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Pupil premium strategy statement

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	St James’ CE First School
Number of pupils in school	115 (September 25)
Proportion (%) of pupil premium eligible pupils	2.6% (3 PP + 2 Service)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2024-July 2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Daniel Lawford
Pupil premium lead	Daniel Lawford
Governor / Trustee lead	Sue Warnock

Funding Overview

Detail	2024 – 2025	2025 - 2026	2026 - 2027
Pupil premium funding allocation this academic year	£10,424	£11,400	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£10,424	£11,290	

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Part A: Pupil premium strategy plan

Statement of intent

- The main aim of our pupil strategy is based on our whole school Vision 'Believe and Achieve'. We want to ensure that all of our disadvantaged pupils flourish and they know that they have a powerful voice to make a difference in the world.
- We have the highest of aspirations for our disadvantaged children, ensuring access and opportunities to quality-first teaching.
- We strive to deliver a curriculum that is inclusive by design. It has carefully sequenced learning that ensures all children, no matter their economic status have equal opportunities and are supported to thrive.
- We know that great teaching is 'the most important lever schools have to improve outcomes for their pupils' (EEF). Providing opportunities for professional development—for example, to support curriculum planning or focused training will pay huge dividends in the classroom
- Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.
- "Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities." Sir John Dunford
- The Education Endowment Foundation (EEF) has provided research-based strategies on how best to support vulnerable pupils.

Challenges

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

Challenge	Detail
1	Below average starting points in Communication and Language, Personal, Social and Emotional and Physical Development.
2	Quality First Teaching, assessment and a rich curriculum that meets the needs of pupils eligible for PP, needs to be of a good standard across the school.
3	Social, emotional and mental health needs are high in these pupils and present a barrier to learning.
4	Access and exposure to high quality reading which is not supported at home.

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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
To develop communication and language skills of children in EYFS/Year 1, ensuring the lowest 20% are enabled to catch up.	<ul style="list-style-type: none"> - PP children make rapid progress resulting in the achievement of age-related expectations. - Early assessment indicates area of need and facilitates rapid curriculum adaptation.
Quality first teaching utilising a mastery approach, learning and assessing of a rich and broad curriculum in each academy. This will be validated at Academy Improvement Meetings.	<ul style="list-style-type: none"> - All teaching is good or better with a consistent mastery approach is in place across the curriculum. - Quality assessment for learning means all pupils make expected or better progress.
Rigorous review of all curriculum subjects to ensure that the curriculum is inclusive by design.	<ul style="list-style-type: none"> - All teachers approach learning with inclusive mindset, ensuring that learning is designed to ensure all children can succeed. - Curricular overviews and schemes demonstrate careful consideration to the key learning.
Improve outcomes in reading and writing.	<ul style="list-style-type: none"> - Through quality first teaching, staff CPL and targeted intervention, children achieve in line with national expectations. - Targeted intervention and supports the reading of the lowest 20%.
To ensure all children pass the Year 1 Phonics Check	<ul style="list-style-type: none"> - Children at risk of not meeting this are identified early and regularly monitored for progress. - Research-based intervention put in place & reviewed regularly. - Highly effective phonics teaching seen in all classes.
To address identified social, emotional and behavioural needs.	<ul style="list-style-type: none"> - Children with identified SEMH needs demonstrate improvement in attitude to learning and self-regulation. - Provide ELSA/Pastoral- support to address social and emotional needs linked to social skills, emotions, bereavement, anger management and self-esteem - Support all staff to encourage vulnerable pupils able to self-regulate successfully. - Emotional needs addressed.

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Intended Outcome	Success Criteria
To improve attendance and eliminate lateness/persistent absenteeism	<ul style="list-style-type: none">- Children at risk of not meeting this identified.- Early help offered to families - specific barriers/challenges identified & key actions/support put in place- Attendance to be at least 96% and persistent absenteeism/lateness to be below 5%



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.

SLT and Governor Schedule of Review

Link Governor: Sue Warnock

Date	Meeting Focus
October 25	Review updated PP strategy
January 26	PP Data Review and PP strategy update
April 26	PP Data Review and PP strategy update
July 26	PP Strategy Review

Quality First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,540

Activity	Evidence that supports this approach	2025 - 2026 Cost	Challenge Addressed
All teaching staff to be trained in delivering Read Write Inc.	DfE Reading Framework, EEF Toolkit and Implementation: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Further training Reception and Assistant Headteacher with a full days training to develop the phonics provision across the school.	£1300 - Online Training Portal and Rapid Intervention £180 RWI Development Day (1 day supply) £540 - RWI Assessments (3 Days Supply to release RWI lead – 3 x £180)	1, 2, 4

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Activity	Evidence that supports this approach	2025 - 2026 Cost	Challenge Addressed
Embedding planned development of Mastery Lesson Design support by Teach Like a Champion	EEF indicates that mastery lesson design can have a net gain of +5 months on pupil progress. Implementation needs to be well planned and organised. All staff to attended 2x INSET days with Priory improvement plan to delivery training as appropriate. Headteacher to support teachers in development of lesson design.	Staff Meeting Time and monitoring	2
Curriculum Development/Design	Further refine implementation of reading curriculum and embed across the school, ensuring progress after complete of RWI is coherently structured, progressive and ambitious for all. Utilise the reading deficit pathway to ensure all children catch up.	£720 - Subject leader additional release time – (4 x £180)	1,2,3
Single Age Science	To improve the outcomes in science by teaching in a single age environment for all children.	£2800	



Targeted academic support

Budgeted cost: £1,780

Activity	Evidence that supports this approach	2025 – 2026 Cost	Challenge Addressed
Speech and Language Support (Wellcomm)	Communication and Language is 'time sensitive'. If these skills are not securely in place by age 5, they are more difficult to acquire and their absence may hold the child back in other areas. Vocabulary at age 5 is a strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein, L. and Duckworth (2006) EEF toolkit recommends that Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They have very high impact	£180 - Supply and cover to allow AW to complete training and assessments	1, 2, 4
Spelling and Reading Support: RWI 1:1 Tuition	EEF Toolkit recommended as very high impact	£1400 - Additional teaching assistants to increase RWI groups (£467 per group x 3)	1,2, 4



Activity	Evidence that supports this approach	2025 – 2026 Cost	Challenge Addressed
Deploy reading partners to support the most vulnerable readers. (Dorset Reading Partners)	Reading partners offer regular, sustained one-to-one help to children of all ages in KS1 & 2. Each reading partner works with four children, seeing them individually each week in half-hour sessions outside the classroom throughout the year. They don't just listen to children read; instead our reading partners talk, share a wide range of books (all provided by us) and play words games with children in order to build up confidence, motivation and engagement as well as language, communication and literacy skills. We have a strong emphasis on reading for pleasure.	£200 (70 Hours of targeted support)*	1, 3, 4



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

Budgeted cost: £3,970

Activity	Evidence that supports this approach	2025 – 2026 Cost	Challenge Addressed
On-going ELSA support and training	EEF Toolkit, ELSA impact reports; In-school case studies based on attendance and academic outcomes; Paul Dix – When the Adult Changes Everything Changes, Therapeutic parenting	£1800 4 weekly sessions (2 hours contact, ½ hour prep)	3
Attendance action plan and TAFs arranged as needed	EEF toolkit, It is widely accepted that children’s basic needs must be met in order for them to be able to achieve their academic potential (ref. Maslow).	None	3
Nurture Nook	Create a new sensory and welcoming space for both ELSA intervention and sensory breaks for children who need access. (Funded from a grant donation)	£2000	3
PP Communication Strategy	Develop strategy for promoting and ensuring that all eligible families receive FSM/PP funding.	None	3
Trips	Provide financial support to children for trips and visits. Typical discount is 50% but no child will miss out on curriculum visits because of cost.	£500*	3
Uniform	Provide branded uniform (fleece, jumper and PE uniform at the beginning of each year)	£350* Based on 7 children x £50	3
Lunchtime Clubs	Fund the provision a gardening club with the staffing necessary to run it throughout the year. (2 x 30 minute lunchtime sessions per week)	£700	1, 3

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Activity	Evidence that supports this approach	2025 – 2026 Cost	Challenge Addressed
Funded Clubs	Fund provision of one after-school club for the academic year.	£420 (Based on 7 children 12 weeks x £5 per session)*	1, 3

Total budgeted cost: £12,290



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.

Aim	2023-2024 Review	2024-2025 Review	2025 – 2026 Review
<p>Quality teaching for all Improve oral language skills of children in receipt of PP through effective quality first teaching – providing support, resources and high quality professional development to enable teachers to do so effectively</p> <p>Accelerate the progress of children in receipt of PP in reading and writing in order to close gaps</p>	<ul style="list-style-type: none"> - 100% of year 1 children met the Phonics screening expectation. - All year 2 children passed the phonics retake (4 children) - 73% of PP children met the reading expectation in Reading (57% in the previous year). Those that did not yet meet the standard will continue to receive interventions next year and are making smaller (but measurable) steps of progress through book band progression. - 73% of PP children met the writing expectation (Up from 43% in the previous year). Those that have not yet reached ARE will continue to receive targeted intervention. - 71% of PP children met the Maths expectation. - Results show a marked improvement in closing the gap, particularly in writing. 	<ul style="list-style-type: none"> - 100% of year 1 children met the Phonics screening expectation. - All year 2 children passed the phonics retake (4 children) - 86% of PP children met the reading expectation (a rise from 73% in the previous year). - 71% of PP children met the writing expectation across the school. A small dip on last years outcomes but broadly in line. Use of writing deficit pathway to be fully utilised across the school to address attainment gap. - 85% of PP children met the Maths expectation. A rise from 71% last year. - Results show a consistent improvement in attainment. Writing continues to be the gap that needs addressing. 	

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Aim	2023-2024 Review	2024-2025 Review	2025 – 2026 Review
<p>Targeted Support A greater percentage of children in receipt of PP, with special educational needs, achieve in line with national expectations/achieve school readiness.</p> <p>Close gaps for children in receipt of PP in Phonics and Reading</p> <p>Develop Oral Language skills of children in receipt of PP in the EYFS (including Nursery) and Year 1</p>	<p>The school were able to new targeted support that enabled PP children to make accelerated progress.</p> <ul style="list-style-type: none"> - Welcomm assessments and support provisioned in EYFS and KS1. - 2 hours of targeted intervention teaching each week. - Precision Teaching (used daily for 15 minutes with targeted pupils) - Individual reading support using parents and volunteers for the most vulnerable. <p>Impact of interventions</p> <p>Gaps in attainment for PP has closed in all 3 core subjects.</p> <p>Gaps in phonic knowledge have closed and children are making accelerated progress to catch up</p> <p>EYFS lead has been working with Nursery provision and attended DSAT Speech and Language conference.</p>	<p>The school were able to new targeted support that enabled PP children to make accelerated progress.</p> <ul style="list-style-type: none"> - Welcomm assessments and support provisioned in EYFS and KS1. - 2 hours of targeted intervention teaching each week. - Precision Teaching (used daily for 15 minutes with targeted pupils) - Individual reading support using parents and volunteers for the most vulnerable. - 92% of children made the expected standard in Reading in Reception. <p>Impact of interventions</p> <p>Gaps in attainment for PP has closed or remained consistent in all 3 core subjects.</p> <p>There are no gaps in phonics with all children making the expected standard.</p>	



St James' First School

Pupil Premium Strategy - 3 Year Strategy

2025 – 2026 (Year 2 of 3)

Aim	2023-2024 Review	2024-2025 Review	2025 – 2026 Review
<p>Other approaches Effectively meet the needs of our children through effective Emotional and Mental Health support and intervention. Children in receipt of PP have their emotional needs met and are able to achieve their academic potential.</p> <p>Increase rates of attendance for children in receipt of PP</p>	<p>Attendance of PP children remains consistently good. 96.06% attendance in the 23-24 academic year is above the school average of 96%</p> <p>ELSA provision was able to support 15 children across the year.</p> <p>Funding secured for whole school Mental Health Program (Stormbreak) which launched in November 2023 and to work alongside the ELSA provision already in place.</p>	<p>Attendance of PP children remains consistently good at 95.95% and above the whole school attendance of 95.07%.</p> <p>ELSA was able to support 6 students a half-term and provide targeted ongoing support for those transitioning to Middle School.</p> <p>Forest School introduced and developed into the EYFS continuous provision. Used to support a number of children to reintegrate into school life.</p>	

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St James' First School

Pupil Premium Strategy - 3 Year Strategy

2025 – 2026 (Year 2 of 3)

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.

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