



Pupil premium strategy statement

Our Vision is taken from Luke's Gospel, "We treat each other as Jesus teaches us". This is reflected in our statement through careful consideration of how the funds are spent, therefore enabling all to flourish, especially our disadvantaged pupils. This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding. 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.

School overview

Detail	Data
School name	St James' Catholic Primary School, Hebburn
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	16.41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Francesca Heslop
Pupil premium lead	Francesca Heslop
Governor / Trustee lead	Sharon Grewcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,400
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,490

Part A: Pupil premium strategy plan

Statement of intent

At St James' Catholic Primary School, we strive to deliver a purposeful and ambitious curriculum for all pupils, regardless of their background. We treat every member of our community as a gift from God and endeavour to ensure everyone does their best. Our broad and balanced curriculum is the springboard for all our children, enabling them to be well-prepared for the next stages in their education. Our curriculum is designed to be inclusive, promote independence and resilience, and raise aspirations, with every one of our children at the heart of what we do.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Lessons are carefully planned to ensure that children effectively acquire, rehearse and connect existing knowledge to new knowledge. Emotional development and mental health are integral to the experiences we offer, such as Team Challenge days and Five Ways to wellbeing days to develop a growth mindset and build resilience.

St James' also ensures that funding is made available for out of school visits including residential visits, to ensure all children benefit from the wider experiences our curriculum offers, as well as broadening horizons and aspirations.

To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged with a curriculum that meets their needs
- intervene at the point of need and ensure effective provision is put in place
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all staff have high quality CPD to enable them to deliver quality provision
- ensure all staff are highly ambitious for all pupils, including those with SEND, so that all pupils can make excellent progress from their starting point.
- establish effective home-school relationships to support parents and children with attendance, wellbeing and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils do not have the advantage of living in a reading household. We need provision and curriculum across school that overcomes this and enables disadvantaged children to develop fluency, comprehension, confidence and enjoyment in reading to improve reading outcomes.
2	Often the disadvantaged pupils within St James' enter school with poor speech and language skills. They need support to improve listening and develop their vocabulary skills. This has been further exacerbated by the Covid 19 pandemic.
3	Disadvantaged children do not have the wealth of experience that provides background knowledge that their peers have. Many children lack self-esteem and resilience. They are often below the emotional age that would be expected.
4	Disadvantaged children display disjointed knowledge and gaps in understanding, particularly lower attainers. This has been heightened by recent lockdowns, despite a strong home learning / well-being offer.
5	Parents / Carers of disadvantaged children are generally not as actively engaged in supporting learning at home. Recent lockdowns and COVID restrictions have exacerbated this.
6	Attendance remains an issue for some of our disadvantaged pupils.

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
Pupils enjoy reading and are able to access the full curriculum due to their reading ability.	Pupils read a wide range of texts and use this to acquire new knowledge. They make progress in reading and are at least attaining Age Related Expectations ARE. Their reading comprehension enables them to access all curriculum areas and gain new knowledge. Pupils enjoy reading and read a wide range of texts (school reading spine) and access quality texts from the school library.

Pupils' early language and communication skills enable them to make progress in all areas of the curriculum.	Children are able to communicate effectively at ARE. They have listening skills that enables them to access the curriculum. Improved language skills in children can improve attainment in Literacy. Children are working at ARE in English and achieve the ELG. All staff are trained in the delivery of Sounds-Write phonics.
Clear programs of intervention are in place for children with identified speech and language needs. These are being delivered by highly skilled and trained practitioners.	Assessments in line with the intervention programs indicate strong progress with speech and language. Monitoring is robust and effective at identifying progress and outlining next steps. Pupil tracking details rapid progress.
Pupils have a wide range of experiences and have developed a wide range of skills. They are resilient and know how to look after their mental health.	Pupils access a wide range of extracurricular experiences including trips and visits that enhance the curriculum offer. Children are able to express their feelings and know how to communicate appropriately
Pupils are secure in key concepts from each year group and have grasped the core learning to enable them to access the following year's curriculum.	Targeted quality first teaching revisits prior learning to ensure all curriculum gaps and misconceptions are addressed. Gaps in knowledge are targeted through focus groups, successful deployment of support staff and quality same day and planned interventions. Robust assessment enables teachers to plan accordingly to meet the needs of all pupils. Planning bespoke curriculums to ensure all pupils make at least expected progress and attain highly.
Parents and carers feel well supported by school and have increased knowledge, skills, understanding and confidence to support their children's academic and emotional challenges	Parent records (registers/surveys/parent voice). Parents attend curriculum workshops so that they know how to support their child at home. Parents support with homework and reading. Parents support pupils by attending school events and celebrating their child's success.

Pupils attend school and are punctual so learning opportunities are not missed.	Disadvantaged pupil's attendance is in line with peers and school target. Pupils arrive at school on time so they are ready for the start of the day.
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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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds-Write training for all staff across the school to ensure a systematic approach to the teaching of phonics	NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment,	2,3
Release time for leaders to visit other schools and time to review phonics and reading	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Release time for leaders for diagnostic assessment e.g. quizzing, reading fluency scale, pre topic mind maps, Sounds-Write assessments, Attendance monitoring, safeguarding questionnaires and 3 houses, pupil and staff interviews.	Time will be allocated for leaders to gain a secure knowledge of disadvantaged pupils across the school to develop an effective strategy. Pupils will be compared to national benchmarks and take into account their wider challenges e.g. attendance.	1,3,4,6

Enhancement of Maths curriculum. Maths CPD for subject leader and all staff on developing a mastery curriculum including varied fluency, maths meetings and a growth mindset (South Tyneside and BCCET).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality reading resources: Purchase new Sounds-Write books for the children to read and reassess existing literature across the school. This is to ensure children can develop fluency and have a wide range of challenging texts to access.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4,5
Sounds-Write. Phonics intervention Additional SW. phonics sessions targeted at disadvantaged pupils who require further phonics support. Small group phonic interventions and 1:1	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3

To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Tutoring: School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Specialist Intervention Teacher and Teaching Assistants deployed to create capacity to teach appropriate high quality interventions, either as small groups or leading 1:1 personalised timetables.	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	1,2,3

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

Budgeted cost: £ 11,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Healthy Minds	EEF research - SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and	5,6

	emotional self-regulation, both of which may subsequently increase academic attainment.	
Road Centre: Counselling	EEF research - SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5,6
Curriculum to be planned to ensure opportunities for meaningful curriculum enrichment activities and extra-curricular activities (including residential). A fair offer of opportunity for all pupils is available.	Children from wealthiest backgrounds are 3 times more likely to take up music classes outside of school hours than children from poorer backgrounds. Social Mobility Commission (July 2021) 20% participation gap in sports. EEF tiered approach to 2021	6
Parental curriculum workshops to increase knowledge and parental involvement in children's learning	EEF research - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4
BCCET Attendance Officer to support parents to ensure their child attends school daily	EEF research - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	5

Total budgeted cost: £ 61,490

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 2021 to 2022 academic year.

Aim	Outcome
Improve maths and English skills in EYFS and KS1	Our data 2021/2022, shows that 75% of disadvantaged children attained GLD in at the end of EYFS. 29% achieved EXP+ in all subjects in KS1 SATs and 43% in Maths.
Improve the percentage of pupils achieving EXP+ in reading	Our data 2021/2022, shows that the end of KS2 50% achieved EXP+. Access to a wider range of reading books in school library promoted 'reading for pleasure' and challenge for boys. This increased pupil engagement within the targeted group.
Improve the percentage of pupils achieving EXP+ in writing	Our data 2021/2022, shows that the end of KS2 30% achieved EXP+. School closure in March 21 impacted on actual outcomes as this was the area hardest hit by remote teaching. Shared practice and external moderations have helped to raise expectations of writing.
Improve the percentage of pupils achieving EXP+ in maths	Our data 2021/2022, shows that the end of KS2 50% achieved EXP+. The embedding of 'White Rose Maths' to teach maths via a Mastery approach has led to a greater consistency across the school and improved standards.
To increase children's self-esteem and resilience	HMT working directly with families, Friends programme and HMT targeting individual Year groups had a positive impact and will continue to be a focus.
Continue to improve attendance rates	Working with the Trust on Traffic Light System and Attendance Officer had a

	significant impact on persistent absentees. It will continue to be a priority.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds-Write	Sounds-Write
Utilising a DfE grant to train a senior mental health lead.	Anna Freud