

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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, Coldwaltham
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	6.25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lizzie Martin EHT
Pupil premium lead	Natalie Douse
Governor / Trustee lead	Ray Jackson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,380
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,233

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium was introduced to help schools to address the significant tail of underachievement in education in England. Our aim is to raise achievement for every child, whilst narrowing attainment gaps as far as we can between funded pupils and others. The targeted and strategic use of Pupil Premium will support our school in achieving this vision.

We recognise that not all children who have barriers to learning are eligible for the pupil premium. We also know that higher-attaining eligible pupils can be equally vulnerable to under-achievement by the time they take their GCSEs. We therefore believe it is right to deploy this funding in a way that benefits all children, as well as enabling those underachieving to catch up with their peers.

Our ultimate objectives for disadvantaged pupils are:

- That they achieve as well as their peers and the very best they are capable of;
- They have high aspirations for themselves and others;
- They have high expectations of themselves and others;
- They are well prepared for the next stage of their education in terms of basic knowledge and skills, and personal development;
- They have high levels of cultural, social and academic capital.

In order to ensure that the Pupil Premium is effective in helping us to achieve these objectives, we tailor plans carefully to individual children as well as groups and the whole school; we monitor the impact of any intervention or programme and amend as appropriate; we have a high focus on pupil voice and parental involvement so that engagement is high.

We have a named Pupil Premium champion who models good classroom practice and supports her peers in ensuring that class teaching is fully inclusive and aspirational, and liaises closely with the SLT and responsible governors.

## Challenges

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

Challenge number	Detail of challenge
1	Poor attendance
2	Additional needs – SEMH
3	Additional needs – Cognition and Learning
4	Limited life experience and/or aspirations
5	Disrupted home life and/or low home literacy

## 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 attendance for DP	<p>DP will have attendance in line with their non-DP peers</p> <p>School has a robust and effective attendance policy</p> <p>Attendance data, including persistent absence, is in line with or better than national.</p>
DP achieve in line with their non-DP peers with similar characteristics/starting points, including higher attaining DP	<p>The school has a DP champion in place (see SDP)</p> <p>There is an effective aspiration project in place which has a measurable impact on attainment</p> <p>PP funding is effectively deployed to meet the needs of groups/individuals, including higher attaining DP as well as those with additional needs</p> <p>Quality first teaching continues to improve so that it is inclusive and effective for all children.</p>
DP are well-prepared for secondary education	<p>DP are able to access the full curriculum and leave the school with a full suitcase (see curriculum pages)</p> <p>DP achieve high levels of personal development and engage fully with their own learning</p>

## 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: £2,270.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ASCT training	EEF	2 and 3

ELSA training	EEF	5
Zones of Regulation resources and staff training	EEF	2, 5
TA training	EEF	2, 3

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

Budgeted cost: £2,590.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted classroom support for groups and individuals	EEF and other research into effective practice for TAs	2, 3
Group and individual interventions	EEF – time-bonded interventions with clear outcomes and well trained staff	2, 3

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

Budgeted cost: £3,390.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspiration project	Prior experience. EEF (caveats have been taken into account and addressed)	1, 4, 5
EBSA training	EEF and DfE research on impact of poor attendance	1, 4, 5
Attendance officer	EEF and DfE research into links between attendance and achievement.	1,
Supporting educational extra-curricular activities	EEF and other research showing the importance of social and cultural capital as well as academic attainment.	4, 5

**Total budgeted cost: £8,250.00**

## 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 2020 to 2021 academic year.

In 2020 – 2021, Pupil Premium funding was targeted towards meeting identified needs and challenges including: attendance; additional needs (SEND); lower aspirations leading to reduced engagement with education; and some difficult family circumstances. This was set out in our Strategy document, available on our website.

Outcomes were mixed due to the continuing impact of Covid-19 and the sudden return to lockdown in January 2021.

Funding allocated for educational visits and play therapy was not spent, as neither was able to go ahead.

A higher focus on attendance, including an attendance officer, reduced unauthorised absence significantly (although this is difficult to quantify, it was clear that parents and carers were much more aware of the importance of daily attendance) and reduced requests for authorised absence. This work needs to continue.

Staff training was effective in promoting further our inclusive ethos and effective support of personal development.

The remainder of the staffing and contingency budget was used on additional staff/additional hours for existing staff, in order to meet pupils' needs and ensure the safety and wellbeing of others.

### Externally provided programmes

Programme	Provider
Abacus Maths (purchased as a whole-school programme, not through PP)	Pearson

## Further information (optional)

Our pupil premium champion works closely with SLT to ensure that DP have a high profile in all school activities, strategies and decision-making. Our tracking system ensures that both attainment and progress are carefully monitored and that any interventions are timely and appropriate.

Parallel tracking is designed to ensure that gaps are narrowed or closed between DP and their similar peers through prompt identification and early intervention – this is a focus of pupil progress meetings.

Our aspiration projects designed to ensure that all DP have a clear goal that they are working towards. They can then see how their current performance and achievement will help them to achieve their goals. They will also have “World of Work” opportunities which will help them to clarify their goals.