

Pupil premium strategy statement- St James CE Primary Academy

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
School name	St James CE Primary Academy
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25, 2025/26, 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	C. Dobson (Executive Principal)
Pupil premium lead	S. Hewkin (Head of School)
Governor / Trustee lead	J. White (LAC member)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,880
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8,880

Part A: Pupil premium strategy plan

Statement of intent

At St James Primary Academy we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve their full potential. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- To provide small group work with a teacher/TA focussed on overcoming gaps in learning.
- Offer financial assistance towards activities, educational visits and residential stays. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Provide all teachers with high quality CPD to ensure that pupils access effective, Quality, teaching.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Very small number of pupils eligible for PP, therefore, low budget available.
2	The percentage of PP pupils working at greater depth is lower than national figures in reading, writing and maths.
3	Pupils eligible for PP may have limited opportunity for enrichment activities outside the school environment. This impacts on their life experiences and their ability to relate to first hand experiences when accessing the national curriculum.

4	Due to low budget targeted CPD resources are limited for staff
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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
Target pupils eligible for PP to achieve greater depth in reading, writing and maths at the end of their specific year groups	PP pupils will make good progress and aim to achieve greater depth
The attainment gap between PP and non-PP pupils in writing to be reduced. (Data measures)	Data shows reduction in attainment gap.
PP pupils will have access to a range of additional opportunities to broaden their horizons and engage with new experiences.	PP pupils will have acquired a greater depth bank of experiences and will be able to explain how this has helped them in their work.
Staff to participate in regular CPD to ensure focused teaching is effective and high quality.	PP pupils will make good progress and where possible achieve greater depth.

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: £ 4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to undertake regular focused CPD in order to maintain high quality intervention teaching.	Pupils make better progress when engaged and motivated. In order to achieve this staff need to provide high quality, effective and focused teaching	4
Continue to supplement validated phonics scheme (ELS) with phonic decodable texts. CPD staff training to run alongside Essential Letters and Sounds- staff to have ongoing access to quality CPD.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4, 5

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

Budgeted cost: £ 1,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for PP pupils in small tuition groups.	Small group tuition is proven to have a significant impact on the engagement and achievement of pupils. It will provide focused support for those who have the potential to achieve 'expected standards' who may struggle without help.	2

For the attainment gap between PP and non PP pupils in writing to be reduced. (Data measured)	Some of the students need targeted support to catch up. Use of programs have been independently evaluated and shown to be effective in other schools.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils will have access to a range of additional opportunities to broaden their horizons and engage with new experiences.	We feel it is imperative that all pupils feel part of the school community and have equal access to extracurricular activities. By supporting the funding of these activities and providing uniform when required, our pupils benefit greatly in terms of self –esteem.	3

Total budgeted cost: £8,880

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to small number of children in each year group and risk of children being identified, comparison data will not be published. This data can be requested from school if required.

EYFS (11 pupils)

GLD 82 % (9/11 pupils)

Year 1 Phonics (16 pupils)

94% pass (15/16)

Year 2 phonics (2 pupils)

100% pass (2/2) 100% (13/13 in total over Year 1 and 2)

Year 4 Multiplication Tables Check (16 pupils)

Full marks (25/25) – 8 children: 50%

Over 20 marks- 13 children: 81%

Average score achieved: 22.6

End of KS2 data-

Year 6 (10 pupils)

Number of pupils:	At Expected Standard or above Expected Standard	Above Expected Standard	Comments PP / SEN % Expected+
READING	80% (8/10) National 74%	30% (3/10)	PP 100% Expected+ SEN 100% Expected+
WRITING	90% (9/10) National 72%	20% (2/10)	PP 100% Expected+ SEN 50% Expected+
EGPS	90% (9/10) National 72%	20% (2/10)	PP 100% Expected+ SEN 50% Expected+
MATHS	90% (9/10) National 73%	10% (1/10)	PP 100% Expected+ SEN 50% Expected+

COMBINED RWM	80% (8/10) National 61%	0%	PP 100% Expected+ SEN 50% Expected+
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Externally provided programmes

Programme	Provider
X Tables Rockstars	Maths Circle
White Rose Maths	White Rose Maths
Developing Experts	Developing Experts
Accelerated Reader	Renaissance
Essential Letters and Sounds	OUP