

Pupil premium strategy statement – St James Church of England Primary School (Handsworth Birmingham)

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023/ 2023-2024 / 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sarah Smith Head Teacher
Pupil premium lead	Jenny Hanson Deputy Head Teacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,270
Pupil Premium – Child in Care allocation	£1,800
Recovery premium funding allocation this academic year	£28,420
Total budget for this academic year	£312,490

Part A: Pupil premium strategy plan

Statement of intent

At St James CE Primary School, we have high aspirations and ambition for our children and we believe that all learners should be able to reach their full potential.

We want all pupils, irrelevant of background, to reach their potential and achieve at least in line with age related expectations. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at St James, we are determined to provide those pupils with high quality provision, support and guidance that they need in order to help them overcome these barriers.

Our strategy is a tiered approach, based on research, focusing on quality first teaching, professional development for all staff, early reading skills alongside speech and language intervention and consistent pastoral support.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Our current pupil premium plan is supported by research carried out by the Education Endowment Fund. High quality teaching and quality professional development for all staff forms the core of our plan. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved so there is no gap between those from disadvantaged and non-disadvantaged backgrounds. Pastoral support to improve attendance and address wider social needs is also a priority and our strategy is integral to a range of vulnerabilities faced by our families.

The key principles of our strategy plan are to identify the needs of our pupils as they arise. We will use a range of assessment data, including standardised tests, language assessments, and discussions with parents, teachers and pupils to identify gaps in learning and well-being needs. To ensure this approach is successful, we will:

- ensure all teachers receive quality professional development so they feedback to pupils in lessons and further challenge or support pupil understanding of the concepts being taught
- ensure all support staff who deliver interventions receive quality professional development and resources to support interventions to close the gaps in learning
- review how pupils are learning at regular intervals to measure the impact of this strategy and identify further support or provision

- support children and families through early intervention and source support from other identified professionals in liaison with local family support hubs
- ensure the strategy is maintained as a whole school focus by all staff so that all pupils are supported to reach attainment levels in line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium /disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.
5	Low attendance and persistent absenteeism of PP/disadvantaged children.

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
Every child receives high quality teaching which is no less than good in every classroom every day, in order to continue to close the attainment gap between pupil premium and non-pupil premium children.	100% of teaching to be at least good Lesson observation, feedback, learning walks, team teaching, peer observation, data, staff and pupil voice etc.
To implement a range of structured high-quality interventions to support disadvantaged pupils in all year groups.	Attainment and progress data improve for disadvantaged children. The gap between disadvantaged and non-disadvantaged diminishes.
Further embed a well-resourced, highly engaging curriculum to enrich learning opportunities. Pupils are provided with a breadth of experiences that enable them to contextualise their learning.	All children, including PP will be exposed to a wide range of social, cultural, enrichment and sporting experiences and are accessing a subsidised menu of trips, workshops and clubs both inside and outside of the classroom/ school day. As a result of enrichment activities disadvantaged pupils' motivation and thus

	progress is at least in line with national and a proportion above.
To provide a range of strategies to support disadvantaged children and their families (the wider community) in successfully accessing the educational provision at St James. Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Family support worker/SENCo/ Learning Mentor/ SLT identify and support families and children and work to alleviate barriers to learning. Mental Health and Emotional Well Being of the whole school community improves. Incidents of poor behaviour reduced. Parental engagement improved.
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	Monitoring of attendance by Deputy Head shows a closing of the gap between whole school attendance and pupils in receipt of pupil premium funding (Currently 2.2%). Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (July 2023: 61.4% (62/ 101 children)).

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: **£8,231.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff engagement in 'in house' CPD to support Quality First Teaching</p> <p>Continuing Professional Development (CPD) for teachers across school to create highly effective practitioners in all classrooms.</p> <p>Training/ Coaching - use of Alex Bedford's 'Pupil Book Study'</p> <p>Release time from class (CPD Days) to further research and develop subject</p>	<p>Teaching and Learning – investment in a whole school 'coaching' model to ensure that all teaching is 'good' by the end of the 2023 to 2024 academic year. We need to ensure that all children (including disadvantaged) receive high quality teaching and learning every day. This will have the greatest positive impact on attainment and progress of children. Further, this approach will enable any issues with teaching and learning to be dealt with immediately and not left and so resulting in a negative impact on attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1

<p>knowledge/ teaching strategies/ skills.</p> <p>1 full day per teacher x 14</p> <p>Cover costs to release teachers for CPD day</p> <p>£3,150.00</p>		
<p>Professional development programme to continue with the teaching and learning team directing through; coaching, independent study, training sessions, planning and assessment support, modelling.</p> <p>CPD training courses in line with the key actions for improvement outlined on the School Improvement Plan</p> <p>£5,081.00</p>	<ul style="list-style-type: none"> • Digital EYFS • Inspection Skills - Maths Lead • Inspection Skills – English Lead • Talk for Writing • ‘The Write Stuff’ Conference • Deep Dives – Maths and Reading • Deep Dive – Early Reading • Moderation Training • Primary Reading Conference • What does your IDSR & ASP say? • Talk for Writing Spotlight • Foundations of Pupil Book Study – Alex Bedford • Inspection Training for Senior Leaders • Guidance for Statutory Assessment at end of Key Stage Two • Primary Writing Leadership • Outstanding SENCO • Growing your EYFS Curriculum • Art CPD Drawing • Early Years Language Course <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 4

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

Budgeted cost: **£244,287.34**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to provide targeted support (SEND/ PP children) in small	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making	1, 4

<p>groups including one to one interventions. Interventions to include 1:1 reading (PM Benchmarking/FFT Lightning Squad) SALT, Pre/Post tutoring in maths, and phonics – directed by class teachers.</p> <p>SENCo and DHT to monitor, support and review interventions.</p> <p>£157,498.00</p>	<p>good progress across the spectrum of achievement.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Targeted intervention by the Learning Mentor for pupils whose SEMH needs cause a barrier to learning and to some extent prevent accessing of educational provision in class.</p> <p>Improved social and emotional wellbeing for PP children and other vulnerable pupils.</p> <p>£79,018.00</p>	<p>EEF +4months. Social and <i>Emotional</i> learning approaches have a positive impact of on average 4 months' additional progress over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF +2months. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>EEF +4months. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2, 5
<p>3 x teachers to lead Y6 after school small group tutoring for</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making</p>	1

<p>SATs to support: Maths – targeted pupil premium/ disadvantaged children to reach the expected standard. Writing - targeted pupil premium/ disadvantaged children to reach the greater depth standard. £2,387.34</p>	<p>good progress across the spectrum of achievement. Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Subscription to Fisher Family Trust 'Tutoring with the Lightning Squad' A tutoring programme which improves reading skills for pupils in Years 1 to 6. £1,000.00</p>	<p>The leading primary literacy tutoring programme which has been approved as a Tuition Partner by the National Tutoring Programme. https://fft.org.uk/literacy/</p>	1, 4
<p>Subscription to Renaissance Learning – Accelerated Reader and MyON computer based reading programs - The programs are designed to promote and enhance reading skills among students of all ages. £4,384.00</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p>	1, 3

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

Budgeted cost: **£38,476.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CEST Play Therapy (1 day per week) For pupils whose SEMH needs cause a barrier to learning</p>	<p>EEF +4months. Social and <i>Emotional</i> learning approaches have a positive impact of on average 4 months' additional progress over the course of an academic year.</p>	2, 5

<p>and to some extent prevent accessing of educational provision in class.</p> <p>Improved social and emotional wellbeing for PP children and other vulnerable pupils.</p> <p>£12,285.00</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF +2months. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>EEF +4months. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Malachi Trust – one worker supporting some of our parents/carers, young people through a range of counselling based therapeutic interventions to create lasting change.</p> <p>£3,154.00</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2, 5
<p>Bouncing Statistics Mentoring Programme (5 days per week) including after school PE/ Sports club. Support and develop targeted pupils across school to '<i>bounce statistics</i>' and achieve greatness despite any adversities, stereotypes or</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2, 3, 5

barriers they have to overcome. £13,440.00		
Educational Visit – subsidised residential for 11 pupil premium children. £1,280.00	Pupils have limited experiences beyond their home life and immediate community due to financial constraints. https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/	3
School Nurse Service - School Nurses 1 x 1/2 day per fortnight in school supporting pupils and their families who have social & emotional difficulties, including medical issues. £4,659.00	https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children/health-visiting-and-school-nursing-service-delivery-model	2, 5
School Uniform Support – Vouchers given to parents to support with the purchasing of school uniform. £2,100.00	Pupils have limited experiences beyond their home life and immediate community due to financial constraints. https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/	2, 5
Sound Education – After School Music Club. £1,240.00	Pupils have limited experiences beyond their home life and immediate community due to financial constraints. https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/	3
LAC – Resources purchased to support LAC children Books/ Art Subscription £318.25	Pupils have limited experiences beyond their home life and immediate community due to financial constraints. https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/	2, 3

Total allocation: £312,490.00

Pupil Premium/ Recovery Premium spend so far this year: £290,994.59

Remaining: £21,495.41

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

At St James Church of England Primary School, we maintain a detailed 3-year pupil premium plan that clearly outlines the spending against specific objectives, impact on progress and outcomes and a detailed review of end of Key Stage outcomes and progress to ensure that we monitor and respond to the needs of the children effectively and provide sustainable growth.

We recognise the importance of spending pupil premium and recovery funding effectively to support the development of children through high quality teaching and specific support. All children's attainment and progress is reviewed each term to ensure that they are making progress against their individual targets. During pupil progress meetings groups and individual are highlighted and relevant support is actioned in order to maximise opportunities to diminish any differences in progress / outcomes. All support is included within the class provision maps and is supported through measurable data / staff evaluation.

Year 6 End of Year Data Picture

	Mathematics	Reading	Writing	SPAG	Combined
% at Expected leaving KS1	65%	62%	53%		
All Children 2023 WAES	81% (TA 78%) NA 73%	58% (TA 73%) NA 73%	69% NA 71%	69% NA 72%	54% NA 59% BHAM 58%
Pupil Premium WAES	71% NA 59%	52% NA 60%	61% NA 58%	61%	45% NA 44%
All Children 2023 WAGD	19% NA 24%	24% NA 29%	2% NA 13%	31% NA 30%	2% NA 8%
Pupil Premium WAGD	16%	19%	0%	23%	0% NA 3%

Pupil Premium children in line with 'National for All at Expected' in Maths.

Y6 Progress based on prior attainment KS1 to KS2 Value Added

	Maths	Reading	Writing
Y6	+2.0	+0.8	+0.7

	Maths	Reading	Writing
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Y6 (Pupil Premium)	+1.9	+1.4	+0.3
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Pupil Premium Children – progress in Reading stronger than that of all children.

Year 2 End of Year Data Picture

Group	2023 group size	Reading			Writing			Mathematics		
		2022 Nat	2023 Nat	2023 School	2022 Nat	2023 Nat	2023 School	2022 Nat	2023 Nat	2023 School
All pupils	61	67%		59% (-8%)	58%		48% (-10%)	68%		59% (-9%)
PP	33	51%		48% (-3%)	41%		33% (-8%)	52%		33% (-19%)
Non PP	28	72%		71% (-1%)	63%		64% (+1%)	73%		64% (-9%)

Year 1 Phonics

	Passed	%	National Average 2022
Cohort	47 out of 59	80%	75%
Pupil Premium	16 out of 20	80%	67%

EYFS - GLD 40%

	Number of children	% at GLD	2022 national
Cohort	58	(23/58) 39.7%	65.2%
Boys	35	(15/35) 42.9%	58.7%
Girls	23	(8/23) 34.8%	71.9%
Pupil Premium	23	(8/23) 34.8%	49.1%
Non Pupil Premium	35	(15/35) 42.9%	

Attendance 2022/23

Whole School Attendance = **91.5%**

Disadvantaged attendance = **89.3%** (non-disadvantaged = **93.5%**)

Persistent Absentee Percentage – whole school = **28.3%** (Y1- 6)

Percentage of Persistent Absentees who are disadvantaged = **61.4%** (62/ 101 children)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Shining Light 2023-24	Bouncing Statistics (x3 days per week)
Play Therapy	CEST

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

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.