

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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, East Hanney
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	22% (45 children)
Academic year/years that our current pupil premium strategy plan covers	2022/2023, 2023/24, 2024/5
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Lucy Ottaway
Pupil premium lead	Lucy Ottaway
Governor / Trustee lead	Alan McPherson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,680
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	£51,680

Part A: Pupil premium strategy plan

Statement of intent

At St James our intention is that all pupils, irrespective of their background or the challenges they face, can achieve and flourish in our school. For this reason, many of our strategies form part of our universal offer with targeted enhanced support for children who need it.

Academically we recognise that progress is for all pupils but that it will look different for some. Some pupils will need additional support to make the progress of which they are capable. Accurate assessment will ensure that our expectations are always aspirational while remaining realistic.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We intend to increase the cultural capital of all pupils in our care by offering a broad and balanced curriculum alongside extracurricular activities trips and visits, ensuring that family circumstances are not a barrier to participation.

We recognise that many children, in particular disadvantaged pupils, young carers, children with SEND and children we care for, face social and emotional barriers to learning and we aim to provide a nurturing environment in which all children feel heard. Positive strong relationships between adults and pupils are a priority and creating a sense of belonging is embodied through our school vision and culture. Whole school systems support the early identification of emotional and mental health needs so that appropriate support can be put in place.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language and Communication Needs are the most common special needs in primary schools (2021-2). https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england</p> <p>Our data shows that an increasing number of our children arrive needing SALT intervention. In our EYFS/KS1 approximately 20% of our children have been identified as having language skills significantly below age-appropriate levels. Research shows that reading success is dependent on a child's oral language skills (Snowing, 2013) and that children with poor language skills at age 5 are 6 times less likely to do well at English and 11 times less likely to do well at maths aged 11.</p> <p>This trend continues into adulthood. Children with poor vocabulary aged 5 are twice as likely to be unemployed in their 30s and one and a half times more likely to suffer mental health problems as adults. (Talking About A Generation, 2017)</p>
2	<p>Assessments indicate that over 50% of children in years 1-6 eligible for the Pupil Premium Grant have low academic attainment in at least one key area (reading, writing and maths). Over 25% have low academic attainment in all key areas.</p> <p>42% of children who are eligible for PP are also on the SEND register and require targeted support to meet their additional needs.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly around anxiety, emotional regulation and well-being. Currently approximately 50% of pupils on the SEND register have an identified SEMH need; however there are many more children for whom early intervention is advisable.</p> <p>There is an ever-growing number of children on lengthy waiting lists for external support, in particular CAMHS, and many school referrals for help no longer meet the criteria for support from other agencies. Disadvantaged pupils, including those with SEND and young carers, are disproportionately affected by this lack of support.</p>
4	<p>The restricted opportunities for residential visits and enrichment activities available in school and for families since March 2020 have disproportionately affected our disadvantaged pupils. The impact of wider cultural experiences and knowledge has an observable effect on classroom learning and the development of life skills.</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 attainment among disadvantaged pupils.	Assessments and observations will indicate significantly improved attainment among disadvantage pupils who are not on the SEND register. All children will have made good or accelerated progress compared with their previous progress.
Good progress for disadvantaged pupils on the SEN register.	By summer 2025, assessments and observations will indicate that all disadvantaged pupils on the SEN register are making progress against their outcomes on their Individual Support Plan (ISP).
Improved engagement with learning.	Fewer behavioural incidents logged on CPOMS. Pupil, parent and teacher voice identify an inclusive environment in which needs are met allowing pupils to access and engage with learning. Attendance monitoring indicates that any concerns are identified and actions lead to rapid improvement.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by summer 2025 are demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.

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: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised CPD for staff	Subscription to National College	1, 2, 3
Universal Offer CPD	EEF – 5 a day – SEND Teaching WalkThrus The Education Endowment Foundation is a resource for educators established in 2011 to improve the educational attainment of the poorest pupils in English schools. It aims to support teachers and senior leaders by providing evidence-based resources designed to improve practice and boost learning. The Teaching Walkthrus is a selection of evidence-based strategies rooted in a deep understanding of how learning works. These two resources work together in partnership, ensuring the Universal Offer is accessed by all, with the First 20% being the first consideration.	1, 2

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

Budgeted cost: £24,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide small group and one- to- one 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. This will be delivered by our external tutor.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Provision of an online phonics programme targeted at those children who require extra support in phonics.</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 of up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>

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

Budgeted cost: £26,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce Zones of Regulation school-wide with information and support for parents.</p> <p>LSA team to offer small groups and 1:1 sessions for targeted groups of children.</p>	<p>Research shows that explicitly teaching social and emotional skills in school improves both academic and life outcomes for children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>All children can benefit from discussion and understanding of healthy emotional states, learning to recognise triggers and regulate their emotions. Zones offers a framework for this as well as providing a common language for talking about emotions. It underpins St James' new behaviour system by supporting both adults and children to look for the causes of unexpected behaviour and giving children the tools to understand their triggers and make different choices.</p>	1, 2, 3
<p>Provide individual play therapy for children who require support with their mental health, with a particular focus on disadvantaged children. This will be delivered by our external play therapist.</p>	<p>Play therapy is an empirically supported therapy with positive outcomes for the children involved. https://journals.sagepub.com/doi/abs/10.1177/1049731519854157</p>	3
<p>Nurture interventions for Mental Health and Well-being</p> <p>Training in Drawing and Talking</p>	<p>There is a growing body of evidence to show that early school-based interventions can support children's mental health (eg Paulus et al., 2017) Such interventions should be created to be delivered by appropriately trained school staff who recognise the scope and limitations of their training and expertise.</p> <p>Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions</p>	1, 2, 3
<p>Investment in Home School</p>	<p>Working together with families has been shown to have a promising impact on the wellbeing, attendance, behaviour, sense of school belonging, intellectual</p>	1, 2, 3

Link Worker (2 days a week)	development and attainment of children across a range of social and economic backgrounds. This broad engagement should include parents and carers – building important links between home and school, empowering them to voice their ideas and opinions, and communicating effectively with them to promote their child’s learning and educational experience.	
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Contingency fund for acute issues.	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.	All
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Total budgeted cost: £ 51,680

Unbudgeted cost including contingency: £0

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 2022 to 2023 academic year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.