

# Pupil premium: St James' C of E Infant and Nursery School

## School overview

Detail	Data
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 2024-25 2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Alex Moore
Pupil premium lead	Alex Moore
Governor / Trustee lead	Katie Kinrade

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16, 665
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£16, 665</b>

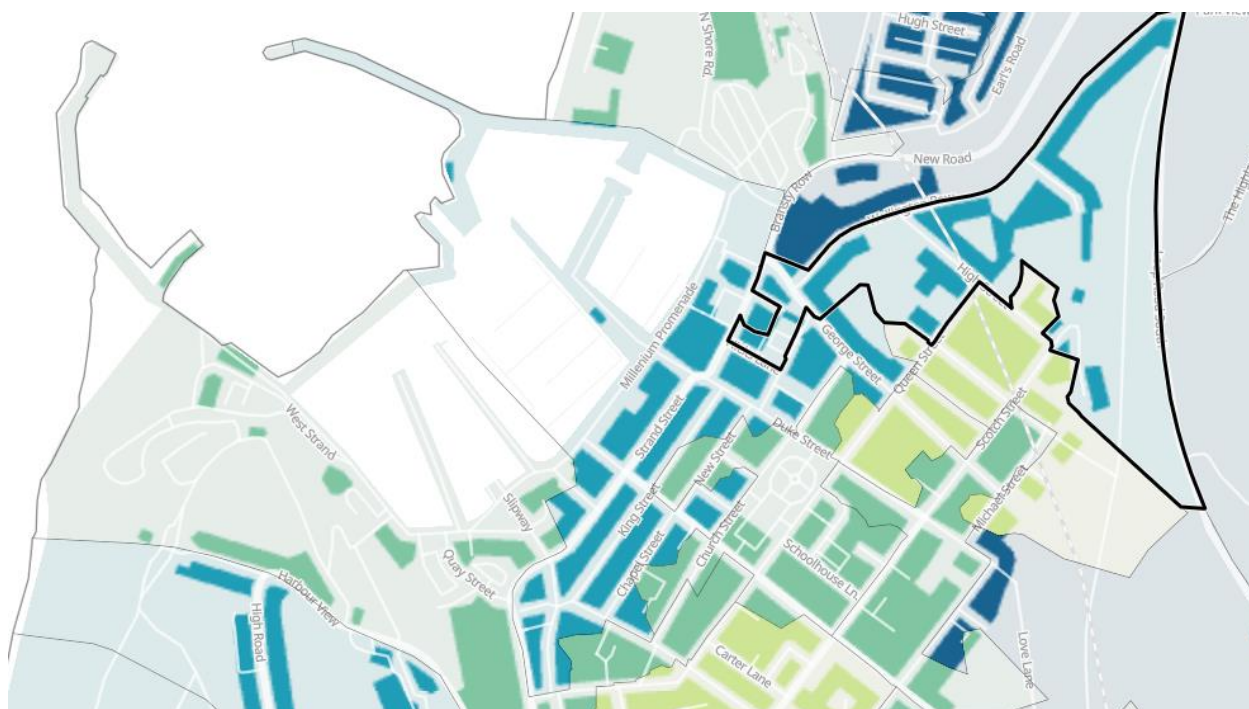
# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about how to use Pupil Premium funding, it is important to consider the context of the school and the challenges that this poses alongside research conducted by the EEF and Research Schools Network.

### Context of St James' C of E Infant and Nursery School

St James' is located in the coastal town of Whitehaven within the Copeland constituency which has high levels of deprivation. ONS data shows that the area surrounding our school (Copeland 002- harbour area) is one of the highest deprived areas identified in Copeland in the 2021 census results with 56.5%



### Ultimate Objectives

At St James' we aim to:

- Diminish the difference between disadvantaged and non-disadvantaged children
- Ensure that all disadvantage and non-disadvantage children achieve or exceed the National for attainment at the end of Key Stage One
- Closely monitor the performance of academically able children from disadvantaged backgrounds who are most at risk of under performing
- Nurture and support the holistic development of every pupil in our care

We will continue to implement the tiered approach to quality first teaching, targeted academic support and a wide range of strategies to support all pupils (EEF 2021).

Regardless of background or barriers to learning, we want all children to succeed and achieve here at St James'. We ensure that all children of God make good progress from their respective starting points. We aim to act quickly if a gap in learning is identified by our trained professionals, using the keep up not catch up philosophy. We want children to know more and remember more to make progress through our ambitious curriculum. Enrichment opportunities both in and out of school are paramount for children to achieve '*Life in all its Fullness*'- John 10:10).

At St James' we ensure that we provide mental health and well-being support for our children and their parents. Our team work closely to meet the needs of all of our families in keeping with our church school ethos of being inclusive and welcoming to all.

In our community we have identified some of our families who are also socially disadvantaged and vulnerable but unfortunately, they do not qualify for Pupil Premium. In cases such as these, we support where we can and help families even on a short term basis. Overcoming barriers for all is our philosophy. We want families to feel supported and children to flourish here, equipped to learn.

## Challenges

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

Challenge number	Detail of challenge
1	Close the attainment gap in reading, writing and maths for our children identified as being disadvantaged.
2	33% of our children who are eligible for pupil premium funding are either LAC or PLAC- the challenge here includes SEMH. 16% of our children eligible for pupil premium have complex SEN needs
3	Low levels of speech and language on entry in Nursery- all evidenced by SALT screening report.
4	Some of our families eligible for pupil premium funding require mental health and well-being support

## 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
All Pupil Premium children will make good progress from their relative starting points.	<ul style="list-style-type: none"> <li>• Internal and external progress and attainment data demonstrates this in EYFS and KS1</li> <li>• The children will know more and remember more and knowledge will be committed to long term memory.</li> <li>• Children’s books will show demonstrable progress.</li> </ul>
To increase the % of pupil premium children meeting ARE in reading, writing and maths.	The summer 2026 data will show the percentage of children achieving ARE in reading, writing and maths has increased to be at least in line with the National average.
Pupils will make good progress in their communication skills and social interaction.	<ul style="list-style-type: none"> <li>• Children’s vocabulary will increase</li> <li>• Children will be able to hold conversations with adults and peers</li> <li>• Children will be able to express their ideas and feelings about their experiences using full sentences</li> <li>• An increased proportion of children who are eligible for pupil premium funding will meet the expected standard for the Early Learning Goals in Communication and Language.</li> </ul>
Achieve and sustain well-being for our children in school, particularly our disadvantaged children.	High levels of well-being demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, observations, parent surveys</li> <li>• Increase in participation in enrichment activities particularly amongst disadvantaged children.</li> </ul>

## 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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve outcomes in <b>communication and interaction</b> and engagement between home and school during the EYFS.</p>	<p>In the EEF publication- <a href="https://www.educationendowmentfoundation.org.uk">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a> it states 'Language provides the foundation of thinking and learning should be prioritised'.</p> <p>We recognise that we have some children entering Nursery with low language levels (screened by trained SALT). Following this, staff are given training based on individual needs to overcome these barriers to learning on an individualised basis.</p> <p>Through frequent parent stay and play sessions and workshops we model the importance of talk and conversation at home and how vital it is for future success.</p>	<p>2, 3</p>
<p>SLT release time to <b>monitor, coach and support EYFS staff to meet needs of disadvantaged pupils</b></p>	<p>With the implementation of new strategies e.g. speech and language, support must be given to all staff to ensure they are confident and supported in delivery.</p> <p><a href="#">EEF-Effective-PD-Mechanisms-Poster.pdf</a></p>	<p>1,2,3</p>

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

Budgeted cost: £5730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Fast track phonics support</b> targeted at identified Pupil Premium children who require support.</p>	<p>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</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance on Special Educational needs in mainstream schools, particularly recommendation 4: 'complement high quality teaching with carefully selected small-group and 1:1 intervention'</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Special-Educational-Needs-in-Mainstream-Schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF 5 a day resource-</a> helps raise attainment for all children including those with SEND</p>	<p>1, 2</p>
<p><b>1:1 speech and language intervention</b> for children in EYFS who are working below ARE</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance on Special Educational Needs in Mainstream Schools, particularly recommendation 4: 'complement high quality teaching with carefully selected small group work and 1:1 intervention.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Special-Educational-Needs-in-Mainstream-Schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3</p>

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

Budgeted cost: £2935

Intended outcome	Evidence that supports this approach	Challenge number(s) addressed
Purchasing <b>ELSA</b> resources, planning and delivery of targeted nurture group, CPD	Small group work to support self-regulation and turn taking. This will be led by our ELSA lead. <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef">Social and emotional learning   EEf (educationendowmentfoundation.org.uk)</a>	2, 4
<b>Kidsafe</b> Refresher Training	Social and emotional skills are linked to positive outcomes in later life. <a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development-eeef">Effective Professional Development   EEf (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/3-wider-strategies-eeef">3. Wider strategies   EEf (educationendowmentfoundation.org.uk)</a>	2, 4
Increasing children's <b>knowledge and understanding of the wider world</b> and provides opportunities they may not have access to normally.	Increased engagement should translate into stronger pupil outcomes. <a href="https://www.educationendowmentfoundation.org.uk/arts-participation-eeef">Arts participation   EEf (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/eeef-guidance-toolkit-physical-activity-search-bing-com">eeef guidance toolkit physical activity - Search (bing.com)</a> <a href="https://www.educationendowmentfoundation.org.uk/cultural-capital-early-education">Cultural capital - Early Education (early-education.org.uk)</a>	2, 4
Ensure that all children who are in receipt of PP receive a <b>free breakfast</b> .	<a href="https://www.educationendowmentfoundation.org.uk/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-eeef">Breakfast clubs found to boost primary pupils' reading writing...   EEf (educationendowmentfoundation.org.uk)</a>	1, 2, 4
<b>Extended school time</b>	Access to <b>30 hour nursery</b> teaching for targeted families Supporting families who are not eligible to access 30hr nursery provision to access the full entitlement. <a href="https://www.educationendowmentfoundation.org.uk/eeef-and-sutton-trust-respond-to-government-s-new-covid-19-eeef">EEf and Sutton Trust respond to Government's new COVID-19...   EEf (educationendowmentfoundation.org.uk)</a>	2, 3, 4

**Total budgeted cost: £16, 665**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the 2024-2025 academic year.

Review of Pupil Premium Spend 2024-2025		
The aims below are taken from our three-year strategy to improve outcomes for disadvantaged pupils.		
Proposed outcomes		
Aim	Success Criteria	Review (July 2025)
1. All pupil premium children will make good progress from their relative starting points	<ul style="list-style-type: none"> <li>Internal and external progress and attainment data demonstrates this in EYFS and KSI</li> <li>The children will know more and remember more and knowledge will be committed to long term memory.</li> <li>Children's books will show demonstrable progress.</li> </ul>	<p><b>Medium:</b> The children's books reflected that all of the children had made expected progress in comparison to their baseline. Subject leader and Ofsted monitoring showed that retention of knowledge was strong in all subjects. The children interviewed could outline effective strategies to aid recall such as the class retrieval walls, flashback 5 and use of knowledge notes. Intervention data shows that the children made good progress.</p>
2. To increase the % of pupil premium children meeting age related expectations in reading, writing and maths	<ul style="list-style-type: none"> <li>The summer 2025 data will show the percentage of children achieving ARE in reading, writing and maths has increased.</li> </ul>	<p><b>Medium:</b> Y1 phonics- 100% of disadvantaged pupils achieved ARE Y2 (2024-25)- Reading 50% (3/6), Writing 50% (3/6), Maths 67% (3/6) (2 x children complex EHCPs) National data not available due to the KSI tests being optional</p>
3. All EYFS children will make good progress in their communication and social interaction skills.	<ul style="list-style-type: none"> <li>Children's vocabulary will increase</li> <li>Children will be able to hold conversations with adults and peers</li> <li>Children will be able to express their ideas and feelings about their experiences using full sentences</li> <li>An increased proportion of children who are eligible for pupil premium funding will meet the expected standard for the Early Learning Goals in Communication and Language.</li> </ul>	<p><b>Medium:</b> 67% of the cohort met the age-related expectation for communication and language at the end of nursery checkpoint. (6 x EAL and 2 new to school) 80% of the Reception cohort achieved the ELG in speaking and listening (3 x complex EHCPs did not). Staff using the CEOL screening and WELLCOM materials as a targeted intervention. Adults familiar and utilising the EEF SHREC approach as part of their role to help children make progress.</p>
4. To achieve and sustain well being for all children in school, particularly our disadvantaged children.	<ul style="list-style-type: none"> <li>High levels of well-being demonstrated by:</li> <li>Qualitative data from pupil voice, observations, parent surveys</li> <li>Increase in participation in enrichment activities particularly amongst disadvantaged children.</li> </ul>	<p><b>High:</b> ELSA support tailored to targeted individuals using strategies from SNAP assessments. Well-being group and external nurture group embedded to meet the needs of the cohort. Pupil voice and parent questionnaire feedback very promising, highlighting pastoral support as a strength of the school. 79% PP children accessing breakfast/ after school club provision and enrichment offer on a regular basis.</p>

GLD: 75%- All and 43% Disadvantaged (above National)- 3 x complex EHCPs within data

PSC: 94%- All and 100% Disadvantaged (above National)

KS1 Reading 78% All and -50% Disadvantaged (2 x EHCPs)

KS1 Writing 69% All and 50% Disadvantaged (2 x EHCPs)

KS1 Maths 86% All and 67% Disadvantaged (2 x EHCPs)

## Externally provided programmes

Programme	Provider
Read Write Inc	Oxford Owl
WELLCOM communication	Hanen