

# Pupil premium strategy statement for St. James' CE Primary School, Coldwaltham.

This statement details our school's use of pupil premium (and recovery premium) funding, for the 2024 to 2025 academic year, 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 last academic year.

## School overview

Detail	Data
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	11.76%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Lizzie Martin EHT
Pupil premium lead	Jo Eyre
Governor / Trustee lead	Richard Charman (Chair) Mel Edge (Safeguarding)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,724.58
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,000.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£4,736.48
<b>Total budget for this academic year</b>	<b>£17,461.06</b>

## 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	Limited life experience and/or aspirations
2	Being at risk of under achieving.
3	Disrupted home life and/or additional responsibilities.
4	Additional and/or Special Educational Needs.
5	Lack of engagement with school from parents/carers.
6	Poor attendance.

## 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 backpack (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: £8,806.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD including visits to other settings and peer teaching support.	EEF/LA Advisers	1, 2, 4, 5
Training for TAs.	EEF	1, 2, 4,
Curricular resources (White Rose/ RWInc. Phonics/Literacy Shed/Get Set 4 P.E.)/Sing up/Charanga/WSCC Music provision	EEF/OFSTED report	All
Technology to support Quality First Teaching e.g. Widgit; home school communications./mirror sharing on iPads	EEF/DfE/LA Advisers	1, 2, 4, 5,
INSIGHT – assessment system to enable more specific tracking of groups	EEF	2, 4, 6

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

Budgeted cost: £6,283.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted classroom support for groups and individuals/ The Den – safe space for dysregulated children	EEF and other research into effective practice for TAs	1, 2, 3, 4
Group and individual interventions/ELSA/Drawng and Talking/SALT	EEF – time-bonded interventions with clear outcomes and well-trained staff	1, 2, 3, 4

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

Budgeted cost: £2,371.56

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Breakfast Club	EEF and other sources	1, 3, 5, 6
Attendance officer	EEF and DfE research into links between attendance and achievement.	1, 2, 3, 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.	1, 3, 5

**Total budgeted cost: £17,461.06**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2023 – 2024, Pupil Premium funding was targeted towards meeting identified needs and challenges including: staff CPD; curriculum schemes and resources to raise attainment; 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 some long-term staff illness impacting provision that could be put in place. The INSIGHT tracking system has enabled clearer identification of good progress and has ensured gaps are addressed more swiftly. It is also providing clearer data regarding attendance and when thresholds have been met.

Use of curriculum schemes and training for Subject Leaders has led to improved curriculum coherence and progression. This is beginning to be seen in pupils knowing more and recalling more knowledge.

A continued focus on attendance, including an attendance officer, has maintained the reduction in unauthorised absence but this work needs to continue in a focused way to support key families and pupils who are struggling with getting their children to school regularly.

Continued staff training on successful flexible adaptations and the continuation of our Quality First Teaching process has enabled a more effective inclusive ethos in classroom learning. A continued focus on use of the Zones of Regulation is maintaining a positive impact on the emotional literacy of all pupils and the effective promotion of pupil's emotional wellbeing and personal development.

With 2023-2024 being the middle year of our current Pupil Premium strategy, we are on target to achieve our intended outcomes for improved attendance and eligible pupils being well prepared for the transition to secondary school. We are working well toward eligible pupils achieving in line with their non-eligible peers but recognise that eligible pupils being at risk of under achievement is still a high area of challenge in our school.

## 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
White Rose Maths/ RWInc. Phonics/ Literacy Shed/ Spelling Shed/Key Stage History/ Get Set for P.E./Hamilton Trust (Geography and Science)/INSIGHT/Maths Mastery Programmes	White Rose/ Ed. Shed/ Key Stage History/ Get Set for Education/Hamilton Trust/INSIGHT/Maths Hub