral language interventions have a +6 months impact on progress, especially for disadvantaged pupils. Voice 21 & Oracy Framework: Research from Voice 21 demonstrates that structured oracy activities (e.g., sentence stems, choral responses, dialogic teaching) improve vocabulary, reasoning, and confidence. Oracy is linked to improved attainment across subjects and better social outcomes. Rosenshine's Principles of Instruction:	1, 2, 3 & 4

	Encourages guided practice and checking for understanding through strategies like choral responses and full-sentence answers. These methods strengthen cognitive processing and retention. National Curriculum & Ofsted Framework: Both emphasize spoken language development as a foundation for reading and writing. Ofsted reports highlight schools with strong oracy practices often show better outcomes for disadvantaged learners.	
Teaching pedagogical approach reduces teacher talk (I do, we do, we do, we do, we do, you do)	Evidence-Based Pedagogy: Reduced Teacher Talk and Gradual Release Model Research highlights that high-quality teaching is the most effective way to close attainment gaps for disadvantaged pupils (EEF, 2021). The <i>Gradual Release of Responsibility</i> model—often summarized as “I Do, We Do, You Do”—is grounded in cognitive science and endorsed by Marc Rowland for Pupil Premium strategies. This approach reduces extended teacher talk and increases pupil engagement through structured modelling, guided practice, and independent application. By breaking learning into manageable steps, it lowers cognitive load, builds confidence, and fosters independence. Studies show that explicit instruction combined with collaborative practice significantly improves outcomes for pupils with additional barriers, including those eligible for Pupil Premium. Implementing this model alongside strategies such as sentence starters and structured discussion ensures pupils actively process and apply learning, leading to sustained progress.	1 & 2

Ensure curriculum has relevance to economically disadvantaged pupils so they see themselves reflected in their learning	Research consistently shows that pupils from economically disadvantaged backgrounds achieve better when the curriculum reflects their identities, experiences, and aspirations. A culturally responsive approach, as outlined by Hoque (2023), emphasizes valuing pupils' lived experiences and embedding them within curriculum design to foster engagement and belonging. When pupils see themselves represented in texts, examples, and classroom discourse, it enhances motivation, self-esteem, and cognitive development, reducing feelings of invisibility often reported by disadvantaged learners. The OECD highlights that adapting curriculum to bridge equity gaps is essential for inclusion and long-term attainment. Marc Rowland's guidance on Pupil Premium strategy reinforces that high-quality teaching must be paired with curriculum content that is relevant and accessible, ensuring disadvantaged pupils feel their culture and context are acknowledged. This approach aligns with EEF's tiered model, which prioritizes high-quality teaching and responsive curriculum adaptation as key levers for closing the attainment gap.	1,4
Ensure ongoing monitoring of high-quality teaching & learning across subjects, with a focus on all disadvantaged pupils to ensure intent is moved to impact.	The strongest lever for improving outcomes for disadvantaged pupils is consistently high-quality teaching across all subjects (EEF, 2024). Research shows that poor teaching disproportionately affects disadvantaged learners, while excellent teaching accelerates progress and closes attainment gaps. The Education Endowment Foundation (EEF) recommends a tiered approach that prioritizes high-quality teaching, supported by robust monitoring and evaluation to ensure implementation fidelity and sustained impact. Effective strategies include lesson observations, diagnostic assessment, and subject-specific reviews to check that evidence-informed practices are embedded and benefiting all pupils. Marc Rowland emphasizes that intent must translate into impact through systematic monitoring, professional dialogue, and responsive adjustments. Without ongoing evaluation,	1, 2, 3

	even well-designed strategies risk becoming superficial, failing to address the needs of disadvantaged learners. Monitoring ensures accountability, identifies gaps early, and enables schools to adapt approaches based on real-time evidence, aligning with EEF's guidance on implementation and sustainability. Monitoring should include: triangulation of outcomes using learning walks, lesson visits, peer coaching, pupil voice, and work scrutiny to assess the effect of high-quality teaching on disadvantaged pupils' learning.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 additional support in reading, writing, and maths, delivered by trained staff Structured interventions for pupils identified as below age-related expectations delivered by skilled Learning Support Assistants. Pre-teaching and overlearning sessions to reinforce key concepts and vocabulary. Use of diagnostic assessments to identify gaps and tailor support.	The Education Endowment Foundation (EEF) reports that: 1:1 adult support can accelerate progress by +5 months. Small group adult support can lead to +4 months of additional progress. Teaching Assistant interventions, when well-structured, can add +4 months of progress. EEF also highlights the importance of targeted academic support as a key pillar of effective Pupil Premium spending. Internal school data shows that pupils receiving structured interventions make accelerated progress compared to peers not receiving support.	1,2,3
Speech & Language support including SALT provision for targeted pupils.	The Education Endowment Foundation (EEF) reports that oral language interventions can lead to +6 months of additional progress, particularly for younger and disadvantaged pupils. These interventions include structured support for vocabulary, narrative skills, and listening comprehension. [educatione...ion.org.uk] According to the Royal College of Speech and Language Therapists (RCSLT), children	1, 2

	from disadvantaged backgrounds are twice as likely to experience language delays. Over 50% of children in deprived areas may start school with SLCN, which can significantly impact their ability to access the curriculum and form relationships. [committees...liament.uk] Research from The Communication Trust shows that vocabulary at age five is the strongest predictor of later academic success, and children from low-income families often begin school with a 12-month gap in language development compared to their peers.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Provision of an online phonics programme targeted at those children who require extra support in phonics.	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 of up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Where appropriate tutoring or precision teaching is used to support pupils outcomes.	Targeted academic support, including tutoring and precision teaching, is strongly endorsed by the Education Endowment Foundation (EEF) as an effective strategy for improving outcomes for disadvantaged pupils. The EEF Teaching and Learning Toolkit identifies one-to-one and small-group tutoring as having a high impact (+4 to +6 months progress) when delivered by trained staff and aligned with classroom learning. Precision teaching—focused, short, and frequent sessions targeting specific gaps—has been shown to accelerate fluency and mastery, particularly in literacy and numeracy. Research emphasizes that these interventions are most effective when they are data-driven, responsive to diagnostic assessment, and implemented alongside high-quality classroom teaching rather than as a substitute. Marc Rowland’s guidance reinforces that tutoring should be purposeful, time-limited, and monitored for impact to ensure disadvantaged pupils receive the support needed to close gaps and sustain progress.	1,2,3

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

Budgeted cost: £21,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to positive relationships and emotional regulation.	Our whole-school approach to Relational Restorative Practice is underpinned by high-quality CPD for all staff. This approach fosters a nurturing, inclusive culture where all pupils can thrive and build positive, respectful relationships. It promotes a strong sense of belonging, which is particularly impactful for our most vulnerable pupils, supporting both attendance and emotional wellbeing. Pupils are explicitly taught how to make, sustain, and repair relationships, equipping them with essential life skills. Research consistently shows that explicitly teaching social and emotional skills in school enhances both academic achievement and long-term life outcomes. All children benefit from developing an understanding of healthy emotional states, recognising personal triggers, and learning strategies to regulate their emotions. The Zones of Regulation framework supports this by providing a consistent, shared language for discussing emotions across the school.	1, 2, 3
Provide individual or group counselling for pupils needing mental health support, with a focus on disadvantaged children, delivered by an external counsellor.	Studies have found that pupils who accessed school-based mental health services showed higher academic achievement in maths and fewer suspensions, with an improvement in attendance and behaviour. The Education Endowment Foundation (EEF) highlights that social and emotional learning (SEL) interventions, including counselling, can lead to +3 months of additional academic progress, especially when targeted at pupils with greater needs. [educationendowmentfoundation.org.uk] The British Association for Counselling and Psychotherapy (BACP) notes that school-based counselling is particularly effective in reducing emotional distress and improving wellbeing, especially for pupils facing multiple disadvantages. [bacp.co.uk] Research from the National Association of School Psychologists shows that mental health improvements are strongly linked to better educational outcomes, including attendance, engagement, and long-term academic success. [nasponline.org]	3

Nurture interventions for Mental Health and Well-being	There is a growing body of evidence to show that early school-based interventions can support children's mental health (eg Paulus et al., 2017) Such interventions should be created to be delivered by appropriately trained school staff who recognise the scope and limitations of their training and expertise.	1, 2, 3
Investment in Home School Link Worker (2 days a week)	Working together with families has been shown to have a promising impact on the wellbeing, attendance, behaviour, sense of school belonging, intellectual development and attainment of children across a range of social and economic backgrounds. This broad engagement should include parents and carers – building important links between home and school, empowering them to voice their ideas and opinions, and communicating effectively with them to promote their child's learning and educational experience.	1, 2, 3
Cultural capital enrichment opportunities	Families in receipt of free school meals are supported financially so that they can access trips, residential and visitors to school.	4

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £ 62,815

Unbudgeted cost including contingency: £0

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on pupils

Assessment information, pupil progress meetings and school monitoring evidence demonstrate that the school has successfully accelerated progress for pupils in receipt of the Pupil Premium Grant and continued to reduce attainment gaps at Key Stage 2. Current Year 6 predicted outcomes (based on teacher assessments for reading and maths) for disadvantaged pupils are strong, with 80% achieving the expected standard in Reading, 70% in Writing and 70% in Mathematics. These outcomes place disadvantaged pupils above national outcomes for disadvantaged pupils nationally and reflect the impact of high-quality teaching, targeted intervention and consistently high expectations across the school.

Pupils and staff speak positively about the culture of aspiration and achievement, with disadvantaged pupils fully included in all aspects of school life. Monitoring, pupil voice and classroom observations demonstrate that pupils are confident learners who understand that success is attainable regardless of background. High aspirations for all pupils are evident throughout the school and are reflected in both academic outcomes and wider participation.

The school's focus on reading and oracy has had a significant impact. Assessment data shows increased reading attainment among disadvantaged pupils, with a growing proportion working at or above age-related expectations, as seen in our predicted Years 6 outcomes. The implementation of Little Wandle phonics, targeted reading interventions and structured oracy opportunities has improved pupils' fluency, comprehension, confidence and communication skills, as evidenced by Year 2 outcomes. Accelerated Reader data and pupil voice indicate higher levels of reading for pleasure and greater enthusiasm for books among disadvantaged pupils. Regular monitoring confirms that pupils receiving additional support make accelerated progress, helping to close gaps with their peers. Pupil Premium pupils demonstrate increased confidence and clarity during

speaking and listening activities, and oracy is now embedded more consistently across the curriculum.

Disadvantaged pupils on the SEND register have made positive progress towards their individual targets. Assessment information and SEND provision mapping are routinely shared and used effectively by staff to adapt teaching and support, using Insight to keep information 'live'. Observations and progress reviews show that disadvantaged pupils with SEND are making progress against outcomes identified in their Individual Support Plans and are increasingly able to access the full curriculum. The school's graduated approach ensures that support is carefully matched to pupils' needs, enabling strong levels of progress and engagement.

The school's commitment to high expectations and social motivation has contributed to improved engagement with learning. Behaviour monitoring shows reducing levels of behavioural incidents, including no suspensions. Pupil, parent and staff feedback reflects an inclusive environment where pupils feel supported, valued and able to achieve. Attendance remains a strength, with pupils eligible for Free School Meals achieving 92.8% attendance, which is above the current national average of 92.3%. Attendance monitoring systems ensure that concerns are identified quickly and appropriate support is provided, leading to sustained improvement.

The wider personal development of disadvantaged pupils has also been a notable success. One hundred per cent of pupils in receipt of Free School Meals from Years 2–6 have participated in at least one additional enrichment activity above and beyond the school's universal offer. These opportunities have included educational visits, clubs, sporting activities, music, leadership opportunities and curriculum enhancement experiences. Participation rates demonstrate that barriers to engagement have been successfully reduced, ensuring disadvantaged pupils benefit from the same breadth of experiences as their peers while developing confidence, resilience, cultural capital and aspirations for the future.

Wellbeing outcomes for disadvantaged pupils remain positive. Pupil voice, parent surveys and staff observations indicate sustained high levels of confidence, belonging and emotional wellbeing. Pupils report feeling safe, supported and able to participate fully in learning and wider school opportunities. As a result, disadvantaged pupils are well placed to continue achieving academically while developing the resilience, confidence and aspirations needed for future success. Overall, the school's Pupil Premium strategy has had a demonstrable impact on attainment, attendance, engagement, enrichment and wellbeing, with disadvantaged pupils achieving outcomes that compare favourably with national figures and continuing to thrive both academically and personally.

Externally provided programmes

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

Programme	Provider
None	