

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

School overview

Detail	Data
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Alex Moore
Pupil premium lead	Alex Moore
Governor / Trustee lead	Pat Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,368
Recovery premium funding allocation this academic year	£2,030
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
Total budget for this academic year	£24, 398

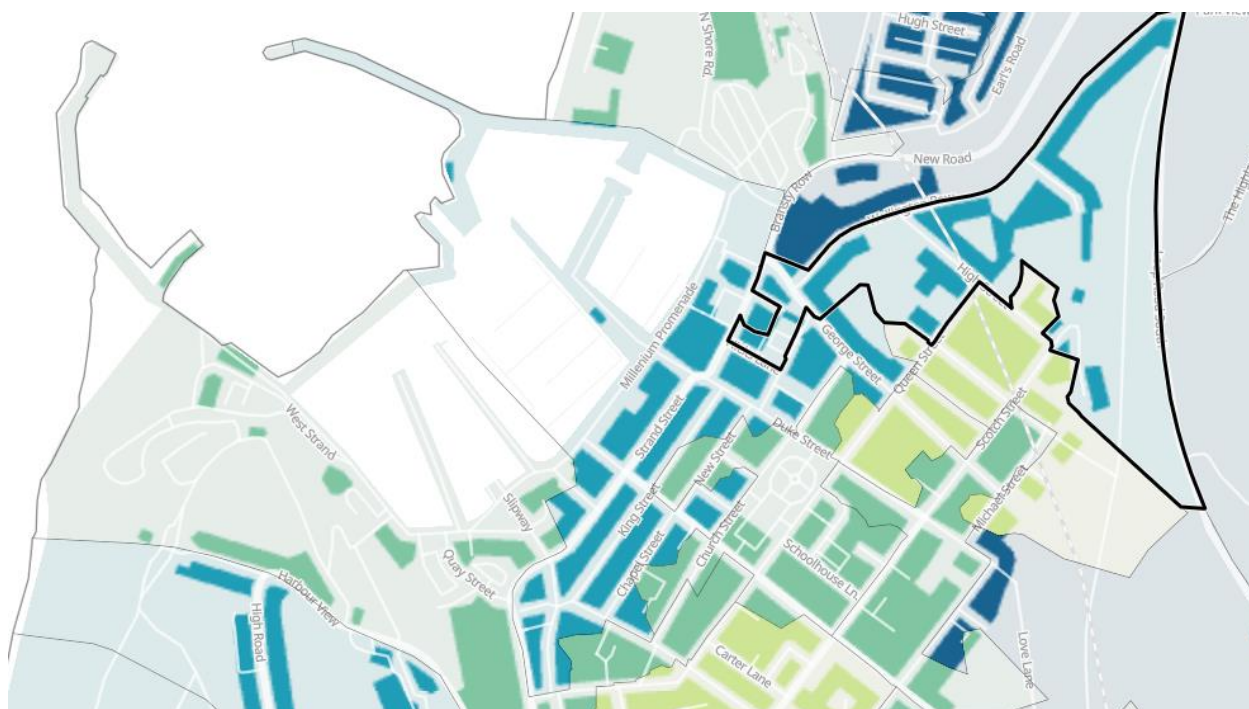
Part A: Pupil premium strategy plan

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	22% of our children who are eligible for pupil premium funding are either LAC or PLAC- the challenge here includes SEMH. 9% 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"> • Internal and external progress and attainment data demonstrates this in EYFS and KS1 • The children will know more and remember more and knowledge will be committed to long term memory. • Children’s books will show demonstrable progress.
To increase the % of pupil premium children meeting ARE in reading, writing and maths.	The summer 2024 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"> • Children’s vocabulary will increase • Children will be able to hold conversations with adults and peers • Children will be able to express their ideas and feelings about their experiences using full sentences • 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.
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"> • Qualitative data from pupil voice, observations, parent surveys • Increase in participation in enrichment activities particularly amongst disadvantaged children.

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: £11, 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance our maths curriculum with the addition of Mastering Number to help children develop a secure number sense.</p> <p>Fund release time to embed key guidance materials and CPD.</p>	<p>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</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Improve outcomes in communication and interaction and engagement between home and school during the EYFS.</p>	<p>In the EEF publication- Preparing for Literacy EEF (educationendowmentfoundation.org.uk) 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>	2, 3
<p>SLT release time to monitor, coach and support ECT 2 to meet needs of disadvantaged pupils</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>EEF-Effective-PD-Mechanisms-Poster.pdf</p>	1,2,3
<p>Purchase of standardised</p>	<p>Standardised tests can provide reliable insights into the specific strengths and</p>	1,3

<p>testing materials- NFER Reading and Maths and language training for staff to ensure assessments are interpreted and administered correctly. £600</p>	<p>weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>Attainment Measures database EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7084

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fast track phonics support 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>Phonics EEF (educationendowmentfoundation.org.uk)</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>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF 5 a day resource- helps raise attainment for all children including those with SEND</p>	<p>1, 2</p>
<p>1:1 speech and language intervention 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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

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

Budgeted cost: £6214


Intended outcome	Evidence that supports this approach	Challenge number(s) addressed
Purchasing ELSA 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. Social and emotional learning EEf (educationendowmentfoundation.org.uk)	2, 4
Kidsafe Refresher Training	Social and emotional skills are linked to positive outcomes in later life. Effective Professional Development EEf (educationendowmentfoundation.org.uk) 3. Wider strategies EEf (educationendowmentfoundation.org.uk)	2, 4
Increasing children's knowledge and understanding of the wider world and provides opportunities they may not have access to normally.	Increased engagement should translate into stronger pupil outcomes. Arts participation EEf (educationendowmentfoundation.org.uk) eeef guidance toolkit physical activity - Search (bing.com) Cultural capital - Early Education (early-education.org.uk)	2, 4
Ensure that all children who are in receipt of PP receive a free breakfast .	Breakfast clubs found to boost primary pupils' reading writing... EEf (educationendowmentfoundation.org.uk)	1, 2, 4
Extended school time	Access to 30 hour nursery teaching for targeted families Supporting families who are not eligible to access 30hr nursery provision to access the full entitlement. EEf and Sutton Trust respond to Government's new COVID-19... EEf (educationendowmentfoundation.org.uk)	2, 3, 4

Total budgeted cost: £24,400

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 2022-2023 academic year.



Review of Pupil Premium Spend 2022-2023
The aims below are taken from our three-year strategy to improve outcomes for disadvantaged pupils.

Proposed outcomes		
Aim	Success Criteria	Review (July 2023)
1. To ensure that all pupils, but particularly those from disadvantaged homes—leave the Early Years with a high quality and well-rounded grounding in early literacy, language and communication	Children to leave the EYFS with ELG for communication and language skills. Recommendations from the EEF document 'Preparing for Literacy' will be built into everyday practice in our Early Years. Staff will be trained in a range of speech and language interventions to support children in the EYFS.	High- GLD was 78% (above National average and Cumberland average) and Pupil Premium was 80%.
2. Children will have greater comprehension/understanding of the books that they are reading in class and <u>independently</u> Children will have access to a <u>high quality</u> literature, which will aid their development of language and comprehension.	Children will have 95% comprehension of the books they are reading (as recommended by Chris Quigley and taken from Daniel Willingham 'Can reading comprehension be taught?' September 2014 The school will have a high-quality reading spine that provides our pupils with PP with high quality, progressive texts. The school will have a detailed vocabulary spine in place, which ensures that children have 'language for thinking' and taught a vast range of tier 1-3 vocabulary. The school will have a reading curriculum that ensures a clear progression of quality texts across the school.	Medium- All children made progress from their relative starting points. All children had access to the class reading spine, ensuring access to high quality texts.
3. Children in receipt of pupil premium will achieve the expected standard, or above, in writing and reading at the end of KS1.	Children in receipt of the pupil premium will leave KS1 with expected (or above) in writing.	Medium- 25% of Pupil Premium children achieved the expected standard in writing (1 out of 4). 4/4 children had identified complex SEN needs (3 x ASC and 1 x LAC with attachment).
4. Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures. Disadvantaged children identified for waves of intervention to reduce the learning gaps from school closures.	Accelerated progress for children in receipt of interventions and other targeted support including one to one RWI Fast Track Tutoring, Talk Boost and LLLR <u>programme</u> The difference between disadvantaged and non-disadvantaged <u>pupils</u> attainment is less than 5% within the school. Disadvantaged pupils' attainment is in line with national 'other'.	Medium- The PSC results increased to 89% in 2023 and were above National data. Disadvantaged pupils were 75% (3/4 children achieved the pass mark). Medium- GLD and PSC results showed that the gap was closed. KS1 results showed that there is still a gap (there was 4 children, all 4 have identified complex needs).
5. Attendance – continue establishing good attitudes to attendance and punctuality from Nursery, so that all year groups have attendance above average.	Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 96.5%	High- Attendance for children in receipt of PPG was 95.65% which was slightly above the whole school attendance figures at 95%
6. Ensure that after the recent COVID pandemic, our pupil's mental health is a priority and that all our children remain resilient and ready to learn. Ensure that pastoral concerns do not hinder learning that is taking place.	Understanding children's mental health is engrained into staff CPD. Children are happy to communicate how they are feeling to staff and are willing to discuss any pastoral concerns they have. Children have a variety of means in which they can discuss their mental health in school and be taught that any issues they have will be treated with care and compassion. Staff are trained in identifying mental health issues in their pupils, deliver interventions, and help to support them with this.	Medium- We have seen a steady improvement in the children's use of self-regulation strategies throughout the year but this needs to remain an ongoing focus. This is demonstrated in our CPOMS logs.

GLD: 78%- All and 80% Disadvantaged (above National)

PSC: 89%- All and 75% Disadvantaged (above National)

KS1 Reading 71% All and –50% Disadvantaged

KS1 Writing 63% All and 25% Disadvantaged

KS1 Maths 68% All and 25% Disadvantaged

Externally provided programmes

Programme	Provider
Read Write Inc	Oxford Owl
LLLI- Learning Language & Loving It	Hanen

