

Pupil premium strategy statement – Crigglestone St James CE Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Beverley Minor
Pupil premium lead	Beverley Minor
Governor / Trustee lead	Sarah Lodge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£44,400

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	Assessments (internal and external) and data show that our UKS2 pupil premium children are not attaining in-line with their non-pupil premium peers in Writing. This is due to a lack of ambitious vocabulary, and basic grammatical skills not being fully embedded.

2	Our UKS2 pupil premium children are not attaining in-line with their non-pupil premium peers in Maths. Monitoring and data (internal and external) show that PP children are not as fluent in their times tables. Pupil-premium children do not achieve as well in reasoning and problem solving.
3	Internal and external data show 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 in Reading, Writing and Maths.
4	Emotional and mental health and well-being needs impact 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. Improved attainment in reading, writing and maths through more focussed use of teacher modelling and scaffolding, including the use of resources and manipulatives to support and consolidate learning.	<ul style="list-style-type: none"> • PP children are confident in their learning in Reading, Writing and Maths. • The gaps in Writing and Maths (especially in UKS2) between pupil premium and non-pupil premium children nationally will reduce. • The number of PP children achieving ARE in Reading, Writing and Maths is in-line with their non-PP peers. • The number of PP children achieving Greater Depth in Reading, Writing and Maths will increase, reducing the gap between PP children and their non-PP peers.
2. To reactivate learning through the use of reviews in accordance with Rosenshine's principles. As a result, children's recall is more automatic and fluent and children are able to apply learning independently.	<ul style="list-style-type: none"> • The number of PP children achieving ARE is in-line with their non-PP peers in Reading, Writing and Maths. • The gap in children achieving ARE in Writing and Maths between pupil premium and non-pupil premium children nationally will reduce. • More PP children will achieve greater depth in Reading, Writing and Maths reducing the gap between PP children and their non-PP peers.
3. Children become more fluent in reading and comprehension skills are improved as a result. Attainment in Reading (at ARE) is	<ul style="list-style-type: none"> • PP children continue to achieve in-line with their non-PP peers at ARE.

sustained and more children attain greater depth.	<ul style="list-style-type: none"> • More PP children attain greater depth in Reading.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing by July 2026/27 by: • qualitative data from student voice, student and parent surveys and teacher observations • fewer referrals are needed to external services (e.g. FIM / CAMHs) • Staff in school quickly identify and provided targeted support to children to support with wellbeing. Children use strategies shared in targeted support. As a result, children show progress in learning from their starting points. • 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.
5. A greater number of pupil premium children participate in broader extra-curricular activities in similar proportions to other non-pupil premium children.	<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. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • 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.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£15,330.61**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a DfE validated systematic, synthetic phonics scheme, including training for new phonics lead to ensure strong and effective phonics teaching for all children.	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
Introduce Rosenshine's Principles of Instruction to new staff/ECTs and further develop the use of Rosenshine's Principles of Instruction for current staff 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
<p>Further develop the Writing Leader subject knowledge, in order to ensure writing is taught effectively, using current research.</p> <p>Increase teacher subject knowledge in writing, including how to teach and assess writing effectively for new staff, through the support of an external consultant and attending LA writing moderation from EYFS – Y6</p>	<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. • 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 ethos of attainment for all children, not just for those who are disadvantaged • 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. 	1, 2
<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 embed key elements of</p>	<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 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 ethos 	1, 2

guidance in school and to access Maths Hub resources and CPD	of attainment for all children, not just for those who are disadvantaged.	
Develop new staff in school, purchasing high quality external CPD from the English Hub to support practice and develop pedagogy in Reading and curriculum development.	<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
Purchase of standardised, diagnostic assessment tool.	<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 	1, 2
Purchase high quality, effective resources to teach reading to those not yet at ARE or struggling with phonics in KS2, as targeted interventions.	<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, 3

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

Budgeted cost: **£11,403.99**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted small group interventions to identified groups of children to address gaps identified through diagnostic assessment tools. Delivered in addition to normal lessons and addressing specific gaps.	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.	1, 2
Provide small group quality specialist teacher led interventions for children where language acquisition is not on track in YR and KS1 (WellComm)	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	1

	language interventions can have an impact of up to +6 months.	
Additional fluency reading sessions targeted at disadvantaged pupils who require further support with fluency in KS2.	The Reading Framework (2023) emphasises the importance of children being able to read fluently in order to succeed during and after school.	3
Social and Emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff. This will allow for additional targeted support to identified children, as well as whole school approaches to support all children.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>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</p>	4

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

Budgeted cost: £17,714.20

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 • Provide appropriate resources for Wellbeing Champions to effectively support children • Provide counselling sessions 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: 	4

	“Promoting and supporting mental health and wellbeing in schools and colleges”)	
Broaden and increase the opportunities to develop learning beyond the classroom, which will also support wellbeing	<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. 	4, 5

Total budgeted cost: £44,448.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is the end of the 3 year pupil premium plan (2021-2024)

Outcomes at the end of Y2 and Y6:

READING												
	July 2021						July 2024					
	All		PP		Non PP		All		PP		Non PP	
	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 2	60%	16%	40%	0	63%	0	77%	2%	100%	0	74%	3%
Year 6	69%	27%	33%	0	71%	29%	76%	22%	67%	22%	78%	22%

WRITING												
	July 2021						July 2024					
	All		PP		Non PP		All		PP		Non PP	
	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 2	56%	2%	20%	0	58%	3%	61%	9%	83%	0	58%	11%
Year 6	51%	13%	33%	0	52%	14%	70%	2%	67%	0	70%	4%

MATHS												
	July 2021						July 2024					
	All		PP		Non PP		All		PP		Non PP	
Year	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 2	81%	12%	20%	0	87%	13%	86%	0	100%	0	84%	0
Year 6	71%	29%	33%	0	74%	31%	70%	7%	67%	0	70%	8%

COMBINED

	July 2021						July 2024					
	All		PP		Non PP		All		PP		Non PP	
Year	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 2	53%	2%	20%	0	58%	3%	59%	0	83%	0	55%	0
Year 6	51%	13%	33%	0	52%	14%	54%	2%	56%	0	54%	3%

Outcomes, as well as internal data, show that since 2021 the gap in attainment between pupil premium children and their non-pupil premium peers has closed, or is closing. In Reading in Y6 in 2021, the gap in attainment between PP children and their non-PP peers was 37%. This gap now stands at 11%, it has reduced by 26%.

Data shows that high quality CPD has improved quality first teaching. Strategies that have been implemented have impacted positively on the attainment on pupil premium children and they have helped to close, or reduce the attainment gap between PP children and their non-PP peers.

Attendance data shows that, although there is a small difference in attendance between PP children and non-PP children, lateness has reduced. We will continue to share the importance of attendance with parents, using strategies shared by the LA. The school works closely with the EWO to monitor the attendance of all children, especially PP children. The school will continue to build strong relationships with those families whose attendance is lower, completing attendance plans with families, and monitoring this. Ofsted (November 2023) commented that attendance in school is good and school does all it can to boost attendance.

Hard to reach families have accepted Wellbeing support (through Wellbeing Champions and the school counsellor)

PP children have been given the same opportunities as non-PP children in school.

100% of Y4 PP children attended the school residential.

7/9 (78%) of the Y6 children attended the school residential.

All children took part in visitor led activities in school.

34% of PP children took part in extra-curricular activities throughout the year

We have met most of the targets on the Pupil Premium 3 year strategy, and have shown positive steps towards others. For example, the attainment gap in reading between PP children and their non-PP peers has reduced.

The next 3 year Pupil Premium strategy will build on the good foundations that have been put in place and will focus on areas that still require additional support:

- removing gaps in attainment in Reading, Writing and Maths at both ARE and greater depth,
- further supporting children with SEL strategies,
- providing extra-curricular activities to all children, targeting PP children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
WellComm	GL Assessment
Fresh Start	RWI
TimeTable Rockstars	TTRS
RWI – phonics	Read Write Inc