

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 | 191 (inc Nurs) |
| Proportion (%) of pupil premium eligible pupils | 59% |
| 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) | 2024-27 |
| Date this statement was published | Dec 2025 |
| Date on which it will be reviewed | Dec 2026 |
| 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 | £142,240 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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> | £142,240 |

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. 59% of children are eligible for pupil premium funding in comparison to 25.7% 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, residentials 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 | SEMH |
| 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: £ 45,270

| 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.</p> <p>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>Staff INSET/Twilight sessions throughout the year focusing of further development of High Quality Teaching</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> | <p>1,4</p> |

| | | |
|---|--|-----|
| 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 |
|---|--|-----|

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

Budgeted cost: £ £31, 430

| 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: £ 65,800

| 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 continued training - staff release time. Upskilling staff in school with Emotion Coaching techniques. | 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 and JAM challenges. Funding for subsidised trips and visits.</p> | | |
|--|--|--|

Total budgeted cost: £142,505

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years Foundation Stage Profile

| | 2025 | 2024 | 2023 |
|------------------------|------|------|------|
| % at a 'Good level' | 54.5 | 57.1 | 69.6 |
| Emerging National 2025 | 68.3 | | |

% Expected

| | 2025 | 2024 | 2023 |
|----------------------------|------|------|------|
| Communication & Language | 59.1 | 60.7 | 69.6 |
| Physical Development | 72.7 | 67.9 | 69.6 |
| Personal, Social Emotional | 59.1 | 71.4 | 69.6 |
| Literacy | 54.5 | 57.1 | 69.6 |
| Mathematics | 63.6 | 60.7 | 69.6 |
| Understanding the World | 54.5 | 57.1 | 69.6 |
| Expressive Art & Design | 54.5 | 71.4 | 73.9 |

Year 1 Phonics Screening

| | 2025 | 2024 | 2023 |
|------------------------|------|------|------|
| % 'working at' | 65.2 | 43.5 | 66.7 |
| Emerging National 2025 | 79.9 | | |

Multiplication Tables Check

| | 2025 | 2024 | 2023 |
|--------------------------|------|------|------|
| Average Score | 16.7 | 19.9 | 20.1 |
| Emerging National 2025** | 21.1 | 21.4 | |

Key Stage 1 Assessments*

| <u>READING</u> | % EXS+ | % GDS |
|------------------|--------|-------|
| 2025 | 52.9 | 0.0 |
| 2024 | 60.9 | 8.7 |
| 2023 | 42.9 | 9.5 |
| Est. National 25 | 71.6 | 19.2 |
| <u>WRITING</u> | % EXS+ | % GDS |
| 2025 | 52.9 | 0.0 |
| 2024 | 47.8 | 0.0 |
| 2023 | 42.9 | 0.0 |
| Est. National 25 | 64.1 | 9.6 |
| <u>MATHS</u> | % EXS+ | % GDS |
| 2025 | 58.8 | 5.9 |
| 2024 | 56.5 | 8.7 |
| 2023 | 61.9 | 14.3 |
| Est. National 25 | 72.9 | 17.2 |

Key Stage 2 Tests

| <u>READING</u> | % Exp+ | % High | Avg. SS |
|-----------------|--------|--------|---------|
| 2025 | 52.6 | 5.3 | 98.5 |
| 2024 | 37.9 | 3.4 | 98.5 |
| 2023 | 25.9 | 7.4 | 97.5 |
| Em. National 25 | 75.1 | 33.4 | 105.6 |

| <u>MATHS</u> | % Exp+ | % High | Avg. SS |
|-----------------|--------|--------|---------|
| 2025 | 63.2 | 10.5 | 99.6 |
| 2024 | 34.5 | 0.0 | 95.9 |
| 2023 | 37.0 | 3.7 | 95.8 |
| Em. National 25 | 74.1 | 26.3 | 104.7 |

| <u>GPS</u> | % Exp+ | % High | Avg. SS |
|-----------------|--------|--------|---------|
| 2025 | 42.1 | 5.3 | 98.9 |
| 2024 | 48.3 | 0.0 | 98.5 |
| 2023 | 29.6 | 11.1 | 98.4 |
| Em. National 25 | 72.6 | 29.6 | 105.4 |

| <u>WRITING (TA)</u> | EXS+ | GDS |
|---------------------|------|------|
| 2025 | 47.4 | 0.0 |
| 2024 | 34.5 | 0.0 |
| 2023 | 29.6 | 0.0 |
| Em. National 25 | 72.3 | 12.8 |

| <u>RWM</u> | % Exp+ | % High |
|-----------------|--------|--------|
| 2025 | 36.8 | 0.0 |
| 2024 | 27.6 | 0.0 |
| 2023 | 18.5 | 0.0 |
| Em. National 25 | 62.2 | 8.4 |

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 |