

# 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	409
Proportion (%) of pupil premium eligible pupils	51% (210 Pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2025-2026/ 2026-2027/ 2027-2028</b>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£278,760
Pupil Premium – Child in Care allocation	£3,000
Recovery premium funding allocation this academic year	-
Carry Forward 2023-24	£21,495.41
Carry Forward 2024-25	£3,626.00
<b>Total budget for this academic year</b>	<b>£306,881.41</b>

# 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	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.

staff so that the needs are removed or alleviated.	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 and Office Manager shows a real drive to close the gap between whole school attendance and pupils in receipt of pupil premium funding (Currently <b>2.5%</b> ). Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (July 2025: <b>59%</b> )

## 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.

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

Budgeted cost: **£281,226.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to provide targeted support (SEND/ PP children) in small groups including one to one interventions. Interventions to include 1:1 reading (PM Benchmarking/ Reading Eggs) 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><b>£155,019.00</b></p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making 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><a href="https://educationendowmentfoundation.org.uk/suport-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/suport-for-schools/school-planning-support/2-targeted-academic-support</a></p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 4
<p>Targeted intervention by the Learning Mentor and inclusion team for pupils whose low attendance and SEMH needs cause a</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>The Learning Mentor is instrumental in reducing barriers to attendance for disadvantaged pupils.</p>	2, 5

<p>barrier to learning and to some extent prevent accessing of educational provision in class.</p> <p>Improved attendance, social and emotional wellbeing for PP children and other vulnerable pupils.</p> <p><b>£124,754.60</b></p>	<p>Where attendance concerns are linked to wider family or safeguarding needs, the Learning Mentor makes timely Early Help referrals to secure appropriate external support. Identified pupils receive daily check-ins to ensure a positive start to the school day, promote emotional regulation and increase readiness to learn. Through the development of strong, consistent relationships, the Learning Mentor acts as a trusted safe adult for pupils with poor/ persistent absence, providing targeted encouragement, recognition and reward. This proactive approach is aimed at strengthening pupil engagement, improving attendance patterns and ensuring that vulnerable pupils feel safe, supported and able to access learning.</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> <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p>2 x teachers to lead Y6 after school small group tutoring for SATs to support Maths – targeted pupil premium/ disadvantaged children.</p> <p><b>£1,452.60</b></p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making 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>1</p>

	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£24,769.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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><b>£7,014.00</b></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> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>The school works in partnership with Malachi Trust to provide targeted external support for disadvantaged pupils and their families. A dedicated key worker collaborates closely with school staff and meets regularly with identified families where attendance is a barrier to learning. This support focuses on improving family mental health and wellbeing, strengthening home routines and organisation, and developing parents' understanding of the importance of regular attendance and the impact of persistent absence on learning and life chances. Through ongoing guidance, modelling and joint strategy-setting with school, the aim is that families are better equipped to overcome barriers, resulting in improved attendance, engagement and stability for vulnerable pupils.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and</p>	<p>2, 5</p>

	<p>emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	
<p>Bouncing Statistics Mentoring Programme (Summer Term only) including after school PE/ Sports club. Support and develop targeted pupils across school to 'bounce statistics' and achieve greatness despite any adversities, stereotypes or barriers they have to overcome.</p> <p><b>£6,075.00</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>In the Summer Term, the school worked in partnership with Bouncing Statistics to provide a targeted mentoring intervention for disadvantaged pupils who demonstrate low engagement with learning or low expectations of schooling. The programme focused on the development of positive, trusting relationships with a mentor, offering pupils an alternative source of support and guidance. Through support in class and regular mentoring sessions, pupils were supported to reflect on their attitudes to learning, build self-belief and develop a more positive view of education. This relational approach aimed at strengthening pupils' engagement with school, improving their attitudes to learning and contributed to improved attendance for pupils at risk of persistent absence.</p>	2, 3, 5
<p>Educational Visit – subsidised residential for 17 pupil premium children.</p> <p><b>£2,640.00</b></p>	<p>Pupils have limited experiences beyond their home life and immediate community due to financial constraints.</p> <p><a href="https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/">https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/</a></p> <p>OEAP National Guidance now features a newly updated document High Quality Outdoor Learning, which is described as "Evidence-based Education Outside the Classroom for Children, Teachers and Society."</p> <p><i>"...mounting evidence indicates that real-world learning outside the classroom contributes to unlocking the full potential of learners. "</i></p>	3

<p>School Nurse Service - School Nurses 1 x 1/2 day per fortnight in school supporting families with poor/persistent absence, and supporting pupils and their families who have social &amp; emotional difficulties, including medical issues.</p> <p>Also delivering workshops e.g. oral hygiene, road safety to parents and the pupils.</p> <p><b>£5,470.00</b></p>	<p><a href="https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children/health-visiting-and-school-nursing-service-delivery-model">https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children/health-visiting-and-school-nursing-service-delivery-model</a></p> <p>The school works closely with the School Nurse to support pupils whose attendance is affected by underlying medical issues. The School Nurse collaborates with school staff and meets with key families to provide advice, guidance, and strategies for managing health-related barriers to learning. This targeted support ensures that pupils receive appropriate care and guidance, reducing the impact of medical issues on attendance. As a result, pupils are better able to attend school regularly, engage with learning, and achieve their potential.</p>	<p>2, 5</p>
<p>Sound Education – After School Music Club.</p> <p><b>£1,596.00</b></p>	<p>Pupils have limited experiences beyond their home life and immediate community due to financial constraints.</p> <p><a href="https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/">https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/</a></p>	<p>3</p>
<p>LAC – Resources purchased to support LAC children</p> <p>CGP Books/ Woodlands Residential Visit</p> <p><b>£344.25</b></p>	<p>Pupils have limited experiences beyond their home life and immediate community due to financial constraints.</p> <p><a href="https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/">https://oeapng.info/12883-compelling-arguments-for-the-value-of-educational-visits/</a></p>	<p>2, 3</p>
<p>Support for families in need – Transport/ Clothes (School Uniform/ Food</p> <p><b>£1,630.00</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-promoting-positive-partnerships-with-parents">https://educationendowmentfoundation.org.uk/news/eef-blog-promoting-positive-partnerships-with-parents</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>When necessary, the school provides practical support for families of disadvantaged pupils, including assistance with transport, school uniform, and access to food. By addressing these barriers, families are better able to ensure regular attendance, and pupils are supported to engage fully with learning and school life.</p>	<p>2, 5</p>

**Total allocation: £306,881.41**

Pupil Premium spend so far this year: £305,995.45

Remaining: £885.96

## 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 **2024 to 2025** 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.

#### Key Stage 2: Year 6 End of Year Results

	National Average 2025	St James' 2025 ALL	National 2025 Pupil Premium	St James' 2025 Pupil Premium
Reading - Expected Standard	75%	80%	63%	71%
Reading - Greater Depth	33%	36%		33%
Writing – Expected Standard	72%	75%	59%	61%
Writing - Greater Depth	13%	7%		7%
Maths – Expected Standard	74%	83%	61%	71%
Maths - Greater Depth	26%	22%		13%
GPS – Expected Standard	73%	76%	60%	61%
GPS - Greater Depth	30%	27%		27%
Reading, Writing & Maths Combined – Expected Standard	62%	71%	47%	58%
Reading, Writing & Maths Combined – Greater Depth	8%	5%		3%

Pupil Premium children in line with 'National for All at Expected' in Reading, Maths and Combined.

Pupil Premium children in line with 'National for All at Greater Depth' in Reading and SPaG.

## Key Stage 2 Scaled Scores

ALL	National Average 2025	St James' 2025
Reading	106	106
Maths	105	106
GPS	105	105

Pupil Premium	National Average 2025	St James' 2025
Reading	106	105
Maths	105	104
GPS	105	103

## Year 2 End of Year Data Picture

Cohort	2024/25 group size	EYFS Baseline 2022	EYFS GLD 2023	Reading		Writing		Mathematics	
				2023 National	Summer 2025 St James'	2023 National	Summer 2025 St James'	2023 National	Summer 2025 St James'
All	57	0%	40%	68%	65% (37)	60%	60% (34)	70%	61% (35)
PP	32		35%	54%	56% (18)	44%	47% (15)	56%	50% (16)

Despite the 12-20 percentage points behind national averages across Reading, Writing and Maths, all children entered EYFS working below/ significantly below the expected standard for their age. The end of Key Stage 1 data clearly demonstrates the significant progress our children make across the key stage. This was achieved through high-quality, nurturing provision that is carefully tailored to their individual starting points.

Strategies implemented which result in this progress include:

- Daily Reading groups – developing fluency and both oral and written comprehension
- Daily Phonics/ Spelling groups led by Teacher and Teaching Assistants
- Small-group maths support
- Small group writing support

These support strategies are routinely reviewed and modified to ensure they remain responsive to pupils' needs and further accelerate progress.

## Year 1 Phonics

Year 1 Phonic Screening National Average ALL 2025	Year 1 Phonic Screening St James' 2025	Year 1 Phonic Screening National 2025 Pupil Premium	Year 1 Phonic Screening St James' 2025 Pupil Premium
80%	74%	68%	70%

## EYFS - GLD 51%

Proportion of children leaving the Foundation Stage with a good level of development (GLD)

GLD 2025 National Average	Baseline GLD 2024 St James'	GLD 2025 St James'	GLD 2025 St James' Pupil Premium
68%	0%	51%	42%

Despite the 26 percentage points behind national average for GLD, no children achieved GLD at baseline in 2024. The end of year data demonstrates accelerated progress from very low starting points. This improvement reflects the impact of high-quality teaching, targeted early intervention and close monitoring across the Foundation Stage.

Strategies implemented which result in this progress include:

- Wellcomm (Speech and Language programme)
- Daily Phonics groups, shared reading, and talk-before-writing strategies
- Daily number routines and small-group maths support
- High-quality adult interactions embedded across all learning

These support strategies are regularly evaluated and adapted so that they continue to meet the pupils' needs and further accelerate progress.

### **Attendance 2024/25**

Whole School Attendance = **92.3%**

Disadvantaged attendance = **89.8%** (non-disadvantaged = **95.3%**)

Persistent Absentee Percentage – whole school = **23.7%**

Percentage of Persistent Absentees who are disadvantaged = **59%**

## **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.*

<b>Programme</b>	<b>Provider</b>
Shining Light 2025-26	Bouncing Statistics (Summer 2025 only)
Family Support	Malachi Trust

## **Service pupil premium funding (optional)**

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

## 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.*