



## **St James and St John CE Primary School**

# **Pupil Premium Grant and School Led Tuition Premium Funding Statement and Strategy for the academic year 2023-24**

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### **Section 1 - Overview**

Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM (Free School Meals) and LAC (Looked After Children). A premium has also been introduced for children whose parents are currently serving in the armed forces. However, these measures of financial hardship are limiting and do not take into consideration families who have no recourse to public funds or narrowly fail to qualify for FSM eligibility.

The Pupil Premium is additional to main school funding and is used at St James and St John to address any underlying inequalities.

### **Section 2 – Overall objectives**

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standards of achievement for these pupils.
2. The school will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are promptly assessed

and addressed.

3. Pupil Premium funding will be allocated following a needs analysis. Our aim will be to ensure that all children receiving the Pupil Premium benefit from the use of additional funding during their time in the school.

### **Section 3 - Accountability**

The Headteacher and leadership team will regularly monitor, evaluate and review the strategies we have put into place for use of the Pupil Premium Grant and report to the governing body's Standards, Achievement and Welfare (SAW) committee on its progress and impact. The governing body will review and amend its policy on the Pupil Premium Grant as needed.

The strategy for Pupil Premium Grant 22-23 will be reviewed at the Standards, Achievement and Welfare Committee in the autumn term of the 23-24 academic year.

### **Section 4 - Pupil premium grant allocation for the 2023-24 academic year**

The school's pupil premium grant for 23-24 is based on the May 2023 census data collected from schools.

	May 2023
Total number of pupils on roll <i>(Reception to Year 6)</i>	165
Total number of pupils on roll eligible for pupil premium grant <i>(Reception to Year 6)</i>	46
Amount of pupil premium grant receive per pupil	£1,445
Total amount of pupil premium grant for the school in 23-24	£66,470
Total	£66,470

## **Section 5 - The main barriers to educational achievement faced by eligible pupils at the school**

St James and St John had identified the following as barriers for some of the pupils currently in receipt of the pupil premium.

- Access for disadvantaged pupils to enrichment and extra-curriculum, activities.
- Some PPG children also have identified Special Educational Needs.
- The school's assessment information from the last academic year, indicates that there is an attainment gap in reading for disadvantaged pupils in comparison to non-disadvantaged pupils.
- The school's assessment information from the last academic year, indicates that there is an attainment gap for PPG children in KS2 in comparison to KS1.
- Specific social and emotional needs which may be barriers to progress in learning.
- Attendance at school continues to be a barrier to a number disadvantaged children.

## **Section 6 – PPG strategy for 23-24 to include:**

- How the pupil premium allocation is to be spent to address barriers identified in section 5
- The reasons for the approaches adopted to addressing the barriers
- The impact measures the school will use to assess the success of the approaches adopted

The school's planned actions as part of the pupil premium strategy can be divided into three areas:

<b>A</b>	<b>B</b>	<b>C</b>
<b>STRENGTHENING QUALITY FIRST TEACHING OR WHOLE SCHOOL PRACTICES</b>	<b>TARGETED INTERVENTIONS</b>	<b>ENRICHMENT</b>
<p>What actions is the school planning to improve the quality of learning or school experience for all pupils that will have a particular impact on disadvantaged pupils?</p>	<p>What targeted interventions is the school planning that will have an impact on the progress and attainment of disadvantaged pupils?</p>	<p>What action is the school taking to ensure that there are no barriers for disadvantaged pupils to participate fully in school life?</p>

<b>Area for spending and cost</b>	<b>Reasons for approach</b>	<b>Impact measures</b>	<b>Review (including relevant data)</b>
Fund the costs of National College	<b>A</b> Access to	Staff surveys and appraisal	

<p>platform to support professional development for all staff including:</p> <ul style="list-style-type: none"> <li>- School based INSET</li> <li>- Use of part of LDBS SLA to bring in external consultant support</li> <li>- Participation in external training for safeguarding SEN.</li> </ul> <p>£1,000</p>	<p>professional development, training and information for all staff.</p>	<p>discussions identify impact of access to range of training opportunities through platform.</p>	
<p>Fund the costs of Century platform to serve as a homework &amp; diagnostics tool to support teaching and learning and assessment.</p> <p>£2,000</p>	<p><b>A</b> Access to professional development, training and information for all staff.</p>	<p>Staff surveys and appraisal discussions identify impact of access to range of training opportunities through platform</p> <p>Progress and attainment of identified group of children.</p>	
<p>Cost of training to impact on high quality first teaching led by members of the SLT &amp; ELT</p> <p>£5,500</p>	<p><b>A</b> Ensure that quality first teaching continues to improve so there is a clear impact on the progress of PPG children.</p>	<p>Quality of teaching and learning - school self-evaluation information.</p> <p>Staff surveys and appraisal discussions identify impact of access to range of training opportunities through platform.</p>	
<p>To support the cost of a part-time SENDCO to build capacity in the</p>	<p><b>A</b> 27% of the SEND register are also entitled</p>	<p>Progress and attainment of identified group of children.</p>	

<p>Leadership Team and ensure progress of disadvantaged children with additional needs.</p> <p>£12,475</p>	<p>to Pupil Premium</p> <p>6/9 children identified with high levels of need are entitled to Pupil Premium</p>	<p>Ensure provision is tailored to the needs of identified groups of children</p>	
<p>To meet the cost of a daily reading intervention for a group of selected pupils led by six Learning Support Assistants</p> <p>£10,752</p>	<p><b>B</b></p> <p>To support closing the gaps in reading for identified disadvantaged children in Years 1-4</p> <p>Capacity of support staff to support the closing of gaps for selected children</p> <p>Additional support for targeted children in KS1 &amp; KS2</p>	<p>Progress and attainment of identified group of children.</p> <p>Follow-up NFER assessments to monitor the closing of gaps in learning of children who receive the PPG.</p> <p>Termly pupil progress meetings.</p> <p>Regular half termly assessments identified in the school calendar.</p>	
<p>To meet the cost of a weekly intervention led by the Assistant Headteacher</p> <p>£ 3,834</p>	<p><b>B</b></p> <p>To support closing the gaps in learning of identified disadvantaged children in Years 6</p> <p>Capacity of Assistant Headteacher to support the closing of gaps for</p>	<p>Progress and attainment of identified group of children.</p> <p>Follow-up NFER assessments to monitor the closing of gaps in learning of children who receive the PPG.</p> <p>Termly pupil progress meetings.</p>	

	selected children	Regular half termly assessments identified in the school calendar.	
<p>To meet the cost of a daily intervention in English led by a teaching assistant in year 3</p> <p>£ 3,674</p>	<p><b>B</b> To close the gaps of learning for identified children in Year 3</p> <p>Capacity of teaching assistant to support The closing of gaps for selected children in Year 3</p>	<p>Progress and attainment of selected children within Year 3.</p> <p>Termly pupil progress meetings.</p> <p>Regular half termly assessments identified in the school calendar.</p> <p>Follow-up NFER assessments to monitor the closing of gaps in learning of children who receive the PPG.</p>	
<p>To meet the cost of a daily intervention in English led by a teaching assistant in year 4</p> <p>£ 3,674</p>	<p><b>B</b> To close the gaps of learning for identified children in Year 4</p> <p>Capacity of teaching assistant to support The closing of gaps for selected children in Year 4.</p>	<p>Progress and attainment of selected children within Year 4.</p> <p>Termly pupil progress meetings.</p> <p>Regular half termly assessments identified in the school calendar.</p> <p>Follow-up NFER assessments to monitor the closing of gaps in</p>	

		learning of children who receive the PPG.	
<p>To meet the cost of a maths intervention in year 5 led by a teaching assistant</p> <p>£ 2,335</p>	<p><b>B</b> To close the gaps of learning for identified children in Year 5</p> <p>Capacity of teaching assistant to support The closing of gaps for selected children in Year 5.</p>	<p>Progress and attainment of selected children within Year 5.</p> <p>Termly pupil progress meetings.</p> <p>Regular half termly assessments identified in the school calendar.</p> <p>Follow-up NFER assessments to monitor the closing of gaps in learning of children who receive the PPG.</p>	
<p>To meet the cost of a weekly Mental health and wellbeing program for a group of identified students led by a qualified teaching assistant</p> <p>£ 3,674</p>	<p><b>B</b> High level of MHWB needs following the pandemic</p> <p>Children referred by class teachers.</p>	<p>Pre and post intervention pupil questionnaires.</p>	
<p>To meet the cost of additional teaching assistant time in year 4</p> <p>£5,790</p>	<p><b>B</b> To provide support for disadvantaged children working below or well below age related</p>	<p>Progress of targeted children in termly progress data.</p> <p>Provision maps identify range of</p>	

	<p>expectations.</p> <p>Additional support for targeted children in class.</p>	<p>targeted interventions and school assessment information shows impact from planned interventions.</p>	
<p>To meet the cost of a daily Mental health and wellbeing program for a group of identified students across KS1/2 led by a teaching assistant</p> <p>£ 2,236</p>	<p><b>B</b></p> <p>High level of MHWB needs following the pandemic</p> <p>Children referred by class teachers due to issues picked up on in class.</p>	<p>Pre and post intervention pupil questionnaires.</p> <p>Pupil voice</p>	
<p>To provide a subsidy to enable the participation of targeted disadvantaged children across the school in extracurricular activities, school trips and residential trips for KS2 children.</p> <p>£5,750</p>	<p><b>C</b></p> <p>To ensure there are no barriers to participation for disadvantaged children in a range of after school and extracurricular activities.</p>	<p>Number of PPG children attending extracurricular activities.</p> <p>Number of PPG children attending school residential visits.</p> <p>Parent feedback</p>	
<p>To meet the cost of teaching assistant time to supporting with improving attendance,</p> <p>£ 2,592</p>	<p><b>C</b></p> <p>To ensure that the attendance of disadvantaged children is in line with or above the school average.</p>	<p>Reduction in the number of disadvantaged children with persistent absenteeism.</p> <p>Percentage of disadvantaged children receiving interventions.</p>	



		Pupil voice	
Provision of uniform for families in need  £1000.00	<b>C</b> To ensure there are no barriers to disadvantaged children attending school.	Improved rate of attendance for identified children. Parents are able to purchase adequate uniform.  Parent feedback.	

**Section 7 - Section Impact of previous spending in the academic year 2022-23**

<b>Planned action</b>	<b>Review</b>
Fund 50% of the costs of National College platform to support professional development for all staff	Met.  National College is an established school resource and is being used to support staff training and development.  Staff reported greater understanding around Safeguarding (platform was used to support several safeguarding INSETS).  All staff also completed training on questioning using the platform (this was supplemented by staff meetings). Observations and monitoring by subject leader's highlight questioning as a whole school strength.
Cost of training to impact on high quality first teaching	Met.  Training was led by several subject leaders (reading, writing, computing maths, history, art subject leads). Subject leads then supplemented this training with

	<p>planning looks/book looks/learning walks based on the focus of their training.</p> <p>Monitoring evidenced strong practice across all year groups and was able to evidence the impact of training sessions.</p>
<p>To meet the cost of a daily KS2 intervention group for pupils in the early stages of learning English run by a qualified teacher</p>	<p>Met.</p> <p>3 PPG children attended. All children were either in hotel accommodation or residing here under the Ukrainian scheme</p> <p>This daily session ran for a term. All children made expected or accelerated levels of progress and were able to join their respective classes by the end of the Autumn Term.</p>
<p>To meet the cost of a weekly intervention (2.5 hours) for a group of selected Year 6 students led by the Assistant Head Teacher</p>	<p>Met.</p> <p>Assistant Head Teacher worked with a group of PPG children of mixed abilities throughout the year to support their learning in maths, reading and writing.</p> <p>11/13 PPG children made accelerated or expected progress in maths. Of the two children who didn't make progress one child was a new arrival whose progress was greatly affected by significant behaviour issues. The other child had a history of persistent absenteeism and moved schools in the summer term.</p> <p>12/13 PPG children made accelerated or expected progress in reading and writing. The only child to not make expected or accelerated progress was a child with a history of persistent absenteeism who moved schools in the summer term.</p>
<p>To meet the cost of a daily intervention (45 minutes) in early reading in year 1</p>	<p>Met.</p> <p>Teaching Assistant trained in the teaching of early reading worked with a small</p>

	<p>cohort from the class chosen as being a combination of pupil premium and/or the working below age expected attainment level</p> <p>6/8 Year 1 PPG children met the expected standard in the Year 1 Screening Check. Both children who didn't meet the expected standard were 3 or less marks away from meeting the standard. They are both expected to meet the expected standard in May 2024.</p> <p>All PPG children in year 1 made expected or accelerated levels of progress in reading across the year.</p>
<p>To meet the cost of a daily Mental health and wellbeing program (30 minutes) for a group of identified students across KS1/2 led by a teaching assistant</p>	<p>Met.</p> <p>Drawing and Talking sessions were led by a trained teaching assistant and 6 children took part. 5/6 children who took part were PPG children.</p> <p>All children reported positively about the program in the evaluation session. When asked, parents of the</p>
<p>To meet the cost of additional teaching assistant time in Year 3</p>	<p>Met.</p> <p>5 PPG children in class</p> <ul style="list-style-type: none"> <li>• 2/4 PPG children are within stages A-C of EAL register</li> <li>• 2/4 PPG children are either in hotel accommodation</li> <li>• 2/4 PPG children are on SEN register</li> <li>• 1/4 PPG children has an EHCP</li> </ul> <p>All PPG children in this class received 1:1 intervention in reading and maths from the teaching assistant across the year.</p> <p>Of the 5 PPG children in this class, two children made 4 or more steps of progress in r/w/m and three children made 3 or more steps of progress in reading, writing, maths.</p>

<p>To provide a subsidy to enable the participation of targeted disadvantaged children in extracurricular activities.</p>	<p>Met.</p> <p>23 different disadvantaged children attended through the PPG subsidy.</p> <p>A total of 86 after school club spaces were offered through the PPG subsidy.</p>
<p>To meet the cost of teaching assistant time to improve attendance.</p>	<p>Met.</p> <p>An attendance team was formed, consisting of the AHT and a teaching assistant. An attendance policy was re-written which included an updated hierarchy of actions. Weekly attendance meetings were held and attendance data was recorded and used to impact next steps.</p> <p>12 meetings were held with families resulting in 4 attendance/punctuality contracts being signed. All families that signed contracts saw a sustained improvement in attendance/punctuality.</p>
<p>To partly meet the cost of having a higher level of staffing than is required in the EYFS</p>	<p>Met.</p> <p>Nursery – 4 PPG children</p> <ul style="list-style-type: none"> <li>• 1/4 PPG are within stages A-C of EAL register</li> <li>• 2/4 are either in hotel accommodation or residing here under the Ukrainian scheme</li> </ul> <p>Reception – 11 PPG children</p> <ul style="list-style-type: none"> <li>• 2/11 PPG have significant SEND and are on the SEND register</li> <li>• 3/11 PPG are within stages A-C of EAL register</li> <li>• 2/11 PPG are either in hotel accommodation or residing here under the Ukrainian scheme</li> </ul> <p>In Nursery, PPG children outperformed non-PPG children in all areas except for PSHE (PPG – 75%, Non-PPG 76%)</p>

	<p>In Reception, 2 of the 11 PPG children working below are now working within the age related group when they weren't before. One of them should meet age-related expectations this year and targets for them are age-related. Progress of 2 SEND/PPG saw them hit age-related expectations in some areas of all curriculum areas (reading in one case, maths in another, PD in both). All 3 SEND children were achieving more than 12 months behind at beginning of year.</p>
<p>To meet the cost of subsidising the residential trips for disadvantaged pupils in KS2.</p>	<p>Met.</p> <p>All disadvantaged pupils in Year 4, 5 &amp; 6 who wished to attend residential outdoor adventure trips did so using the PPG subsidy.</p> <p>A total of 19 children in total attended. 6 in March 2023 and 13 in June 2023.</p>
<p>Funding of additional enrichment activities and trips to ensure that FSM pupils can access</p>	<p>Met.</p> <p>All disadvantaged pupils who wished to attend school trips or other enrichment activities did so through PPG subsidy.</p> <p>A total of 39 children attended.</p>
<p>Provision of uniform for families in need</p>	<p>Met.</p>