

Pupil premium strategy statement: 2023-24

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	Crigglestone St James CE Primary Academy
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Beverley Minor
Pupil premium lead	Lauren McCarthy
Governor / Trustee lead	Sarah Lodge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,470
Recovery premium funding allocation this academic year	£5,220
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	£54,690

Part A: Pupil premium strategy plan

Statement of intent

At St James CE Primary Academy we believe that teaching and learning should address the needs of all children, regardless of background. All children should have the same opportunities to access, engage with and make progress in their learning.

There is no “one size fits all” approach across school and, when making decisions about the best use of funding, it is aimed at providing personalised, targeted support so that our children can flourish both academically and socially. We aim to use funding to overcome identified barriers in order that pupil premium children achieve the same, or have similar outcomes to their peers, thereby diminishing the difference between pupil premium and non-pupil premium children.

Implicit within these decisions are still the joint needs of the children having: necessary support and guidance in all subjects; maximised wider curriculum opportunities and enrichment experiences and necessary support to enable social development. This will positively impact on their academic achievement and well-being.

We aim to reduce barriers to learning and raise the achievement of disadvantaged children through:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Providing an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.
- Effective professional development of all staff and well planned CPD with a focus on improving pedagogy. Giving staff the right skills and knowledge to improve outcomes for all pupils including those disadvantaged.
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention.
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children so that our most vulnerable pupils benefit from our most experienced staff.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children as a group are not attaining in-line with their non-pupil premium peers in Reading.
2	Our pupil premium children as a group are not attaining in-line with their non-pupil premium peers in Writing.

3	There is a difference in the number of pupil premium children achieving greater depth compared to non-pupil premium children, both in school and nationally.
4	Emotional and mental health and well-being needs, as well as gaps in writing resilience and stamina, reading fluency and times tables impacts on the outcomes for pupil premium children.
5	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have, meaning knowledge of the world and vocabulary acquisition is limited.

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
1. The quality of teaching and learning is improved through better modelling to support all children, including pupil premium.	<ul style="list-style-type: none"> • PP children are confident in their learning • The gaps in Reading, Writing and Maths between pupil premium and non-pupil premium children nationally will reduce. • PP children attain in-line with their non-PP peers.
2. To reactivate learning through the use of reviews in accordance with Rosenshine's principles. As a result, the quality of teaching and learning is improved.	<ul style="list-style-type: none"> • The gap in Writing between pupil premium and non-pupil premium children nationally will reduce. • PP children attain in-line with their non-PP peers.
3. Targeted interventions on fluency of Reading lead to fluent readers.	<ul style="list-style-type: none"> • The gap in Reading between PP children and non-PP children reduces.
4. Supporting families and children with emotional needs and wellbeing throughout the year, to mitigate the impact on learning and ensuring children can access and engage with their curriculum.	<ul style="list-style-type: none"> • School monitors parental engagement with support offered. • The Learning Mentor builds relationships with 'hard to reach' families, to increase engagement with support. • The Learning Mentor maintains regular communication, signposting support available, both from school and outside agencies and supports families to access support. • School refers to external agencies and implements advice to support those families who are 'hard to reach' and don't engage. • Pupil premium children make progress in learning and can use the strategies shared to support their learning.

<p>5. Pupil premium children participate in broader extra-curricular activities in similar proportions to other pupils</p>	<ul style="list-style-type: none"> • Pupil premium children experience a well-rounded curriculum. • A wide range of extra-curricular activities will be offered, linking to children's interests, as well as offering new opportunities. • Pupil premium children who choose not to join a club in the autumn term will be prioritised in the spring and summer terms • The learning mentor will target PP families who do not participate in extra-curricular activities through informal discussions, highlighting support available and regular communication • All enrichment opportunities (after school clubs, trips and visits, music lessons, residential etc) to be subsidised for pupil premium children, in-line with our charging and remissions policy • Children are able to learn/continue to learn a new skill.
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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: £15931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase RWI refresher training for staff delivering RWI sessions, ensuring RWI is taught consistently throughout KS1	<ul style="list-style-type: none"> • The EEF Toolkit: 'Improving Literacy in KS1' states that: "Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling." By ensuring all staff teaching phonics are trained and consistently use and apply the RWI approach, children's phonic knowledge and ability to read fluently will improve. 	1, 3
Increase teacher subject knowledge on how to teach writing effectively, through the support of an external	<ul style="list-style-type: none"> • The NFER report on pupil premium suggests that schools should focus on high quality teaching first, as opposed to 'bolt-on' strategies. It also states that there should be an 	1, 2

writing consultant and attending LA writing moderation from Y1 – Y6	<p>ethos of attainment for all children, not just for those who are disadvantaged. The external consultant will be able to support teacher subject knowledge, therefore improving quality first teaching, which will impact on all children, including PP children .</p> <ul style="list-style-type: none"> • Being part of writing moderation, led by the LA, will highlight any further CPD that may be needed for teachers. It will also support the school ethos of helping all children to be 'ready for the future', not just specific groups. 	
Introduce Rosenshine's Principles of Instruction in order to further develop quality first teaching for all pupils	<ul style="list-style-type: none"> • The EEF guide to pupil premium recommends the use of a tiered model, QFT is the top priority. • The Sutton Trust's report on 'What Makes Effective Teaching' has pedagogical knowledge as the first component and having the biggest impact on children's outcomes. • Appropriate CPD for staff will lead to highly trained and effective teachers. 	1, 2, 3
External consultant support to further develop teacher pedagogy and to enhance Reading / Phonics across school	<ul style="list-style-type: none"> • The EEF and NFER both note that quality first teaching has the strongest impact on learning outcomes. 	1, 3
Develop ECTs in school, purchasing high quality external CPD to support practice and develop pedagogy	<ul style="list-style-type: none"> • Research shows (ECF) that supporting teacher early in their careers, including in their second year, is a highly effective tool for their development and retention. 	1, 2, 3

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

Budgeted cost: £14651.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Purchase high quality, effective resources to teach spellings, both as part of QFT and as targeted interventions (RWI Spellings and RWI Phonics Y3-5) 	<ul style="list-style-type: none"> • The EEF guidance to pupil premium, and the NFER report on pupil premium both note the significance of focussing on high quality teaching. Using high quality resources within lessons will support quality first teaching. 	1, 2

<ul style="list-style-type: none"> Use Maths Lead Assistant Headteacher to deliver times table support to those children identified as falling behind in Y4 	<ul style="list-style-type: none"> The EEF guidance to pupil premium, and the NFER report on pupil premium both note the significance of focussing on high quality teaching. Using high quality resources within lessons will support quality first teaching. 	1, 2
<ul style="list-style-type: none"> Use an experienced HLTA to deliver targeted writing support to those children identified as falling behind in Y6 	<ul style="list-style-type: none"> The EEF Toolkits on Improving Literacy in KS2 states that “There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.” 	1, 2, 3
<ul style="list-style-type: none"> Provide small group quality specialist teacher led interventions for children where language acquisition is not on track in YR and KS1 (WellComm) 	<ul style="list-style-type: none"> EEF Pupil Premium guidance recommends a tiered approach to support children, with targeted academic support included as stage 2 of the tiered approach, due to the positive impact it can have. Small groups of no more than 4 children will have targeted, intensive support. The EEF reports that oral language interventions can have an impact of up to +6 months. 	1, 2

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

Budgeted cost: £24,993.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Work closely with TAS and Future in Mind to support families and pupils. Provide high quality wellbeing training for staff Embed Emotion Coaching Embed the roles of “Wellbeing Champions” Provide counselling session for children 	<ul style="list-style-type: none"> EEF Toolkit on Social and emotional learning (SEL): “SEL... improve pupils; decision making skills, interaction with others and their self-management of emotions...” The Toolkit notes that targeted approaches have a greater impact – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn. (DfE, September 2021: “Promoting and supporting mental health and wellbeing in schools and colleges”) 	4

<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum • Subsidise peripatetic instrumental lessons • Subsidise educational visits and residentials providing PP children access to enrichment activities • Sports events promoted to PP and subsidised to encouraged PP children to attend 	<ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments. • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. • EEF – sports participation increases educational engagement and attainment. 	5
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Total budgeted cost: £55,576.02

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

Reviewed September 2023

Intended outcome	Success criteria
<p>1. Staff training on QFT, to ensure lessons are pitched appropriately and provide challenge to all children, focussing on addressing gaps and misconceptions</p> <p>-Thorough tracking systems ensure in class support and interventions are used effectively to ensure children make progress</p>	<ul style="list-style-type: none"> • The gap in Reading between PP and non-PP children nationally is diminished. • PP children attain in-line with their non-PP peers. • PP children will develop a love of reading. <p><i>Staff training on QFT delivered. RWI phonics training delivered by RWI consultant. External consultant verified appropriate pitch and challenge of early reading.</i></p> <p><i>End of Y2 data shows that the gap in school between PP and non-PP children has narrowed from July 2022 compared to July 2023. (51% in 2022, 10% in 2023).</i></p> <p><i>End of Y6 data shows the gap between PP and non-PP children has grown by an additional 2% (a gap of 23% at the end of July 2022 compared to a 25% difference at the end of July 2023)</i></p> <p><i>It appears that training and strategies are impacting positively in KS1. However, there is still a significant gap in Reading outcomes between PP and non-PP children in school at the end of KS2. This is a 3 year target and will continue to be a focus over the next year.</i></p>
<p>2. Staff training on QFT, to ensure lessons are pitched appropriately and provide challenge to all children, focussing on addressing gaps and misconceptions</p> <p>-Thorough tracking systems ensure in class support and interventions are used effectively to ensure children make progress</p>	<ul style="list-style-type: none"> • The gap in Writing between pupil premium and non-pupil premium children nationally is diminished. • PP children attain in-line with their non-PP peers. <p><i>In KS1, at the end of July 2022 there was a gap of 31% between PP and non-PP children. At the end of July 2023 this gap had closed and PP children outperformed non-PP children by 3%</i></p>

	<p><i>In KS2, at the end of July 2022 there was a 3% gap between PP and non-PP children, with PP children slightly behind their peers. At the end of KS2, this gap has increased and there is a 25% gap between PP and non-PP children.</i></p> <p><i>It appears that training and strategies are impacting positively in KS1. Although the gap between PP and non-PP children has diminished at the end of KS1, there is still a significant gap in Writing outcomes between PP and non-PP children in school at the end of KS1. This is a 3 year target and will continue to be a focus over the next 2 years.</i></p>
<p>3. Pupil progress meetings are used to track PP children, ensuring PP children are pushed to attain Greater Depth in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> • At the end of the 3 years, PP children attain in line with non-PP children nationally. • Teachers provide effective challenge to PP children in all areas of the curriculum. • At the end of the 3 years, more PP children attain Greater Depth, removing the difference between their non-PP peers <p><i>PP children are discussed on an individual basis in pupil progress meetings. Those falling behind are identified and strategies are shared to support them. Teachers and ESAs know who to target in lessons. Strategies now need to be embedded to have a greater impact.</i></p> <p><i>The gap between PP and non-PP children achieving greater depth is growing in Reading, Writing and Maths. The school has bought in PiXL to refine assessment and to ensure pupil progress meetings are more robust, are more specific, identifying particular barriers in subjects and then identifying strategies to address these.</i></p>
<p>4. Supporting families and children with emotional needs and wellbeing throughout the year, to mitigate the impact on learning and ensuring children can access and engage with their curriculum.</p>	<ul style="list-style-type: none"> • School monitors parental engagement with support offered. • School refers to external agencies and implements advice to support those families who are 'hard to reach' and don't engage. • An identified member of staff builds relationships with 'hard to reach' families, to increase engagement with support. • Pupils and families make use of the support services offered by the school. • Pupil premium children make progress in learning and can use the strategies shared to support their learning. <p><i>The Learning Mentor has created good relationships with families. Support offered includes Early Help support from school and from the LA. We have given wellbeing support for all pupils, and targeted interventions where required.</i></p> <p><i>-Coffee mornings and parental workshops have led to greater parental engagement. Parental sleep sessions, led by FIM, involve 4-6 families who requested the support.</i></p>

	<p><i>-Hard to reach families engage with school, children's attendance has increased and lateness has reduced.</i></p> <p><i>-Hard to reach families have accepted Wellbeing support (through Wellbeing Champions and school counsellor)</i></p>
<p>5. Pupil premium children participate in broader extra-curricular activities in similar proportions to other pupils</p>	<ul style="list-style-type: none"> • Pupil premium children experience a well-rounded curriculum. • A wide range of extra-curricular activities will be offered, linking to children's interests, as well as offering new opportunities. • Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms • All enrichment opportunities (after school clubs, trips and visits, music lessons, residential etc) to be subsidised for pupil premium children, in-line with our charging and remissions policy • Children are able to learn/continue to learn a new skill. <p><i>PP children have been given the same opportunities as non-PP children in school.</i></p> <p><i>5 out of 7 (71%) of Y4 PP children attended the school residential.</i></p> <p><i>100% of the Y6 children attended the school residential.</i></p> <p><i>All children took part in visitor led activities in school.</i></p> <p><i>41% of PP children took part in extra-curricular activities throughout the year.</i></p>

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
WellComm	GL Assessment
Fresh Start	RWI

TimeTable Rockstars

TTRS

RWI – phonics

Read Write Inc