

## Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year. This funding helps 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 the Great Academy
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Tamasin Springett, Principal
Pupil premium lead	Becky Fannon, SENDCo Pupil Premium Lead
Governor / Trustee lead	David Atter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,025

# Part A: Pupil premium strategy plan

## Statement of intent

At St James the Great Academy our intention is to support all pupils to access our broad and balanced curriculum irrespective of their background or challenges they may face. Our aim is for all pupils to make good/accelerated progress in all aspects of the curriculum. The focus of our pupil premium strategy is to achieve the goal of every child reaching their full potential.

The support outlined in this statement is intended to support the needs faced by vulnerable pupils, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The school aims to address these matters and close the attainment gaps between disadvantaged pupils and their peers, by ensuring the effective implementation of the curriculum and through the provision of targeted intervention.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The school aims to promote positive levels of pupil wellbeing and self-esteem. We will provide a series of interventions and programmes to support these objectives.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

The key principles are:

1. Act early to intervene
2. To ensure disadvantaged pupils are challenged
3. To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1 Phonics	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.
2 Reading	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3 Oral language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is evident through speech and language assessment and referrals.
4 Wellbeing	Our assessments and observations through wellbeing surveys and STEER indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5 Persistent Absences	Our attendance data over the last years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

## 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 oral language skills and vocabulary among disadvantaged pupils.	For children to make accelerated progress in oral language skills and vocabulary to therefore be in line with their peers. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of

	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 87% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by last year results:</p> <ul style="list-style-type: none"> <li>• The percentage of priority pupils has been reduced</li> <li>• The percentages of polar biases both in and out of school are much lower than in the previous assessment</li> <li>• The School Impact is an incredible +2.7, evidencing the protective factor your school environment provides for your pupils</li> </ul> <p>Pupil premium pupils will still have access to:</p> <ul style="list-style-type: none"> <li>• family and child support worker</li> <li>• tier 2 counsellor</li> <li>• a significant increase in participation in enrichment activities, among disadvantaged pupils</li> </ul>
To improve attendance for all pupils, particularly our disadvantaged pupils.	<p>To increase attendance to 97% and reduce the number of persistent absentees so that it is below the national average.</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below the national average.</li> </ul>

## 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: £35,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a phonics programme – Read Write Inc to secure stronger phonics teaching for all pupil premium pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

<p>Provide appropriate CPD for staff in Maths, English and Phonics to ensure the highest quality of education is being delivered and supports quality first teaching.</p>	<p>High quality staff CPD is essential to ensure quality first teaching is of a high standard and that approaches across the school are consistent.</p> <p><a href="#">High-quality teaching - maximising learning - EEF</a></p>	<p>1,2,3</p>
<p>Develop newly appointed subject leaders in all curriculum areas, to ensure the effective leadership and implementation of the newly designed whole school curriculum.</p> <p>We will fund teacher release time to fully embed and implement a broad and balance curriculum.</p>	<p>School leaders' monitoring of curriculum effectiveness and pupil progress indicates that a consistently high standard to T&amp;L is evident, which is reflected by pupils' outcomes and feedback.</p> <p>The developing subject leaders' confidence and knowledge of the impact of T&amp;L in their subject, will support staff and improve the overall curriculum provision within the school and community.</p> <p><a href="#">Effective leadership - Teacher Implementation - Professional development - EEF</a></p>	<p>1, 2, 3</p>
<p>Increased testing in nursery and reception. For all pupils in nursery to do early year speech screen. For all reception pupils to do speech and language assessment for early identification of any difficulties and for any early referrals to be carried out.</p>	<p>SENDco and Inclusion manager monitor the outcome of these assessments. Put interventions in termly and then reassess. Referrals are made if necessary.</p> <p><a href="#">Early Language Development: Needs, provision, and intervention for EYFS children from socio-economically disadvantaged backgrounds - EEF</a></p>	<p>3</p>

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

Budgeted cost: £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition enables the teaching to focus exclusively on a small number of learners.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>
<p>Additional phonics sessions targeted at</p>	<p>Phonics approaches have a strong evidence base indicating a positive</p>	<p>1</p>

disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £32,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance officer will carry out any first day absence calls. Input data and investigate reasons pupils are missing school. Maintain accurate attendance records.</p> <p><a href="#">Improving School Attendance</a></p>	5
Whole staff training on behaviour management and	Both targeted interventions and universal approaches can have positive overall effects:	4

<p>anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and Emotional Learning - EEF</a></p>	<p>4</p>
<p>Child and family support leader – outcome all PP families can access support and be signposted to further support. All children are able to access wellbeing support.</p>	<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p><a href="#">Social and emotional learning - teaching and learning toolkit - EEF</a></p>	<p>4,5</p>
<p>Subsidising educational visits (Learning) all children are able to participate fully in educational visits</p>	<p>It has shown to help develop students' self-esteem, self-confidence and self-belief. It gives young people the chance to experience cultures, respect differences, and develop new friendships with their peers and broadens their horizons and knowledge.</p> <p><a href="#">Extra-curricular activities, including sports, outdoor activities, arts, culture and trips - EEF</a></p>	<p>4</p>
<p>Extra support staff to engage children in lunchtime activities and games.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Guidance has shown that by engaging children in structured games and play in reduces negative behaviour in the</p>	<p>4</p>

	<p>outside area at break time and lunchtime.</p> <p><a href="#">Education-evidence/guidance-reports/behaviour - EEF</a></p>	
<p>Inclusion manager To help support those children who are on the SEND register who also are on the PP register</p>	<p>Strategic role in the management and co-ordination appropriate provision for children with special needs and pupil premium and liaising with colleagues, parents/carers and outside agencies.</p> <p><a href="#">Education-evidence/guidance-reports/send - EEF</a></p>	1,2,3,4
<p>Breakfast club School will provide subsidised places at breakfast and after school clubs where a need has been identified to support attendance and well-being.</p>	<p>Pressures on family finances together with family circumstances have meant that the school has needed to support more.</p> <p>This has included supporting families getting food parcels and help filling out forms to access financial support.</p> <p><a href="#">Before-school breakfast club - to improve attainment outcomes - EEF</a></p>	4,5
<p>Enrichment club</p>	<p>As a result of missed education we want all children to have a wide variety of opportunities inside and out the classroom</p> <p><a href="#">Life skills and enrichment - EEF</a></p>	4,5
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>Subsidised school uniform purchase for identified children.</p>	<p>A number of families are not able to afford the cost of a school uniform. This is something that we believe to be crucial to develop a sense of pride, belonging and buy-in to the school core values.</p>	All
<p>The safeguarding team will have regular contact with disadvantaged</p>	<p>The analysis of attendance shows disadvantaged children's attendance is lower than the whole schools.</p>	All

<p>children and their families to ensure attendance improves over time.</p> <p>A member of SLT will complete the Senior Mental Health Lead training</p>	<p>A member of SLT will be trained and will disseminate all relevant information.</p>	
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**Total budgeted cost: £117,025**

**Extra resources for PP children with additional needs**

## 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.

As a school our assessments during 2021/2022 suggest that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. However, due to a programme of planned intervention the gap is closing. Impact scrutiny of a well-planned and robust system of interventions demonstrates that gaps in pupil learning, caused by Covid-19 related school closures or by being otherwise disadvantaged, are closing.

A broad and inclusive curriculum is in place, which demonstrates the strong value placed in all subjects. The school follows a consistent approach to the teaching of core subjects, including RWI and the mastery flow and White Rose schemes of work in maths.

Where children do not make progress within a set period the school makes referrals and works closely with a range of outside agencies. The school follows their advice and implements suggested interventions. Where needed, bespoke, individualised provisions are put into place to support vulnerable pupils to make progress.

Staff have mechanisms by which the school curriculum demonstrates and can assess pupil wellbeing. The systems awareness of the need to promote positive mental and processes are in place to identify health and wellbeing and the school is safe and support children who need help inclusive space.

Our assessment and observations indicated that pupils' behaviour, wellbeing and mental health were significantly impacted primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We have a wide range of SEMH programmes and interventions are in place for identified children across the school. The STEER data last year showed a real improvement with overall positive relationships. The School Impact is an incredible +2.7, evidencing the protective factor your school environment provides for your pupils

The school has developed capacity to support children with SEMH needs, including appointment family and children support worker, Mental Lead and First Aiders. Subsidised uniform and breakfast club supports disadvantaged families.

Although overall attendance in 2021/22 was lower than in the preceding year, it was in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

## 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.*

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.