

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	78
Proportion (%) of pupil premium eligible pupils	7.59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lizzie Martin EHT
Pupil premium lead	Lucy Brownbill
Governor / Trustee lead	Ray Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,464
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,017

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 who need it, 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 and funding is deployed in the most effective way possible.

We have a high focus on quality first teaching, modelling good classroom practice and challenging and supporting teachers to ensure that class teaching is fully inclusive and aspirational. Eligible pupils are a key focus in pupil progress discussions and their attainment is tracked and monitored by 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	Additional and/or special educational needs
2	Limited life experience and/or aspirations
3	Low levels of literacy at home
4	Disrupted home life and/or additional responsibilities

5	Poor attendance
6	At risk of under-achievement

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 eligible pupils	<p>Eligible pupils will have attendance in line with their non-eligible 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>
Eligible pupils achieve in line with their non-eligible peers with similar characteristics/starting points, including higher attaining eligible pupils	<p>PP funding is effectively deployed to meet the needs of groups/individuals, including higher attaining eligible pupils 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>
Eligible pupils are well-prepared for secondary education	<p>Eligible pupils are able to access the full curriculum and leave the school with a full suitcase (see curriculum pages for definitions)</p> <p>Eligible pupils 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: £8,740.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD including visits to other settings	EEF	1, 6

Curriculum development/subject leadership training	EEF/LA advisers	All
Zones of Regulation resources and staff training	EEF	1, 2, 3, 6
TA training	EEF	1, 3, 6
Curricular resources (White Rose/Literacy Shed/	EEF	All
Technology for whole school/classes and individual children e.g. Widgit; visualisers	EEF/DfE/LA Advisers	1, 2, 3

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

Budgeted cost: £3,750.00

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	1, 3, 6
Group and individual interventions	EEF – time-bonded interventions with clear outcomes and well-trained staff	1, 3, 4

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

Budgeted cost: £4,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	EEF and other sources	2, 3, 5, 6
Homework Club	EEF and other sources	2, 3, 4, 5, 6
Attendance officer	EEF and DfE research into links between attendance and achievement.	2, 5, 6
Supporting educational extra-curricular activities and opportunities.	EEF and other research showing the importance of social and cultural capital as well as academic attainment.	4, 5

Total budgeted cost: £16,490.00

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 2021 to 2022 academic year.

In 2021 – 2022, 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 outbreak management measures and the frequent absences of staff and pupils due to the need for self-isolation or the illness itself.

Not all funding allocated for educational visits and play therapy was spent, as dynamic risk assessments due to outbreak management meant not all provision was able to go ahead.

A higher focus on attendance, including an attendance officer, reduced unauthorised absence significantly. It was clear that parents and carers were much more aware of the importance of daily attendance and there were reduced requests for authorised absence. This work needs to continue but in a more focused way, identifying key families and pupils.

Staff training was effective in promoting our inclusive ethos, practice of quality first teaching and effective support of personal development. The excellent support of personal development was recognised and praised in our Ofsted report.

The remainder of the staffing and contingency budget was used to release staff for relevant CPD in order to meet pupils' needs and support wellbeing of all.

Externally provided programmes

Programme	Provider
Abacus Maths/White Rose Maths/ Literacy Shed/ Key Stage History/ Rainbow Flag Award (purchased as a whole-school programme, with a contribution from PP)	Pearson/ White Rose/ Ed. Shed/ Key Stage History/ Allsorts

Further information (optional)

Our SLT ensures that eligible pupils 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 will have a higher profile and will be 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 next step is to focus on raising enthusiasm and enjoyment of learning of all pupils, valuing inclusivity and diversity. Through improved quality first teaching and widening of cultural experiences, we aim to inspire all pupils to embrace wide reaching aspirations and have understanding of how to begin working towards these.