

Pupil Premium Strategy 2021-24

This document 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 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	175 (not inc. nursery)
Proportion (%) of pupil premium eligible pupils	52.7%
Academic years that our current pupil premium strategy covers	2021-24
Date this strategy was published	December 2021 Version 2 Dec 2022 Version 3 Dec 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Miss Peckson
Pupil premium lead	Miss Lawson
Governor / Trustee lead	Rev. Kevin Colyer

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	£143, 440.90
Recovery premium funding allocation this academic year	£13.485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£156,925.90

Assessment headlines

Disadvantaged pupil teacher assessment data 22/23

EXP+	KS1	KS2
Reading	30%	20%
Writing	30%	20%
Maths	50%	26.7%
GPS	-	20%

2023		
End of KS2	School	SATs
Reaching expected standard in Reading	37.8%	25.9%
Reaching expected standard in Writing	33%	29.6%
Reaching expected standard in Mathematics	44.4%	37%

2023	
End of KS1	School
Reaching expected standard in Reading	42.9%
Reaching expected standard in Writing	42.9%
Reaching expected standard in Mathematics	61.9%

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	Attendance
3	Social, emotional and behavioural needs
4	Behaviour for Learning
5	Gap In Cultural Capital

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 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.	PP pupils to attend trips and visits, subsidised as necessary. Ensure that the opportunities provided are targeted to develop pupils' language and communication, as well as impacting on self-esteem and social and emotional wellbeing. Monitoring extra-curricular.
Improved behaviour for learning	All PP pupils will make the expected level of progress in all curriculum areas unless their SEND prevents this. 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 at or 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 (2023/24)

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: £47,804

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 and Language Lead training. - release monthly for training (pm sessions)</p> <p>Language and Communication audit - LA. HS and AS cover needed - 1x morning sessions, plus further sessions to write action plan and implement.</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>Communication skills in EYFS will improve impacting on early reading and writing. Phonics screening results for disadvantaged pupils will increase.</p>

<p>Wellcomm intervention implementation (targeted) and training impacting all.</p> <p>Speech and language interventions. SENDcO to target assessment and support for those eligible for PP who are identified as having SEND. Additional service support when required to deliver strategies. Phonics groups led by teachers and teaching assistants newly trained in 'Phonics bug' scheme.</p> <p>Estimated costs: Staff wages - £30,373</p>	<p>The EEF toolkit states that Oral Language impact development (Average impact +5 months).</p> <p>The EEF toolkit states that a consistent phonics approach has a moderate impact (+4 months) for a very low cost.</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>Elaine Williams Training - x6 per year all developed around the different aspects of QFT.</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>SLT monitoring fortnightly to quality of Teaching and Learning for all. - Release time. Plus Half termly data</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 and wider groups at end of KS.</p> <p>To close the gap between current achievement rates and National.</p>

<p>monitoring and progress discussions (Pupil Progress meetings and SEND/Inclusion Meetings).</p> <p>Estimated cost - £13,232</p>		
<p>Continued training in the Jane Considine approach to English. Further resources , including unit plans for reading and writing. Quality feedback and opportunities for independent and peer marking and editing. Use Jane Considine’s approach will impact on every child’s oracy and vocabulary development. Resource Cost- £ 400 Estimated Training Cost-£3799 £4199</p>	<p>Jane Considine is evidenced based systematic programme that uses strong models and scaffolding to take all learners on the journey through the lesson. In its way it is similar to the mastery approach for Maths teaching.</p> <p>The EEF advises the following: Teaching and whole school strategies □ Supporting great teaching □ Pupil assessment and feedback □ Feedback (High impact for very low cost +8 months). The EEF toolkit states that Oral Language impact development (Average impact +5 months).</p>	<p>All groups will benefit from the scaffolded approach to learning English and this will be seen in an increase in oracy, fluency and vocabulary development.</p> <p>Attainment will be raised for all groups in Reading, writing and GPS in KS2.</p>
<p>Intentions for 2022-24 – Teaching</p> <p>During this period we will:</p> <ul style="list-style-type: none"> • Further develop all pupils’ understanding of Growth Mindset and essential skills through Skills Builder. • Sustainably continue tutoring PP pupils where necessary • Look at methods of retention - check it and link it opportunities • Embed new English system - Jane Considine Reading, Writing and Spelling. <p><i>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 2023.</i></p>		

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

Approximate budgeted cost: £ 37,446

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Oral Language Intervention</p> <p>Wellcomm - across school</p> <p>Language Lead training</p> <p>Voice 21 - training and development across school - 2 people x4 release days.</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, 66% of children screened as red or amber. On the second screening, just 25% of these children were red or amber.</p>	<p>PP pupils on Wellcomm saw a 45% decrease in the screening from red/amber to green.</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>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 - £8,655</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>Phonics /Reading</p> <p>Structured daily synthetic phonics programme.</p> <p>1-1 reading in school</p> <p>Reading and Phonics interventions based on assessment data - including toe-by-toe in KS2.</p> <p>Estimated costs: - £28,791</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 21/22 - 70% Year passed Year 1 Phonics screener. 22/23 Predictions - 72.7%</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 Wellcomm programme • Further develop our use of Phonics Bug • To use toe-by-toe after Year 3 if children are still struggling with phonics 		

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 2023.

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

Approximate budgeted cost: £68,635

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: £16,864</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 at or 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>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>School based Pupil Wellbeing coordinator and assistant.</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 good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten,</p>	<p>All PP pupils will make the expected level of progress in all curriculum areas unless their SEND prevents this. The frequency of class teachers reporting behaviour as a barrier to learning will decrease. Weekly logged negative behaviour incidents on MyConcern reduce by 50% by July 2022.</p>

<p>Trained Mental Health First aiders. School based ELSA staff. Counselling made through referral to MHST. Coaching Breakfast Club support. Lunchtime support. DSL and SEND team. Mental health plans and individual risk assessments used if necessary. Targeted support available from additional services as and when needed. 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 - £49,271</p>	<p>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 (+ 3 months), Social and emotional learning (+ 4 months), Metacognition and Self-regulation strategies (+ 7 months).</p>	
<p>Experiences provided for PP children to improve language, imagination and communication. Limited experiences beyond immediate environment for many pupils. Bucket List Visits and Visitors plans for the academic year across school</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>recorded in school diary, including inspirational people, Primary Futures events, Aim High Day, skills builder projects and challenges. Funding for subsidised trips and visits.</p> <p>Estimated cost: £2500</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 2023.

Total budgeted cost: £ 150,721

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.

Intended outcomes are for over a 3 year strategy the information below is to show the progress so far.	
Intended Outcome	Progress so far-
Improved level of communication and language skills by the end of the Early Years Foundation Stage. (1)	GLD - 64.3% All - 77.8% PP Communication and Language - 64.3% All - 77.8% PP
Apart from those with SEND and an EHCP, all PP Pupils will pass the phonics screening by the end of Year 2.	Year 1 phonics = 66.7% (all children) 66.7% PP
Increased confidence and resilience in pupils.	Still developing that through the use of Growth Mindset PGL Trips and visit Challenge days and events that put the children outside of their comfort zone.
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.	Communication and Language - 64.3% All - 77.8% PP
Improved behaviour for learning	All learners have a good attitude towards their learning, we instil our mission and vision statements in all that we do to enable the children and in turn the parents to see the purpose of education and why it is so important. We do a lot of work around Aiming

	<p>High, ambition and aspiration, including a career's day, bucket list, working with Primary Futures and Skills Builder, plus taking part in Entrepreneurship for a term in Nurture Sessions. On the whole behaviour is good, especially behaviour in the classroom. Challenging behaviour in upper KS2 is becoming more frequent and so we are looking into ways we can work with those children more.</p>
<p>Reduced proportion of persistent absentees.</p>	<p>During 22/22 academic year our average school attendance was 91.4% with authorised absence being 6.6% and unauthorised being 2%. For 22/23 our average school attendance was with authorised absence being 4.8%, unauthorised 1.8%. Our Persistent Absence is 35.5% for 21/22, for 22/23 it is 19.8% for Years 1-6, for whole school it is 25.5%</p> <p>So far this year we show an average school attendance of 91.6% with authorised absence at 5% and unauthorised at 5.2% (some of this is caused by holidays and extended trips to Pakistan). Our Persistent absence so far this year is 27.3%. This term has shown an increase in absence in this area, but we will keep monitoring and working with our Inclusion Officer to ensure that numbers reduce over the whole year. Some absence this term is also due to a much higher number of suspensions for pupils with challenging behaviour.</p>

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 judgement 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 has decided to move away from NELI to use Wellcomm, which is being rolled out across our LA. Training and resources have been provided for all schools and we are able now to start this early intervention work in Nursery, which is much more beneficial to our pupils.