



Pupil Premium Strategy Statement & Recovery Premium Funding Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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.

Overview	
Detail	Data
School name	Academy St James
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	(39%)
Pupil premium allocation this academic year	£206,255
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 10 th 2023
Date on which it will be reviewed	November 1 st 2024
Statement authorised by	Chris Tolson (Headteacher)
Pupil premium lead	Katia Petty (vulnerable groups leader)
Governor / Trustee lead	Liz Lawley (Chair of Governors)

Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£187,695
Recovery premium funding allocation this academic year	£18,560
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	£206,255

Part A: Pupil Premium Strategy Plan **Intent Statement – Our Moral Compass**

The intent of the disadvantaged strategy is to 'level the playing field' for all disadvantaged pupils within the school to ensure that they have a greater chance of success in life and to act as a springboard for social mobility. The strategy and curricular offer for The Academy St James is centred on our Core Christian Values of **Community, Peace, Respect, Forgiveness, Courage and Trust**. Our school's motto is: **Aspire, Achieve, Believe**

By ‘levelling the playing field’ for disadvantaged pupils we ensure the same opportunities, experiences, support and aspirations as their counterparts. For some disadvantaged children, we offer an ‘enhanced curriculum’ to ensure they have access to enrichment and academic experiences. This is to widen life experiences and improve attitude towards school and self to help improve Cultural Capital. This strategy is based on research from the Pupil Premium Tsar Sir John Dunford and is based on research from the Education Endowment Foundation (2019) The EEF Guide to the Pupil Premium – A Tiered Approach to Pupil Premium Spending: Adopting a Tiered Approach, Putting Evidence to Work: A School’s Guide to Implementation and The EEF Guide to Pupil Premium – Autumn 2021.

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 39%

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.

Challenges

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

Challenge number	Detail of challenge	Evidence
1	Children enter the foundation stage well below the national average in all areas	Successive Reception Baseline assessments evidence a large majority of children begin school working below the expected level and many significantly below
2.	Speech and Language delay on entry to school	A significant proportion of children begin school having been referred to Speech and Language Service or are referred within their first term at school. We employ our own Speech and Language consultant to address this situation
3.	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	Behaviour logs, engagement with external agencies and our employment with counselling services show that social and emotional barriers have rapidly increased in complexity.

	<p>than other pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premiumdies</p>	
4	<p>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.</p>	<p>The gap between PP and non PP attendance has narrowed but is still needing to be addressed.</p> <p>Out attainment gap between PP and non PP need addressing.</p> <p>The school's pupil population is located within the 5th quintile of deprivation – the most deprived category and has multiple and complex social issues to deal with.</p>
5	<p>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.</p>	<p>Early Help and Children's Services have worked or are working with families within school</p>
6	<p>Some of our disadvantaged pupils have fewer opportunities for enrichment opportunities due to financial barriers and underachievement due to lack of engagement with education</p>	<p>A significant proportion of families have limited engagement with schools or are apprehensive about visiting them</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
To improve the attainment in Reading, Writing and Phonics for disadvantaged pupils	<p>Disadvantaged children achieve national average or above progress scores in GLD/KS1/KS2 Reading, Writing and phonics</p> <p>% of PP children targeted for ARE to be at NA</p> <p>% of PP children targeted for Above ARE to be at NA</p>
To improve the attainment in maths of disadvantaged pupils	<p>Achieve above national average progress scores in Mathematics in Y6 (Summer '24</p>
To ensure reading fluency and understanding is addressed so pupils are competent in learning to read and then can apply this in KS2 to read to learn	<p>Use structured approach to teaching vocabulary from Nursery- Y6</p>

	Use reading fluency, reciprocal reading and precision teaching to ensure pupils are reading to learn by Key Stage 2.
	FFT assessments show that vast majority of pupils are reading fluently and successfully
All children to access the maximum amount possible of Quality First Teaching by attending school every day	Maintain statutory year groups' attendance at above national levels throughout 23-24

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)

Budgeted cost: £77,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ teaching assistants and early years practitioners to enable streamed RWI phonics groups in EYFS and KS1.	EEF Report – 'Using your pupil premium funding effectively – Oct 2021' Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind	1,2
Employ early years practitioners and teaching assistants across school to enable reading interventions to be completed across school using FFT assessment		1,2
All EYFS and KS1 staff receive RWInc. training from RWInc accredited trainers. All KS2 staff teaching phonics receive RWInc. Training from RWInc accredited trainers Headteacher and Reading Leader receive RWInc. Training from RWInc accredited trainers.	EEF Report – 'Effective Professional Development – Oct 2021' Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.	1,2

<p>To purchase the Letter join scheme for Handwriting to enable children to reach expected standard.</p> <p>To teach spelling from Y2 upwards in a systematic way to compliment our work on writing.</p> <p>To teach writing using ‘talk for writing approach’ with fidelity to ensure writing outcomes in GLD, KS1 and KS2 improve to meet national expectations.</p>	<p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’</p> <p>Targeted academic support (as evidenced above) and Improving teaching</p>	1,2
<p>The deliver CPD to teachers and teaching assistants on the implementation of the school’s strategic approach to handwriting, spelling and the teaching of writing</p>		1,2
<p>To ensure QFT is supported through targeted support with teaching assistants, early years practitioners and apprentices focusing on the development of basic skills</p>	<p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’</p> <p>Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind</p>	1,2,6

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

Budgeted cost: £106,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ teaching assistants and EY practitioners to enable streamed RWInc. phonics groups in EYFS, KS1 & KS</p>	<p>EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’</p> <p>Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind</p> <p>There is evidence that 1:1 teaching supports children struggling with aspects of literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1,2

Employ additional teaching assistants and HLTA in KS2 to enable focused support.		1,2
To improve reading fluency by using teaching assistants and HLTA to deliver intervention programmes in Y3/4/5		1,2
Employ learning mentors to deliver and support SEMH pupils using focused groups and targeted	EEF report- Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Employed ex HT and maths specialist to support Y6 pupils	EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’ Targeted academic support: Evidence consistency shows the impact that one-to-one and small group interventions can have on pupils who are falling behind.	1,2,6

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

Budgeted cost: £22,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating and embedding wider pastoral support systems ensuring pastoral support is targeted and sustainable.	EEF Report – ‘Improving Behaviour in Schools – June 2019’ Teach learning behaviours alongside managing misbehaviour; Tailored targeted approaches to meet the needs of individuals in your school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning We employ a school counsellor and art therapist.	3,4,5
Ensuring excellent attendance and readiness for learning for the most disadvantaged children, offering support where needed.	EEF Report – ‘Working the Parents to Support Children’s Learning – December 2018’ Offer sustained and intensive support and we have designated Attendance leader and 3 learning mentors.	3,4,5
Enabling children to develop their Cultural Capital through visits to a range of venues and providing carefully planned experiences to develop children’s language capability. Music, visits and visitors, outdoor learning.	EEF Report – ‘Improving Literacy in KS1 – September 2020’ & ‘Improving Literacy in KS2 – September 2020’ Develop pupils’ speaking and listening skills and wider understanding of language (KS1) Develop pupils’ language capability to support their reading and writing (KS2) Introducing-the-impact-of-instrumental-learning-research.pdf (musicmark.org.uk) Pupils who have access to sports clubs, extra-curricular clubs and music opportunities are more likely to attend school regularly.	
Employ staff member to lead on outdoor learning and	Pupils who have access to sports clubs, extra-curricular clubs and music opportunities are more likely to attend school regularly. Introducing-the-impact-of-instrumental-learning-research.pdf (musicmark.org.uk)	

physical activity and teaching assistants run clubs. Employ external music and art teacher to develop curriculum enrichment and diet for all.	Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk) There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. (EEF)	
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Total budgeted cost: £206255

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

How the Pupil Premium was spent

Teaching (for example CPD, recruitment and retention)

Cost: £46,037

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

Cost: 71,450

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

Cost: £46,938

Total cost: £164,426

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome for 2022/23	Success Criteria	Review
To improve the attainment in Reading, writing and phonics of disadvantaged pupils	Achieve above national average outcomes in Y1 (Summer '23) Phonics Screening Check Achieve above national average outcomes in Y2 (Summer '23) Phonics Screening Check Achieve above national average progress	Phonics screening check outcomes for Y1- 75% (National 79%) Phonics screening check outcomes for Y2 – 87% (National 89%) KS2 Reading EXS 2023 – 68% (National 72%) – in line with national Progress -0.9

	scores in Reading and Writing in Y6 (Summer '23)	KS2 Writing EXS 2023 – 68% (National 71%) – just below national average Progress +1.2 RWMaths EXS 2023 – 46% (National 59) Below national Disadvantaged pupils RWMaths EXS 33%
To improve the attainment in maths of disadvantaged pupils	Achieve above national average progress scores in Mathematics (0.03 NA 2019) in Y6 (Summer '2	KS1 Maths EXS – 48% (National '22 69%) – below KS2 Maths EXS 2023 – 64% (National 73%) –below national
All children to access the maximum amount possible of Quality First Teaching by attending school every day	Maintain statutory year groups' attendance at above national levels	National primary school attendance 2022 – 2023 94% School attendance - Above national 93.3%

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
Sum Dog	Sum Dog
Purple Mash	2simple