

# Pupil premium strategy statement

This statement details St James' use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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.

2021-2022 2022-2023

## School overview

Detail	Data
School name	St James' CE Primary School Blackburn
Number of pupils in school	440 411
Proportion (%) of pupil premium eligible pupils	14% 20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	November 2021 September 2022
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	D Stitcher
Pupil premium lead	V Moore
Governor / Trustee lead	J Duckworth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,390 £108,030
Recovery premium funding allocation this academic year	£8,100 £11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,490 £119,340

# Part A: Pupil premium strategy plan

## Statement of intent

St James' Blackburn Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes. The Pupil Premium Strategy will be reviewed annually in July. The impact of proposed actions will be monitored regularly to ensure effective implementation. This document details the proposed spend of the Pupil Premium 2021-2024. The Education Endowment Foundation 'EEF' provides evidence that '*Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.*'<sup>1</sup>

Therefore, St James' will focus its efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds and implement practices and programmes are most likely to deliver the greatest impact.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

1. Quality teaching – To improve outcomes by addressing gaps in learning including those due to school absence caused by COVID 19 for disadvantaged children.
2. Quality teaching – To improve outcomes in all subjects by ensuring that disadvantaged pupils have an increased range of vocabulary.
3. Targeted Support – To provide individualised intervention and support for disadvantaged children.
4. Attendance and Engagement - to improve curriculum engagement and academic achievement for disadvantaged children.
- 5 Emotional well-being-To support the social, emotional health of disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning due to school absence including those caused by COVID 19.
2	Limited vocabulary and word level knowledge.
3	Low attainment or aspirations.
4	Limited experiences outside the home and school.
5	Social and emotional needs

## 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 outcomes by addressing gaps in learning due to school absence including those caused by COVID 19 for disadvantaged children.	Gap to have closed between disadvantaged and non-disadvantaged pupils
To improve outcomes in all subjects by ensuring that disadvantaged pupils have an increased range of vocabulary.	Disadvantaged pupils will have increased word level knowledge and use a range of vocabulary in the correct context.
To provide individualised intervention and support for disadvantaged children.	Focused interventions to close gaps in learning
To improve curriculum engagement and academic achievement for disadvantaged children.	All children will have opportunities to experience a range of activities that they may not otherwise encounter.
To support the social, emotional health of disadvantaged pupils	Children to have access to Emotional Literacy Support groups to develop their interaction with their peers, and to have the opportunity to talk about their worries/concerns

## 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: £ 25,390 £36,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of Support staff in classes based on the needs of the pupils.</p> <p>Ensure that all children and families are able to access learning in the event of future lockdown or periods of self-isolation.</p> <p>Additional phonics sessions and use of Accelerated reader resource.</p> <p>Staff receive English and Maths CPD and additional resources support learning.</p>	<p>‘Sustained support will be needed to help disadvantaged pupils catch up. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.’</p> <p>Education Endowment Foundation Impact of school closures on the attainment gap: Rapid Evidence Assessment June 2020</p>	<p>1 -Gaps in learning.</p> <p>3 -Low attainment or aspirations.</p>
<p>CPD for all teaching Staff and TAs to ensure that teachers plan in order that the curriculum effectively promotes progression in language, and strategies for developing vocabulary.</p> <p>New disadvantaged children assessed by the EAL Lead.</p> <p>Early intervention given through EALIP (English Additional</p>	<p>The Ofsted EIF Jan 2019 (page 22) states ‘There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers.</p> <p>‘As noted in Ofsted’s previous pupil premium publications-2014, In primary schools, the funding is sometimes used to provide specialist support for developing pupils’ language and communication skills.’</p>	<p>2- Limited vocabulary and word level knowledge.</p>

<p>Language Intervention Programme.)</p> <p>Support given to disadvantaged EAL and newly arrived parent's at Parents' Evenings and support staff given key points to help with translation at Parent's Evenings.</p> <p>Training for all staff in EYFS to deliver the NELI Government language intervention.</p>	<p>Research demonstrates gaps in vocabulary already established for pupils from low income households before primary education. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 8100 + £40,000 =£48,100 £58,100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Children in receipt of Pupil Premium receive 1:1 individual and small group targeted intervention sessions from Teachers and HLTAs</p>	<p>The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF)</p>	<p>1 -Gaps in learning. 2- Limited vocabulary and word level knowledge. 3- Low attainment or aspirations.</p>

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

Budgeted cost: £ 20,000 £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club – free for all pupil premium children to attend	<p>‘The funding is also commonly used to enable eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits’</p> <p>The research indicates the need to support pupils’ social and emotional needs, address individual pupils’ learning needs; help all staff to use data effectively and improve engagement with families. DFE (2015:13).</p>	5- Social and emotional needs
Attendance meetings and monitoring held weekly		1- Gaps in learning.
School Pastoral Team following up attendance issues, liaising with families, offering emotional support to children following CPOMs logs from staff		1- Gaps in learning.
Emotional Literacy Support sessions for identified children with ELSA staff		5- Social and emotional needs 3 -Low attainment or aspirations.
Subsidising School visits to enable disadvantaged children to take full advantage of opportunities that are offered.		4- Limited experiences outside the home and school.

**Total budgeted cost:** £ 25,390 + £48,100 +£20,000 = £93,490

**£36,240 + £58,100 + £25,000 = 119,340**

## 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.

112 children (25% of children on roll) across school from Reception to Year 6 have benefited from small group and/or 1:1 COVID recovery intervention with an intervention teacher or HLTA since full return after the Spring 2021 national lockdown.

Out of the 112 children who benefited from intervention, 34 (30%) are pupil premium, 38 (34%) are SEND support and 28 (25%) are EAL Code A or B.

Teaching staff and support staff have noticed intervention children have increased confidence, engagement and participation in lessons and target children have applied skills they have learnt in intervention in whole class teaching and learning. Many of the children have also commented during wellbeing surveys and pupil conferencing that they have enjoyed having the extra support and feel more confident about their learning as a result.

Using baseline assessments carried out in April 2021 and retests carried out in June 2021 to track progress –

All 112 children (100%) increased their assessment scores.

94 (84%) children have met their targets.

The 18 (16%) children who did meet their target fully all increased their scores in their assessments. Out of these 18 children -7 children are EAL Code A children who started school before the national lockdown in Spring 2021 or during the lockdown and are still in the early stages of learning English. They have all made gains in vocabulary and language development as well as reading, writing and maths. The other 11 children have been affected by COVID related absences such as bubble

Pupil premium was used as school remained open throughout the academic year.

- Laptops and routers were provided to those families most in need during times of isolation.
- Additional PHSE sessions were introduced daily
- ELSA sessions were conducted with children identified as returning with social, emotional and mental health issues.
- Free breakfast club for pupil premium children.

Catch up curriculums created to bridge gaps in learning.

## Data taken from BWD Primary School Profile 2022

### Foundation Stage Pupil Premium Gap Analysis

80% of St James' Pupil Premium Foundation Stage children achieved expected standard in communication and language, and maths, which was the same for all other pupils in school and more than 10% above LA pupil premium children.

100% of Pupil Premium children reached the expected standard in Physical Development, PSED, and Expressive Arts and design above all other pupils in school and LA children.

### Phonics Pupil Premium Gap Analysis

83.3% of St James' Pupil Premium Pupils were working at the required standard just slightly below all other pupils in school but above LA Pupil Premium and all other Pupils.

### Key Stage 1 Pupil Premium Gap Analysis

More of St James' Pupil Premium Pupils achieved expected standard in RWM when compared to LA Pupil Premium children.

### Key Stage 2 Pupil Premium Gap Analysis

85.7% of St James' Pupil Premium children achieved expected standard in Reading which was higher than all other pupils and LA Pupil premium and LA all others.

64.3% of St James' Pupil Premium children achieved expected standard in writing which was higher than all other pupils and LA Pupil premium.

78.6% of St James' Pupil Premium children achieved expected standard in GPS which was higher than all other pupils and LA Pupil premium.

71.4% of St James' Pupil Premium children achieved expected standard in maths which was higher than all other pupils and LA Pupil premium.

64.3% of St James' Pupil Premium children achieved expected standard in RWM which was higher than all other pupils and LA Pupil premium.

All Pupil Premium Children had opportunities to experience a range of activities that they may not otherwise encounter including Residential and daytime trips.

All Pupil Premium Children were invited to attend Breakfast Club.

The Majority of Pupil Premium Children attended Emotional Literacy Support groups to develop their interaction with their peers, and to have the opportunity to talk about their worries/concerns.