



St James' and Ebrington Pupil Premium Strategy Statement 2021 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 & Ebrington
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	22.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/5
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jackie Buckland
Pupil premium lead	Anna Mason, Georgina Holder
Governor / Trustee lead	Clare Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,965
Recovery premium funding allocation this academic year	£5220
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	£49,185



Pupil premium strategy plan

Our intent is that each pupil, irrespective of their background or challenges will make good progress and achieve.

We holistically support vulnerable pupils who may have a social worker or young carer's role. Our approach documented on this strategy applies to these children regardless of whether they receive pupil premium funding.

High quality teaching is at the heart of our approach. Our curriculum has been developed with the needs of our vulnerable learners at the heart of it. Reading is the gateway to learning and this continues to be central to our curriculum at each stage. We have a high focus on vocabulary and the explicit teaching of this across all subjects. Our children benefit from rich experiences, we make full use of our beautiful local area. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We think about each pupil and use diagnostic assessments to identify barriers to learning. We monitor this progress carefully and use the assessments to inform the teaching approaches that are used to close the identified gaps. As well as academic needs, we consider the health and well-being of each child. This is gathered through the use of pupil and parental surveys.

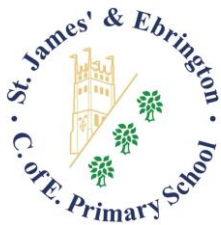
Our strategy is also part of, and integral, to our wider school development plan and catch-up recovery plan. For those children who have been worst affected we have small group and individual catch up support in place.

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.



2	<p>EYFS baseline from Autumn 2023 data shows communication action and language – speaking and word reading (blending sounds taught and heard) have been identified as cohort weaknesses.</p> <p>Previous baseline data for the last 3 years shows cohort weaknesses in the areas of PSED, especially self-regulation, and writing.</p> <p>Pupil premium EYFS entry data for 2021 and 2022, show weakness in PSED, self-regulation especially. There are a low number of pupil premium children in EYFS in September 2023.</p>
3	<p>The pupil survey for KS2 children in the last academic year (2022-23) highlighted that, for pupil premium children -</p> <p>I get angry often - (10%) I am unhappy often - (40%) I cry a lot - 30% I am liked - 100% I feel lonely often - 10% I feel scared - 10% I worry at school often - 20% I worry at home often - 30% I will be successful when I'm older 80% Do extra curricular activities - 60% Life is going well often - 50% I would like to change many things in my life - 80%</p>
4	<p>Following Covid 19 lockdowns there has been an increase in SEMH needs in our disadvantaged children. For the current academic year:</p> <p>42% - SEMH support in school (14 children) 21% - Nurture groups (7 children) 42% - Additional 1:1 support with staff check-ins (14 children) 21% - Play therapy since Sept 2022 (7 children) 6% - Adapted and individualised curriculum (2 children)</p>
5	<p>92.9 %- pupil premium attendance in 2022-2023 and whole school attendance was 95.8% in 2022 – 2023. 88.9%- pupil premium attendance in 2021-2022 and whole school attendance was 93.7% in 2021-22.</p> <p>57.1% of disadvantaged pupils have been 'persistently absent' (below 90%) compared to 25% of their peers during that period (2 children who had significant medical conditions resulting in hospitalisations). On analysis 31% of persistent absence is due to transport and housing issues. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>28% of pupil premium children joined the school since September 2022.</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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Teacher assessments in summer 2023 showed that 2/3 (66%) year 6 pupil premium pupils were working at age related expectations. KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Teacher assessments in summer 2023 showed that 2/3 (66%) of year 6 pupil premium children were working at age related expectations in Maths. KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
Improved writing attainment among disadvantaged pupils.	Teacher assessments in summer 2023 showed that 1/3 (33%) of year 6 pupil premium children were working at age related expectations in writing. KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>To address elevated levels of anxiety through targeted 1:1 support with teaching partners, HoS and the Pastoral Lead. Peer Mediation to support playtime to reduce feeling of loneliness.</p> <p>Covid support to continue and be addressed in class using resources from outside agencies.</p>
To achieve and sustain improved attendance	Sustained high attendance from 2024/25 demonstrated by:



<p>for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.• the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
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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: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the delivery of Essential Letters and Sounds SSP</p> <p>CDP for all staff from the English hub</p> <p>Implementation of daily phonics revision in KS2 for continued profile of phonics for all children and additional targeted support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>To embed Y2 phase 6 Essential Spelling programme which follows on from ELS phonics scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	



<p>To embed new spelling scheme for KS 2.</p>		
<p>To continue to embed the writing scheme the Write Stuff across the school.</p> <p>Focus on spelling in each class</p>	<p>The evidence documented in the EEF guidance report is to be used as the starting point for our work in raising standards in writing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF promotes 'exploring' a problem in order to fully understand how to bring about school improvements.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>CPD for all teachers for wider curriculum subjects.</p> <p>Support and preparation for deep dives in each subject from an external consultant</p>	<p>For all our children a broad and balanced curriculum is vital to their cultural development and learning. Focused CPD for curriculum leaders and teachers is a priority to ensure quality first delivery.</p> <p>https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</p>	



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

Budgeted cost: £ 39,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted precision teaching for phonics following the CPD from the English hub and ELS phonics scheme.</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 up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>One to one therapeutic support, mentor and play therapist</p>	<p>6 PP children involved in this in 2022/23. Planned to involve 6 children in 2023/24 (different children from 22/23).</p>	<p>3</p>
<p>Nurture hub to be established for those children with complex SEMH needs</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Many children in school are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships.</p> <p>https://www.nurtureuk.org/research-evidence/</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4</p>



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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school restorative practice training. leadership 18 month CPD course completed. Restorative facilitation training completed for St J HoS and senior teacher.	A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.	3,4
Whole school trauma informed training	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Individualised approach for families with persistent attendance. Pastoral leader, Parent support advisor	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	5,6
Payment for school trips and extra curricular activities	The EEF writes that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=	2

Total budgeted cost: £ 49,185



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.

92.9 %- pupil premium attendance in 2022-2023 and whole school attendance was 95.8% in 2022 – 2023. All attendance was significantly impacted by COVID and high illness rates.

Reception GLD for PP children: 20%, Non PP children: 69%

PSC pass for PP children: 33%, Non PP children: 80%

Year 2 PP children at expected or higher Reading: 33% Maths: 33% Writing: 33%

Year 2 Non PP children at expected or higher Reading: 72% Maths: 76% Writing: 76%

Year 6 PP children at expected or higher Reading: 75% Maths: 80% Writing: 50%

Year 6 Non PP children at expected or higher Reading: 79% Maths: 84% Writing: 74 %

The attendance of nurture for pupil premium children has improved relationships with parents. We have seen an increase in attendance for some of the pupil premium children attending nurture. Some of the children who previously refused to attend school on occasion, are attending more regularly and felt happier and more comfortable in school. The children are currently working on resilience and we are seeing more self-awareness, more emotional language use from them all.

42% - SEMH support in school for pupil premium children (14 children)

21% - Nurture groups for pupil premium children (7 children)

42% - Additional 1:1 support with staff check-ins for pupil premium children (14 children)

21% - Play therapy since Sept 2022 for pupil premium children (7 children)

6% - Adapted and individualised curriculum for pupil premium children (2 children)



Externally provided programmes

Programme	Provider
Phonics support (ELS).	English Hub
STEM computer support	STEM
Restorative practice	Gloucestershire Local Authority
ACE aware	Gloucestershire Local Authority
Metacognition inset day	Faye Hemming (School Support Solutions)
Cognitive science inset training	Mike Gershon
Trauma Informed Practice	Gloucestershire Local Authority (Virtual schools)
Curriculum leadership development	Catherine Lehey

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.