



Pupil Premium strategy statement

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	Academy St James
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	119 (40%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 1 st 2021
Date on which it will be reviewed	November 1 st 2022
Statement authorised by	Chris Tolson (Headteacher)
Pupil premium lead	Katia Petty (vulnerable groups leader)
Governor / Trustee lead	Stephen Elmsley (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£16,675
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	£171350



Part A: Pupil premium strategy plan

Our vision is built on the principle that all our pupils are entitled to an excellent education and one that allows them to aspire to do their best, believe in themselves and achieve their dreams. Our school is situated in one of the most deprived areas of the Bradford District. This is based on the concept that deprivation consists of more than just poverty; so, while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our strategy to diminish the gap between disadvantaged pupils and their non-disadvantaged peers and ensure all pupils get the same opportunities as their peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly higher than the national average (21.6%) for primary schools currently standing at 40%

Our 5 ways of being are: show you care, always be yourself, contribute to your community, be a knowledgeable and expert learner and a confident communicator. These 5 things are key in making sure all our pupils get supported equally in all aspects of school life.

Principles:

- We ensure that teaching and learning opportunities meet the needs of **all the pupils**
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- To support our children's health and wellbeing to enable them to access learning at an appropriate level following the disruption to learning caused by school closures
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

KEY objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in Reading, writing and Maths.

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

- Attainment gap between disadvantaged/ non-disadvantaged
- Social and emotional difficulties



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- Attendance and Punctuality issues.
- More complex family lives and increased external agency involvement
- Fewer opportunities for enrichment

The range of provision we consider making for this group include and would not be limited to:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' providing small group work focussed on overcoming gaps in learning
- 1-1 support for targeted interventions e.g reading fluency, reciprocal reading, vocabulary work
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support through out of school groups.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and Emotional support.

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap between PP and non PP in 2021 was: Combined- 57% PP and 74% Non PP This meant the average APS was 102.7 compared to 106.6. We are focusing making sure we address that gap in reading (both learning to read and reading to learn)
2	Social and emotional difficulties (internal records) Observations indicate that the wellbeing and mental health of some of some of our disadvantaged pupils have been impacted to a greater extent than other pupils. This is supported by National stu https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premiumdies
3	Attendance and Punctuality issues. Some of our disadvantaged pupils are regular late attenders which impacts on their readiness to learn at the start of the day. The gap between PP and non PP attendance is too high.



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4	Some of our disadvantaged pupils have complex family lives and external agency involvement (internal records) These children and their families require additional support from our Inclusion lead.
5	Some of our disadvantaged pupils have fewer opportunities for enrichment opportunities due to financial barriers

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
Progress in Reading, Writing and Maths	Disadvantaged children achieve national average or above progress scores in GLD/KS1/KS2 Reading, Reading, Writing and Maths % of PP children targeted for ARE to be at NA % of PP children targeted for Above ARE to be at NA
Pupils enter school with a very low baseline. This placing them at a significant disadvantage from the onset of their education.	Provide engaging and exciting opportunities through enrichment Use of EEF language programme to support our pupils (Beck et al)
Low levels of language development results in children having social communication difficulties and ultimately having difficulties with reading and writing.	Use structured approach to teaching vocabulary from Nursery. EEF Beck et al approach delivered.
Reading fluency and understanding attainment needs to be rapid to ensure pupils make great progress	Use reading fluency, reciprocal reading and precision teaching to ensure pupils are reading to learn by Key Stage 2.

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. This strategy is based on research from the Pupil Premium Tsar Sir John Dunford and the Education Endowment Foundation (2019) 'The EEF Guide to the Pupil Premium – A Tiered Approach to Pupil Premium Spending: Adopting a Tiered Approach'.

Teaching (for example, CPD, recruitment and retention)



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Budgeted cost: £46,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
Memory and Retrieval CPD	<p>EEF evidence suggests the use of metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used well- particularly for disadvantaged pupils)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Working in the memory and retrieval strand and with our resident research champion core strategies will be incorporated into high quality first teaching</p>	1
Purchase of Pixl package	<p>Standardised Tests (Pixl) can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support through quality first teaching or interventions.</p> <p>Therapies will be used to deliver high quality interventions to those pupils who need it using Assertive mentor in KS1 and support staff in KS2.</p>	1,2
Read Write Inc	<p>Read, Write Inc has seen much improved progress for phonics in the last 2 years and with 78% last year we will continue to support our children with this programme and precision teaching catch up.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Outdoor learning And Forest Schools work	<p>Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>The World Health Organisation finds that children raised with exposure to green space are as much as 50% less likely to develop mental health problems.</p> <p>The main intended outcome of this approach is to support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/outdoor-adventure-learning The application of these non-cognitive skills in the classroom could also have a positive effect on academic outcomes.</p> <p>Our Forest School practitioner has worked with Nature Friendly schools to deliver a bespoke package to our pupils and support pupils with SEMH and Nurture needs.</p>	2 ,3, 5



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<p>To ensure that in Year 2 and year 6 focussed support can be made available and support those pupils in class to make accelerated progress. 2 hours per day of support staff in year 6</p>	<p>EEF + 3 months - As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>In maths and reading focused groups using the therapies from Pixl will ensure a consistent approach to the teaching of all pupils.</p>	<p>3</p>
<p>Inclusion/behaviour</p>	<p>Department for Education (publishing.service.gov.uk)</p> <p>In Tom Bennett’s behaviour review, he identifies the importance of robust and effective CPD in playing a key part of creating a culture of behaviour. Using some of Paul Dix strategies and working with the SEMH, Autism and local support groups we intend to ensure all our staff have access to quality training on behaviour and inclusion.</p>	<p>1,2,4</p>

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

Budgeted cost: £ £71,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 reading support</p>	<p>All support staff know who their daily readers are. Support staff use book talk training to ensure high quality interactions take place daily.</p> <p>All children to read x3 and PP read with an adult every day, including those who are high attaining. There is evidence that 1:1 teaching supports children struggling with aspects of literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1</p>
<p>Targeted phonics support</p>	<p>Reading gap between PP/ non PP is narrowing</p> <p>We will use the recommended catch up sessions linked to our validated Read, Write Inc scheme for children struggling to keep up with the whole class sessions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>



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Reciprocal reading and Reading fluency	<p>As ‘cracking the code’ is essential to pupils being successful we have put in place 2 key interventions to build on this once it is secure</p> <ol style="list-style-type: none"> 1. Reading fluency 2. Reciprocal reading <p>We have worked with FFT and used their research into reading fluency to support reading to learn</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p>	1-5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and nurture	<p>There is an extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>EEF Social and Emotional Learning.pdf</p> <p>We have pupils who need support 1 to 1, in small groups and through self regulation activities.</p>	2,4
<p>Enrichment support- clubs, trips, residentials</p> <p>Music tuition and arts participation</p> <p>1 hour each – 6 weeks per term</p>	<p>Pupils who have access to sports clubs, extra-curricular clubs and music opportunities are more likely to attend school regularly.</p> <p>For the majority of our pupils only time away from home during the year is on school trips and residentials. It is essential for their own wellbeing that they experience different settings before writing about it. All trips are linked to Topics that they are studying e.g. Y3/4 go to Ingleborough cave</p> <p>For after school clubs we run: nature club, tennis, DT, dance, beavers and this supports our pupils of all ages.</p> <p>We work with Bradford music service and provide music lessons to all our pupils in KS2.</p> <p>There is increasing international evidence that playing a musical instrument has a positive impact on attainment at school. The findings showed that the young people playing an instrument showed greater progress and better academic outcomes than those not playing with the greatest impact for those playing the longest. Introducing-the-impact-of-instrumental-learning-research.pdf (musicmark.org.uk)</p>	2, 3, 5



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	<p>EEF research also identifies that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>This year we will be having a resident artist and DT specialist in school who will also run an after school club</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Vulnerable groups leader</p> <p><i>2 hours per week</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in relation to physical and mental health, school readiness and academic achievement</p> <p>EEF Social and Emotional Learning.pdf</p> <p>Our vulnerable groups lead will work closely with SLT and the Inclusion leader.</p> <p>Assessment data of PP children and accurate diagnostic work will be used to identify trends and concerns with a focus on PP/NTE and EAL.</p>	<p>1-5</p>
<p>Counselling support; one day a week targeting those identified through referral systems to ensure that vulnerable pupils can access their learning.</p> <p>Support staff working 3 hours per day with small group or one to one support.</p>	<p>We employ a school counsellor 1 day per week:</p> <p>Using this guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <ol style="list-style-type: none"> 1. Target and support pupils with high emotional needs 2. Provide a scaffold of support in and out of the classroom 3. Recognise the impact this has on academic achievement 	<p>1-5</p>

Total budgeted cost: £164,426



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. **Total £166,780**

Quality Teaching for all:

Desired outcome	Chosen action	Impact
A,B,C Improved rates of progress and attainment	<i>EEF vocabulary teaching</i>	Staff delivered Beck at all approach to teaching vocabulary. This consistent approach led to improved outcomes in combined at the end of KS2 (67%) 2 lockdowns has prevented as much progress in KS1 but we did use this 7 step sequence in learning for all year groups. Reading was 76% which was our highest in 5 years.
<i>Improved rates of progress in non core subjects</i>	<i>CPD for teachers around non core subjects(science, geography, computing)</i>	<i>Every 2 weeks staff have 3 hours focused on curriculum with focus on sequence of lesson and how we build knowledge and skills. Linked to OFSTED 2019 new framework pupils have become more articulate, different subjects are being delivered with either specialist support or through CPD guidance.</i> <i>Music service, Innovation Centre package and support form Art/DT specialists have supported this.</i>
A,B,C. Improved rates of progress and attainment	Embed quality teaching and learning of reading, writing and maths.	All year groups have attended Philip Webb literacy training for half a day each. Strategies in place across the school to support the teaching of writing. Children using the skills and strategies. Lexia used to improve fluency- this was not as effective as other strategies. SDI for maths continued with 76% of pupils making ARE in maths- we will need to review this in KS1.

Targeted support:



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Desired outcome	Chosen action	Impact
A,B,C Improved rates of progress and attainment	Reciprocal reading & reading fluency CPD	Anecdotal evidence from teachers and teaching assistants and FFT tracking shows that they approach has been widely welcomed and very well received in classes, allowing teacher time and space to focus on skills teaching, the development of active reading skills and vocabulary acquisition. This whole school strategy has shown to have impact. In reading 76% of pupils achieved ARE, with 94% of girls and 64% boys. 64% of our pupil premium pupils achieved ARE in Y6.
A,B,C Improved rates of progress and attainment	1 to 1 support in reading, maths a writing	Reading catch up programme worked well and pupils caught up in different year groups. Precision teaching used by support staff to focus and happened regularly. KS2 reading was 76% and PP was at FFT20

Wider Support :

Desired outcome	Chosen action	Impact
D. Learning behaviours will improve to allow greater access to the curriculum	Support from SEMH team – procured package	SEMH team have worked with us on personal handling plans, working with pupils with high SEMH needs to ensure we are following the graduated approach. SEMH links been established and core strategies in place and working very successfully.
E. Cognition and learning barriers for those PP children whose primary need is not economic deprivation will improve	Additional support from Cognition and Learning team to improve basic skills. <i>CPD delivered on Dyslexia friendly classrooms</i>	Key pupils given cognition and learning reports to support further work needed beyond quality first teaching CPD on Dyslexia Friendly classrooms-evidence seen in books around impact for pupils e.g more scaffolds where appropriate. Speech and language therapist employed on SLA once every 2 weeks-impact has been good as pupils making progress on blank levels and transitioning better to KS1
F. Increased attendance rates for	Offer greater opportunities in school outside of	We ensured: 1. Home learning was exciting and followed the remote learning findings from the EEF



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pupils eligible for PP	the core curriculum	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils Developed 5 ways of being to support our behaviour policy which celebrates attitudes and rewards pupils. Whole school attendance policy reviewed and looked at to support key pupils and ensure PP attendance improves. This was mixed and we are looking at strategies through a different lens this year.
D. Learning behaviours will improve to allow greater access to the curriculum	Whole school curriculum enrichment	Successful residential to Nell Bank. Curriculum enrichment with visits to Malham, Saltaire and local places of interest. Local study planned an organised to support pupils local knowledge Enrichment session with physical activity including: bikes, archery and our nature reserve Forest School and outdoor education lessons delivered to a wide range of pupils

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
Spelling shed	Ed Shed
TT Rockstars	Maths Circle
Purple Mash	2simple
Grammarsaurus	Grammarsaurus

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



Part C

Additional information for Trust Pupil Funding Committee

This section should explain how the three funding streams should be allocated:

- School Led Tutoring Grant – allocated to the National Funding Programme (ring fenced)
- Sports Premium

Detail	Amount	Rationale
School -Led Tutoring Grant (NTP)	- £12,960	-
Sports Premium (Primary only)	£18,380	
Total budget for this academic year (BDAT Focus)	31,340	

Strategy for spending School -Led Tutoring Grant (NTP)

We will be using tutors from the Tutor Trust for our Y6 pupils to support them in the Autumn and Spring Term. We have 122 PP children in school and plan to use the funding to:

1. Develop support for pupils in reading, writing and maths
2. Target specific gaps in learning using external tutors provided by the Tutor Trust
3. Ensure that we provide tutoring for all our Year 5 and 6 PP children in order to improve basic skills and prepare them for secondary school.

This will be done from 2.30pm-4.30pm three times a week and will link in with our Pixl strategy using their resources and strategies. We will be working with:

<https://www.thetutortrust.org/>

Strategy for spending Sports Premium (Primary only)

Primary PE Sport Grant Anticipated funding 2021 /2022	
Lump sum (Schools with over 17 pupils receive)	£16,000
Amount SG anticipated per pupil total	£10
Total amount of PPSG anticipated	£18,380

Anticipated allocation of spending	£	%
1. The engagement of all pupils in regular physical activity.	£1,100	6%
2. Maintain the high profile of PE and sport across the school as a tool for whole school improvement.	£4,000	22%
3. Increase confidence, knowledge and skills of all staff in teaching PE, sport and physical activities	£3,500	19%



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4. A broader experience and range of sports and activities are offered to all pupils.	£7,824	43%
5. Increased participation in competitive sport.	£1,500	8%
Total	£17,924	