

# Pupil premium strategy statement – Southam St James

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	143
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	19/12/2025
Date on which it will be reviewed	13/07/2026
Statement authorised by	Laura Richards
Pupil premium lead	Laura Richards
Governor / Trustee lead	Trish Lamb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,112
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£65,112

# Part A: Pupil premium strategy plan

## Statement of intent

At Southam St James, our vision is “**Let your light shine**”, and our aim is to ensure that all children can shine to the best of their ability. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Our school context is that of a small, single-form entry primary school with a growing number of pupils and families who are require additional support. We recognise that disadvantage does not look the same for every child – there is no single profile of disadvantage – and our approach reflects this understanding. We will consider the challenges faced by vulnerable pupils, for example, those who have a social worker or those whose families are open to Early Help. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, based on internal, diagnostic assessment of academic progress, as well as identification and monitoring of pupils whose social and emotional needs are a barrier to their education. The approaches we have adopted complement each other to help pupils achieve their best. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

The key principle of our strategy plan is to ensure that all pupils have the opportunity to achieve their best and become fully involved in all aspects of school life.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Early Years - GLD</b> Over time, the percentage of disadvantaged pupils achieving a Good Level of Development (GLD) at the end of EYFS has consistently been lower than that of non-disadvantaged pupils. This gap indicates that disadvantaged pupils are not entering Key Stage 1 with the same strong foundation in early literacy, numeracy, and personal development as their peers.

2	<p><b>Phonics</b></p> <p>Over time, outcomes in the Year 1 Phonics Screening Check for disadvantaged pupils have been inconsistent and, in some years, lower than those of non-disadvantaged pupils. This variability means that disadvantaged pupils do not always secure the strong early reading foundations needed for success in Key Stage 1 and beyond.</p>
3	<p><b>Reading</b></p> <p>Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally experience greater difficulties with reading compared to their peers. This impacts their ability to access the wider curriculum and make sustained progress. Furthermore, end of Key Stage 2 data shows that disadvantaged pupils are less likely to achieve the expected standard in reading than non-disadvantaged pupils.</p>
4	<p><b>Attendance</b></p> <p>Attendance among disadvantaged pupils has been consistently lower than that of non-disadvantaged pupils over the last three years. Between 28–40% of disadvantaged pupils have been persistently absent, compared to 5–17% of their peers during the same period. Persistent absenteeism is having a negative impact on disadvantaged pupils' progress and attainment, limiting their access to high-quality teaching and wider school opportunities.</p>

## 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
Increase the percentage of disadvantaged pupils achieving a Good Level of Development (GLD) at the end of EYFS so that the gap with non-disadvantaged pupils narrows.	By July 2028, the proportion of disadvantaged pupils achieving GLD shows year-on-year improvements, and the gap between disadvantaged and non-disadvantaged pupils is closing.
Improve consistency of outcomes in the Year 1 Phonics Screening Check for disadvantaged pupils so they achieve in line with non-disadvantaged peers.	Phonics screening data shows that an increased % of disadvantaged pupils meet the expected standard and variability reduces over time.
Ensure disadvantaged pupils make accelerated progress in reading to close gaps and achieve expected standards by the end of KS2.	KS2 reading outcomes between now and 2027/28 show that an increased % of disadvantaged pupils meet at least the expected standard Pupils who were below age-related expectations on entry will have made accelerated progress since Reception.
Reduce persistent absence among disadvantaged pupils and improve overall attendance to be closer to that of non-disadvantaged peers.	By July 2028, overall attendance for disadvantaged pupils shows sustained improvement and is much closer to that of non-disadvantaged peers. Persistent absence among disadvantaged pupils is significantly reduced, and the gap between disadvantaged and non-disadvantaged pupils continues to narrow year on year.

## 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: £51,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to teacher salary to maintain 7 single-aged classes</p>	<p>Staffing model maintains single aged classes across school, protects EYFS continuous provision and KS1 phonics fidelity; enables responsive in-class intervention. £30,000</p> <p>EEF Reducing Class Size: Reducing Class Size – <i>Smaller classes can improve pupil progress, especially where teachers adapt teaching to take advantage of smaller groups.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>EEF High-Quality Teaching: EEF Guide to the Pupil Premium – <i>Investing in high-quality teaching has the greatest impact on disadvantaged pupils.</i> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/pupil-premium</a></p>	<p>1, 2, 3</p>
<p>TA staffing for small-group interventions (catch-up and keep-up)</p>	<p>TAs deployed to daily phonics keep-up (EYFS/Y1), reading fluency (KS1/Lower KS2), precision teaching (Upper KS2); groups prioritise disadvantaged pupils. £12,000</p> <p>EEF Teaching Assistant Interventions: <i>Well-trained TAs delivering structured interventions can improve attainment by up to 4 months.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> –</p> <p>EEF Small Group Tuition: <i>Small group tuition is effective, particularly for disadvantaged pupils.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> –</p>	<p>1, 2, 3</p>
<p>CPD for teachers and TAs (phonics, reading</p>	<p>Skilful delivery and alignment with classroom instruction are critical for impact. Ongoing CPD raises fidelity and effectiveness. Termly CPD; coaching cycles; fidelity checks; shared scripts/resources; observation/feedback.</p>	<p>1, 2, 3</p>

fluency, precision teaching)	£5,000  EEF Professional Development: <i>High-quality CPD improves teaching and pupil outcomes</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> –.	
Resources for interventions (decodable books, handwriting resources, manipulatives)	High-quality materials enable effective practice, retrieval, and fluency. Audit; purchase decodables by phase; fluency passages; diagnostic tools; handwriting resources, maths manipulatives. £4,112  EEF Toolkit Overview: Providing high-quality resources aligned to teaching strategies supports effective intervention delivery. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics and reading interventions	High-quality phonics interventions delivered by TA and class teachers. £10,000  EEF Phonics: Phonics approaches have a high impact for very low cost, particularly for younger readers. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  EEF Reading Comprehension Strategies: Effective reading strategies can improve progress by up to 6 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 3

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and family engagement	<p>Weekly attendance dashboards; rapid response to dips; targeted plans; liaison with LA attendance team; transport/breakfast support where appropriate. £4,000</p> <p>EEF Parental Engagement: Working with parents to improve attendance and engagement can have a positive impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>DfE Attendance Guidance: <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	4

**Total budgeted cost: £65,112**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Progress for pupils was at least in line with expected for all subject areas at the end of KS1. Outcomes for end of KS2 were just below the National Average in Reading and Writing.
- Pupils with SEMH benefitted from the support provided – more able to recognise and express emotions and react to them in an appropriate way, significant reduction in referrals and serious behaviour linked incidents in school.
- New phonics scheme embedded in Reception and KS1 – evidence of progress demonstrates a strong impact on outcomes for the majority of pupils. However, data remains inconsistent for pupils in comparison with non-disadvantaged peers.
- Subject leaders' skill and knowledge developed further resulting in a more coherent curriculum in foundation subjects.
- All pupils participated fully in trips/visits and the residential visit.
- All pupils had access to extra-curricular clubs – disadvantaged pupils well represented at the majority of these.

### 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
N/A	

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A