

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 Academy
Number of pupils in school	213 (including Nursery)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 to 2024 - 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amanda Devaney Executive Principal
Pupil premium lead	Julia Strickland Head of School
Governor / Trustee lead	Patricia O'Brien Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73 975
Recovery premium funding allocation this academic year	£8120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82 095
---	---------

Part A: Pupil premium strategy plan

Statement of intent

St James' CE Academy is a one form entry school in an area of high deprivation. Reception AOE is well below ARE, high FSM (26%) above national average (17%) but falling year on year, reflecting availability of more low paid jobs in the local area. However, 66% of households are categorised within 10% of the most deprived nationally, compared to 53% in 2014 – 15 (This has increased year on year since 2015). The school itself is considered to be located in a quarter of the most deprived areas in the country (Hull CC - SASS Pack). EAL is well below national. The predominant needs in the school are speech and language and communication, social, emotional and mental health needs with 26% categorised as needing SEN support with 5% of the school population having an EHC Plan. Attendance is above national average.

Reacting to the socio-economic needs of the local area and the challenges this creates for the pupils at the school, the key principles of our strategy plan follow our vision that all pupils have the confidence to succeed and realise their full potential in all aspects of their lives.

Our intention is that all pupils ...

- Attain in line at least with national expectations
- Develop into well rounded individuals
- Have access to high quality teaching and learning
- Experience a broad and balanced curriculum including enrichment activities by visitors and visits

The focus of our pupil premium strategy is to support ...

- Staffing and training to deliver a high-quality curriculum
- Support enrichment activities - visits and visitors
- Provide emotional wellbeing support for vulnerable pupils
- Social development

Our strategy is also integral to our wider school plans for education recovery, using outside agencies to enhance the tiers of support in school. A key part of this plan is to deliver targeted academic sessions through Academic Mentoring to support pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure we are effective we will:

- Adopt a whole school approach in which all staff understand their accountability for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Closely monitor the implementation of the strategy plan and be able to react early to intervene at the point that need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and gaps in vocabulary and their understanding of new vocabulary among many pupils, including disadvantaged pupils. These are evident from Reception through to KS2.
2	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 and enjoyment of reading.
3	Internal and external (where available) assessments indicate that maths progress and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, however, this is also a focus for all cohorts.
4	<ol style="list-style-type: none"> 1. Our assessments and observations 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. 2. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, across a range of curriculum subjects.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<ol style="list-style-type: none"> 3. Our attendance data shows that attendance across the school is in line with the national average however it is lower amongst our disadvantaged pupils. <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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	Assessment and observations indicate significantly improved oral language among all pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutinies and ongoing formative assessment.
Improved phonic and reading skills among disadvantaged pupils	Phonic screening checks and end of key stage assessments show an increasing trend of disadvantaged pupils meeting the expected standard.
Maths progress and attainment improved	Assessments and end of key stage outcomes show an increasing trend of disadvantaged pupils meeting the expected standard.
Attainment gap is closed for all groups of pupils	Assessments and end of key stage outcomes show an increasing trend of disadvantaged pupils meeting the expected standard.

<p>Social and emotional wellbeing needs are being addressed</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Data from pupil voice, pupil and parent questionnaires and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Children are attending well</p>	<p>Sustained high attendance demonstrated by</p> <ul style="list-style-type: none"> • increased attendance for all pupils and a reduction in the gap between the attendance % of disadvantaged pupils and non-disadvantaged pupils • reduction in persistent absences for all pupils and in the gap between persistent absence attendance % of disadvantaged pupils and non-disadvantaged pupils

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: £ 34 941

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Read Write Inc. programme to secure phonics teaching for all pupils.</p> <p>Training for staff to ensure programme is delivered correctly</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Training provided for EYFS practitioners to ensure skilled staff employed who understand and deliver the new EYFS framework with a focus on the quality of social and emotional learning</p>	<p>There is evidence that supports the link between childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>2, 3, 4</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to enable training the maths lead and coaching for all staff to create maths planning that addresses gaps in maths learning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>White Rose Maths Impact https://masterthecurriculum.co.uk/blog/choosing-white-rose-maths-resources/</p>	<p>3</p>
---	--	----------

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

Budgeted cost: £ 35 515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ an Academic Mentor through the National Tutoring Programme to provide a blend of in class and small group mentoring for pupils whose education has been most impacted by the pandemic.</p>	<p>4. Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>5.</p> <p>6. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>3</p>
<p>7. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive 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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging the services of a professional Speech & Language therapist to improve listening, narrative and vocabulary skills for pupils who have low spoken language skills.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>Develop a skilled Speech & Language practitioner to reinforce the programme developed by the professional therapist</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Targeted intervention delivered as regular sessions over a fixed term period.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Making Best Use of TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
--	--	--

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

Budgeted cost: £ 11 639

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning.</p> <p>SEL approached will be embedded through sessions with a highly skilled Emotional Wellbeing Worker who also supports teachers with classroom practice.</p>	<p>8. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example improved academic performance, attitudes, behaviour and relationship with peers.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4, 5
<p>Purchase of quality PSHE resources for delivery in all classes.</p> <p>Training for staff to ensure consistent approaches to the delivery of PSHE lessons.</p>	<p>9. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example improved academic performance, attitudes, behaviour and relationship with peers.</p> <p>10. 11. https://pshe-association.org.uk/news/pshe-association-welcomes-report-positive-academic</p> <p>http://downloads2.dodsmonitoring.com/downloads/Misc_Files/Careersreview.pdf</p>	4, 5

<p>12. Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.</p>	<p>14. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance</p>	<p>6</p>
<p>13. This will involve training and release time for staff to develop and implement new procedures and employing services of Education Welfare Officers to improve attendance, as well as high profile attendance displays, certificates, prizes and assemblies</p>		

Total budgeted cost: £ 82 095

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.

Pupil Premium Strategy Outcomes

15. EYFS - % Achieving Good Level of Development

17.		All	PP
19.		63%	50%

20. Y1 Phonics Screening - % Achieving Expected level

23.		April 2021		May 2021		June 2021	
29.		All	PP	All	PP	All	PP
35.		21%	38%	45%	38%	71%	63%

36. Y2 - Age Related Expectations (ARE) and Greater Depth Standard (GD)

41.		Subject	Reading		Writing		Maths RWM			
50.		Cohort	All	PP	All	PP	All	PP	All	PP
59.		ARE	59%	30%	66%	50%	69%	60%	55%	30%
68.		GD	21%	0%	7%	0%	0%	0%	0%	0%

69.

70.

71.

72.

73. Y6 SATs – May 2021

79.		Reading	GPS	Writing – Teacher Assessment				Maths RWM				
89.		All	PP	All	PP	All	PP	All	PP	All	PP	
100.		ARE	84%	82%	84%	73%	72%	73%	80%	73%	68%	64%
111.		GD	24%	9%	24%	27%	28%	27%	16%	9%	12%	9%

112. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was below that of their non-disadvantaged peers in most areas of the curriculum.

113. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Purple Mash, Get Epic and EDDI

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Academic Mentor	National Tutoring Programme