

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southam St James C of E Academy
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 to 2024/25
Date this statement was published	12/1/2024
Date on which it will be reviewed	12/07/2024
Statement authorised by	Laura Constable
Pupil premium lead	Laura Constable
Governor / Trustee lead	Valerie Copley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£4,060
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	£41,455

Part A: Pupil premium strategy plan

Statement of intent

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.

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 strategy is also integral to wider school plans for education recovery, notably in our targeted support for identified pupils whose education has been affected negatively, including non-disadvantaged pupils.

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.

3	On entry to Reception class in the last 3 years, the majority of our disadvantaged pupils arrive below age-related expectations. We are noticing that the on-entry levels of an increasing number of children are below age-related expectations, although the percentage varies between cohorts.
4	Teacher referrals for support have continued to increase. These are for a range of SEND and SEMH / behavioural needs which then impact on the pupils' ability to learn to their full potential.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the national lockdown to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.

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 language skills and vocabulary for disadvantaged pupils have developed	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve phonics ability, with transference into reading for our disadvantaged pupils	Phonics screening data shows that an increased % of disadvantaged pupils meet the expected standard. KS2 reading outcomes between now and 2024/25 show that an increased % of disadvantaged pupils meet at least the expected standard.
Pupils, including disadvantaged pupils, are Year 1 ready when they leave Reception.	Pupils who were below age-related expectations on entry will have made accelerated progress with Reception.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes between now and 2024/25 show that an increased % of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in staff knowledge and understanding of strategies to support pupils with SEMH within the classroom • Pupils with SEMH difficulties display less extreme behaviour as they build their strategies and capacity to cope with school situations.

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: **TOTAL £24,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle Phonics Scheme implemented and fully resourced & purchasing books for across school</i>	Subject Leadership additional time – Year 2 and 3 staff CPD ; work with the School Improvement Partner ; Trust CPD £1,500 £750 subscription & £500 resources https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/phonics	2 3
<i>Whole School Emotions Coaching CPD & Staff training on ASD / PDA in the classroom</i>	Enhance Psychology £400 SEND Station £400 SEND SupportEd £2,000 https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/social-and-emotional-learning	5
<i>Targeted TA support in class with a focus on core subjects</i>	Allocation of Teaching Assistant salary £6,000 https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/teaching-assistant-interventions	1 4
<i>Origin Hub Maths CPD</i>	Cover costs – KS1 and KS2 teacher £1,500 https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/mastery-learning	5
<i>White Rose Maths CPA resources purchased</i>	Class Sets £1,500 https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/mastery-learning	5
<i>Subject Leader Mentoring</i>	Refine Learning - £1,500 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1

<i>Oral Language Interventions</i>	<p>Increased focus on</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children explicitly extending pupils' spoken vocabulary the use of structured questioning to develop reading comprehension the use of purposeful, curriculum-focused, dialogue and interaction <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/oral-language-interventions</p>	1
<i>Oral Language Development</i>	<p>Royal Shakespeare Company Associate School and linked work – whole school project based on Julius Caesar</p> <p>Subscription – £600 CPD for staff – £1,000 Resources - £200</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/oral-language-interventions</p>	1
<i>Development of Reading</i>	<p>Whole class guided reading scheme - £1,500 Books - £500 CPD - £1,000</p>	1
<i>Subject Leadership release time to develop subjects</i>	<p>£4000</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1

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

Budgeted cost: **TOTAL = £5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Adult Intervention in classroom for core subject small group or 1:1 work.	<p>Allocation of Teaching Assistant salary £3,000</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/teaching-assistant-interventions</p>	1 4
<i>CPD for positive handling</i>	£200	5
<i>Small group tutoring</i>	<p>£1,800</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition</p>	4

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

Budgeted cost: **TOTAL = £11,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist TAs procured for support around specific emotional need</i>	Teaching Assistant Nurture £1,500 https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/social-and-emotionallearning	5
<i>Emotional Coaching and Support for pupils as required</i>	£9,500 https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Uniform, Milk etc for pupils eligible for PPG</i>	Uniform £100 [Belonging – uniform policy (Evidence DfE)] Milk £50 https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	5
<i>Wider Opportunities funded for pupils eligible for PPG</i>	Panto £100 Residential £200 Class trips/visitors across school £200 https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/arts-participation	1, 5

Total budgeted cost: £41,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- Progress for pupils was good and outcomes for end of KS1 and KS2 were above 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.
- New phonics scheme embedded in Reception and Year 1 – evidence of progress demonstrates a strong impact on outcomes for the majority of pupils.
- 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.