

Pupil premium strategy statement – Darwen St James’

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	192 (inc Nurs)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-227
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	L. Peckson
Pupil premium lead	M. Matthews
Governor / Trustee lead	Kevin Colyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,059
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£142,059

Part A: Pupil premium strategy plan

Statement of intent

At DSJ we target the use of the Pupil Premium funding to ensure that our disadvantaged children receive the highest quality of education to enable them to become positive citizens of the tomorrow, non-pupil premium children also benefit from the strategies and funding in place. We focus on inspiring children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential academically, socially and spiritually regardless of their background. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are:

- *Remove barriers to learning created by poverty, family circumstances and background*
- *Narrow the attainment gaps between disadvantaged children and their non-disadvantaged counterparts both within school and nationally*
- *Ensure all children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- *Develop their confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable children to look after their social and emotional wellbeing and to develop resilience*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world*

Our context:

The school is located in an area of high social deprivation. 53% of children are eligible for pupil premium funding in comparison to 20.8% nationally.

Achieving our objectives:

In order to achieve our objectives and overcome identified challenges to learning we will:

- *Provide all teachers with high quality CPD to ensure that the children access quality first teaching*
- *Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work*
- *Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences*
- *Provide opportunities for all pupils to participate in enrichment activities including sport, music and clubs*
- *Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom*
- *This is not exhaustive and strategies will change and develop based on the needs of individuals.*

Key Principles:

- *We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.*
- *Class teachers will identify through the pupil progress meetings specific intervention and support for individual pupils which will be reviewed at least termly.*
- *Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged 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 plan**, and how we will measure whether they have been achieved.

Intended outcome	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.
Reading, writing and maths	Achieve outcomes in-line with, or above, national average by the end of KS2
Addressing the gap in cultural capital - experiences and visitors planned for all	PP pupils to attend trips and visits, subsidised as necessary. Ensure that the

pupils. Ensure that these provided opportunities improve language and communication as well as impacting on children's social and emotional wellbeing.	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.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased communication skills in EYFS impacting on early reading and writing. Increasing Phonics screening results for PP pupils. Baseline assessment used to identify communication/language baselines and to measure progress made. Staff training – CPL including Wellcomm and Language Lead training. - release monthly for training (pm sessions)</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</p>	1, 3, 4

<p>Wellcomm intervention implementation (targeted) and training impacting all.</p> <p>Speech and language interventions.</p> <p>SENDcO to target assessment and support for those eligible for PP who are identified as having SEND.</p> <p>Additional service support when required to deliver strategies.</p> <p>Phonics groups led by teachers and teaching assistants trained in 'Phonics bug' scheme.</p>	<p>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>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 monitoring and progress discussions (Pupil Progress meetings and SEND/Inclusion Meetings).</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>	1,4

Maths fluency: Mastering Number, Fluency Bee, TTR, LBQ, Testbase and more.	Children make accelerated progress. Children are at least in - line with all other children nationally. Guidance Report Maths - EEF	1,4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £31,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language Intervention Wellcomm - across school Language Lead training Voice 21 - training and development across school - 2 people x4 release days.	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.	1,4
Quality of teaching for all: High quality and consistency of T&L impacting on the % of PP pupils achieving expected standard at KS2. Intervention groups led by highly qualified Teaching Assistants. Teaching Assistant to be given time to provide feedback and to support interventions in Pupil Progress and through detailed learning plans.	EEF toolkit: Small Group Work (Average impact +4 months). Feedback (High impact for very low cost +8 months).	1, 4
Phonics /Reading	Phonics approaches have been consistently found to have an average impact of an additional +5 months	1, 4

Structured daily synthetic phonics programme. 1-1 reading in school Reading and Phonics interventions based on assessment data - including toe-by-toe in KS2.	progress, with synthetic phonic programmes having a higher impact.	
Use of Widget to help remove barriers to learning and ensure that visual symbols are present alongside the written word.	Widget enables all learners to be included in learning.	1, 3, 4

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

Budgeted cost: £ 65,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance Attendance lead to work closely with Pupil Wellbeing team and SLT. Monitor attendance and implement identified strategies. Attendance and Punctuality incentive schemes to run throughout the year.	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.	2
Free/Subsidised Breakfast club. Food bank	Research suggests that for children in disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment. All children have the necessary equipment. EEF Research and Guidance –	1, 2, 3, 4

	Breakfast Clubs Life Skills and Enrichment Guidance Report EEF	
Parent workshops, stay and play, story time etc	Strengthened partnership with parents/carers. Parents/Carers regularly support children with homework. Working with parents to support children's learning - EEF	1, 2, 3, 4, 5
Developing social and emotional learning. Emotion Coaching training - staff release time. Estimated costs: Training, additional resources and designated time -	Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. 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, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. 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).	3, 4
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	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).	1, 5

<p>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.</p>		
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Total budgeted cost: £ £142,111

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Foundation Stage Profile			
	2024	2023	2022
% at a 'Good level'	57.1	69.6	57.7
Emerging National 2024	67.7		
% Expected or Exceeding			
	2024	2023	2022
Communication & Language	60.7	69.6	69.2
Physical Development	67.9	69.6	76.9
Personal, Social Emotional	71.4	69.6	73.1
Literacy	57.1	69.6	57.7
Mathematics	60.7	69.6	61.5
Understanding the World	57.1	69.6	57.7
Art & Design	71.4	73.9	76.9
Year 1 Phonics Screening			
	2024	2023	2022
% 'working at'	43.5	66.7	70.0
Emerging National 2024	80.2		

Key Stage 1 Assessments*

READING	% EXS+	% GDS
2024	60.9	8.7
2023	42.9	9.5
2022	73.3	10.0
<i>Est. National 24</i>	71.5	19.4
WRITING	% EXS+	% GDS
2024	47.8	0.0
2023	42.9	0.0
2022	53.3	3.3
<i>Est. National 24</i>	62.9	9.1
MATHS	% EXS+	% GDS
2024	56.5	8.7
2023	61.9	14.3
2022	70.0	20.0
<i>Est. National 24</i>	72.2	16.7

Multiplication Tables Check

	Em. 2024	2023
Average Score	19.9	20.1
National	20.6	20.2

Key Stage 2 Tests

READING	% Exp+	% High	Avg. SS
2024	37.9	3.4	98.5
2023	25.9	7.4	97.5
2022	33.3	4.8	96.5
Em. National 24	74.3	28.5	105.2

MATHS	% Exp+	% High	Avg. SS
2024	34.5	0.0	95.9
2023	37.0	3.7	95.8
2022	42.9	9.5	98.4
Em. National 24	73.1	23.9	104.4

GPS	% Exp+	% High	Avg. SS
2024	48.3	0.0	98.5
2023	29.6	11.1	98.4
2022	47.6	9.5	99.4
Em. National 24	72.2	32.0	105.3

WRITING (TA)	EXS+	GDS
2024	34.5	0.0
2023	29.6	0.0
2022	47.6	4.8
Em. National 24	71.8	12.9

RWM	% Exp+	% High
2024	27.6	0.0
2023	18.5	0.0
2022	28.6	0.0
Em. National 24	60.6	7.7

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics	Phonics Bug
Widget	Widget
Fluency Bee	White Rose
LBQ	LBQ