

Pupil Premium Strategy 2021-24

This document 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 eligible pupils and, where appropriate, their ineligible peers.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effects that this spending is having as the year progresses. It also shows how we may spend the next two years' Pupil Premium Grant if the funding continues, based on the effects measured and the lessons learned.

School overview

Detail	Data
School name	Darwen St James' CEP Academy
Number of pupils in school	158 (not inc. nursery)
Proportion (%) of pupil premium eligible pupils	51.3%
Academic years that our current pupil premium strategy covers	2021-24
Date this strategy was published	December 2021
Date on which it will be reviewed	March 2021
Statement authorised by	Miss Peckson
Pupil premium lead	Miss Lawson
Governor / Trustee lead	Rob McGibbon

At Darwen St James' CEP Academy we recognise that Ofsted uses the term 'Disadvantaged Pupils' for what we will refer to in our strategy as Pupil Premium (PP) pupils, because we recognise that not all pupils in receipt of the funding are disadvantaged, and we understand the stigma that might be attached to the phrase by parents.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 118,037
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£130,652

Assessment headlines

Disadvantaged pupil performance overview for 2019

Measure	Score
Meeting expected standard at KS2	37.5%
Achieving high standard at KS2	25%

2021 School's own estimated data:			
End of KS2	School	National (2019)	
		PP	NPP
Reaching expected standard in Reading	50%	62%	78%
Reaching expected standard in Writing	64%	68%	83%
Reaching expected standard in Mathematics	64%	67%	84%

2021 School's own estimated data:			
End of KS1	School	National (2019)	
		PP	NPP
Reaching expected standard in Reading	86%	62%	78%
Reaching expected standard in Writing	83%	55%	73%
Reaching expected standard in Mathematics	80%	62%	79%

Pupil Premium Strategy

Statement of intent

At Darwen St James' CEP academy we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective pupil premium strategy we have developed an in-depth understanding of the challenges that our disadvantaged pupils are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to

classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

Effective implementation is fundamental to the impact of the strategy. The school is committed to two key factors crucial to good implementation: (a) Implementation will be treated as a process, not an event - planned and executed in stages, and (b) We will create a leadership environment and school climate that is conducive to good implementation.

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

Likely Challenges (Likely barriers to achievement)

This details the likely key challenges or barriers to achievement that we have identified among our Pupil Premium pupils.

Challenge number	Detail of challenge
1	Delayed communication and language skills
2	Quality teaching for all
3	Social, emotional and behavioural needs
4	Gap In Cultural Capital
5	Poor attendance

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	Success criteria
Improved level of communication and language skills by the end of the Early Years Foundation Stage. (1)	All PP pupils will be working at or above the expected level in Communication and Language by the end of Reception, unless their SEND prevents this.
Apart from those with SEND and an EHCP, all PP Pupils will pass the phonics screening by the end of Year 2.	All PP pupils will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps during Year 2.
Increased confidence and resilience in pupils.	More than 90% of PP pupils will report an improved level of confidence through pupil feedback. The frequency of teachers identifying social and emotional needs as barriers to learning will decrease by 50% by July 2024.
Addressing the gap in cultural capital - experiences and visitors planned for all pupils (Covid regulations allowing). Ensure that these provided opportunities improve language and communication as well as impacting on children's social and emotional wellbeing.	All PP pupils will be working at or above the expected level in Communication and Language by the end of Reception, unless their SEND prevents this. More than 90% of PP pupils will report an improved level of confidence through pupil feedback. The frequency of teachers identifying social and emotional needs as barriers to learning will decrease by 50% by July 2024.
Improved behaviour for learning	More than 90% of PP pupils will make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease.
Reduced proportion of persistent absentees.	PP pupils' average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term.

Part A: Activity in this academic year (2021-22)

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to overcome the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: £32,425.50

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Increased communication skills in EYFS impacting on early reading and writing. Increasing Phonics screening results for PP pupils.</p> <p>Baseline assessment used to identify communication/language baselines and to measure progress made.</p> <p>Staff training – CPL including Wellcomm.</p> <p>Wellcomm and NELi intervention implementation (targeted) and training impacting all.</p> <p>Phonics lead in school to model phonics sessions, support all staff to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.</p> <p>Estimated costs: Staff wages - £2710</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous year’s delivery of interventions.</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be in line with 4 best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months).</p>	<p>Average gain for PP pupils completing the course – 3 months; 60% of these pupils making >5 months progress in 20 weeks.</p> <p>March 2022 update:</p> <p>July 2022 update</p>

	<p>The EEF toolkit states that a consistent phonics approach has a moderate impact (+4 months) for a very low cost.</p> <p>NELI has been identified by the EEF as a promising project.</p>	
<p>Quality of teaching for all: High quality and consistency of T&L impacting on the % of PP pupils achieving expected standard at KS2.</p> <p>Half termly data monitoring and progress discussions (Pupil Progress meetings and SEND/Inclusion Meetings).</p> <p>KS leaders to support class teachers and Teaching Assistants.</p> <p>Highly qualified TA intervention groups targeted for those to achieve expected standard at KS2.</p> <p>Quality marking & feedback monitored by phase leaders.</p> <p>Estimated cost - £26,408</p>	<p>EEF Toolkit and evidence of best practice -</p> <p>Reading Comprehension Strategies (Average impact +6 months).</p> <p>Small Group Work (Average impact +4 months).</p> <p>Feedback (High impact for very low cost +8 months).</p>	<p>A raise in attainment for PP wider groups at end of KS.</p> <p>To close the gap between current achievement rates and National.</p> <p>March 2022 update:</p> <p>July 2022 update</p>
<p>Tuition</p> <p>In school tuition - recruiting a part-time teacher to work 1:1 and with small groups.</p> <p>School-led Tutoring- PP / EAL pupils.</p> <p>Estimated cost: Grant funding - £9,922</p> <p>25% top up -</p> <p>£3,307.50</p>	<p>Evidence from the EEF shows that small group tuition is effective, with an average impact of +4 months additional progress over the course of a year. The tuition is most effective when targeted at pupil's specific needs. Therefore, effective diagnostic assessment is essential. Although small groups (2- 5 pupils) are most effective, evidence suggests, the quality of teaching in small groups may be as, or more important than, the precise group size. It is also important to consider the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.</p>	<p>More than 90% of PP pupils will make the expected level of progress in all curriculum areas.</p> <p>March 2022 update:</p> <p>July 2022 update</p>

Intentions for 2022-24 – Teaching

During this period we will:

- Further develop all pupils' understanding of Growth Mindset and essential skills through Skills Builder.
- Sustainably continue tutoring PP pupils where necessary

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2022.

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

Approximate budgeted cost: £ 31,575

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Oral Language Intervention</p> <p>Nuffield Early Language Intervention (NELI) - Reception Wellcomm - across school (SENDcO)</p> <p>Estimated costs: £1,224</p>	<p>NELI is an oral language intervention programme. On average, oral language interventions have a high impact on pupil outcomes. Robust evaluations have found that pupils who completed the 20-week NELI programme made on average 3 months of additional progress in language.</p> <p>Case study for Wellcomm from Jessica Guerin, Children's Commissioning Officer at South Staffordshire Children's Centres found - Wellcomm significantly closed the gap for disadvantaged children whose language environment at home might not be as rich as it could be. At the start of the project,</p>	<p>Average gain for PP pupils completing the NELI course – 3 months; 60% of these pupils making >5 months progress in 20 weeks.</p> <p>PP pupils on Wellcomm saw a 45% decrease in the screening from red/amber to green.</p> <p>March 2022 update:</p> <p>July 2022 update</p>

	66% of children screened as red or amber. On the second screening, just 25% of these children were red or amber.	
<p>Quality of teaching for all: High quality and consistency of T&L impacting on the % of PP pupils achieving expected standard at KS2.</p> <p>Intervention groups led by highly qualified Teaching Assistants.</p> <p>Teaching Assistant to be given time to provide feedback and to support interventions in Pupil Progress and through detailed learning plans.</p> <p>Estimated cost - £15,351</p>	<p>EEF toolkit: Small Group Work (Average impact +4 months). Feedback (High impact for very low cost +8 months).</p>	<p>A raise in attainment for PP wider groups at end of KS.</p> <p>To close the gap between current achievement rates and National.</p> <p>March 2022 update:</p> <p>July 2022 update</p>
<p>Phonics /Reading</p> <p>Structured daily synthetic phonics programme.</p> <p>Guided and Home readers that link with the phonics programme.</p> <p>Estimated costs: - £15,000</p>	<p>Phonics approaches have been consistently found to have an average impact of an additional +5 months progress, with synthetic phonic programmes having a higher impact.</p>	<p>Phonics data shows expected impact ...</p> <p>March 2022 update:</p> <p>July 2022 update</p>
<p>Intentions for 2022-24 – Targeted academic support</p> <p>During this period we will:</p> <ul style="list-style-type: none"> • Continue to fund the NELI programme, with or without funding • Continue to fund the Wellcomm programme 		

- Further develop our use of Phonics programme, and look for a Y3 / Y4 extension to the programme to maintain progress for PP pupils

These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2022.

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

Approximate budgeted cost: £67,002.50

Activity	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Improve attendance</p> <p>Attendance lead to work closely with Pupil Wellbeing team and SLT.</p> <p>Monitor attendance and implement identified strategies.</p> <p>Attendance and Punctuality incentive schemes to run throughout the year.</p> <p>Estimated cost: £13,653.00</p>	<p>The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>An effective remote learning policy is in place, in the event of a pupil requiring to access remote learning due to the COVID-19 pandemic.</p>	<p>PP pupils' average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term.</p> <p>March 2022 update:</p> <p>July 2022 update</p>
<p>Developing social and emotional learning.</p> <p>Pupils are 'ready to learn'. Improve Mental Health and wellbeing, behaviour and ensure pastoral concerns do not limit learning.</p>	<p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that</p>	<p>More than 90% of PP pupils will make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease. Weekly logged negative behaviour incidents</p>

<p>School based Pupil Wellbeing coordinator and assistant.</p> <p>Trained Mental Health First aiders.</p> <p>School based ELSA staff.</p> <p>Counselling made through referral to MHST.</p> <p>Coaching</p> <p>Breakfast Club support.</p> <p>Lunchtime support.</p> <p>DSL and SEND team.</p> <p>Mental health plans and individual risk assessments used if necessary.</p> <p>Targeted support available from additional services as and when needed.</p> <p>Curriculum focus on ‘catch up’ in terms of mental health and well-being of pupils through PSHE, Nurture Groups, SEMH groups and drop ins.</p> <p>Estimated costs: Training, additional resources and designated time - £46,750</p>	<p>good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>EEF toolkit identifies that the following all have a positive impact: Behaviour intervention (+ 3months), Social and emotional learning (+ 4 months), Metacognition and Self-regulation strategies (+ 7 months).</p>	<p>on MyConcern reduce by 50% by July 2022.</p> <p>March 2022 update:</p> <p>July 2022 update</p>
<p>Experiences provided for PP children to improve language, imagination and communication.</p> <p>Limited experiences beyond immediate environment for many pupils.</p> <p>Bucket List</p>	<p>EEF toolkit identifies that the following all have a positive impact: Social and Emotional Development (Average impact +4 months), Arts participation (+2 months), Behaviour interventions (Moderate +3 months) and Outdoor Adventure Learning (+4 months).</p>	<p>All children’s life experiences will grow which in turn will have a positive impact on language, imagination and communication in all subject areas.</p> <p>March 2022 update:</p>

<p>Visits and Visitors plans for the academic year across school recorded in school diary, including inspirational people, Primary Futures events, Aim High Day, skills builder projects and challenges.</p> <p>Funding for subsidised trips and visits, including Outdoor Residential trip.</p> <p>Estimated cost: £6249.50</p>		<p>July 2022 update</p>
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Intentions for 2022-24 – Wider strategies

During this period we will:

- Aim to move PP attendance to >95.5% by extending and improving attendance programmes
- To continue to fund Pupil Wellbeing team
- To continue to fund trips and wider opportunity experiences.

These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2022.

Total budgeted cost: £

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.

Targets from the previous pupil premium strategy were partially met, due to the Covid-19 pandemic school closures and restrictions.

The pupil premium lead, the senior leadership team, class teachers and teaching assistants worked closely with PPs and their families during school closures. Additional communication and resources were implemented. PPs who were identified as not engaging with remote learning effectively were recognised as 'vulnerable' and invited into school.

A true reflection of absence levels was not gained due to COVID-19 restrictions. The attendance of PPs was monitored and reviewed throughout the summer term of 2021. Pupils whose attendance was a concern have been identified and will be monitored throughout the Autumn term, with actions ready to be implemented, as necessary.

For further details see the reviewed PP statement on the website.

Further information (optional)

We recognise that the impact of COVID-19 will be different for each school and that our school leaders are best placed to understand the needs of our school communities. Consequently, the right way to support our pupils will be informed by the professional judgment of teachers and school leaders. As a sustained response will be required, to compensate for the negative impact of school closures, the school will consider how to align chosen approaches with pupil premium spending and broader school improvement priorities.

In order to align approaches, there will be a focus on implementing a small number of cultural changes within the school. We will continue to use our Growth Mindset approach to our learning, but we are beginning to broaden that with the introduction of essential skills through Skills Builder. This will expand our desire to raise aspiration and give purpose and meaning to education.

The school will continue to implement the Nuffield Early Language Intervention (NELI) Programme to improve listening, attention, and vocabulary skills in Reception pupils. The programme was made available to school through the Department of Education's partnership with the Education Endowment Foundation and other delivery partners.