



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

### School overview

| Detail                                                                                                          | Data                                |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Number of pupils in school                                                                                      | 130                                 |
| Proportion (%) of pupil premium eligible pupils                                                                 | 18%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2026-2027<br>2027-2028<br>2028-2029 |
| Date this statement was published                                                                               | October 2026                        |
| Date on which it will be reviewed                                                                               | September 2027                      |
| 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                                                                                                                                                                                                                                                                                                     | £25,530        |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><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>£25,530</b> |

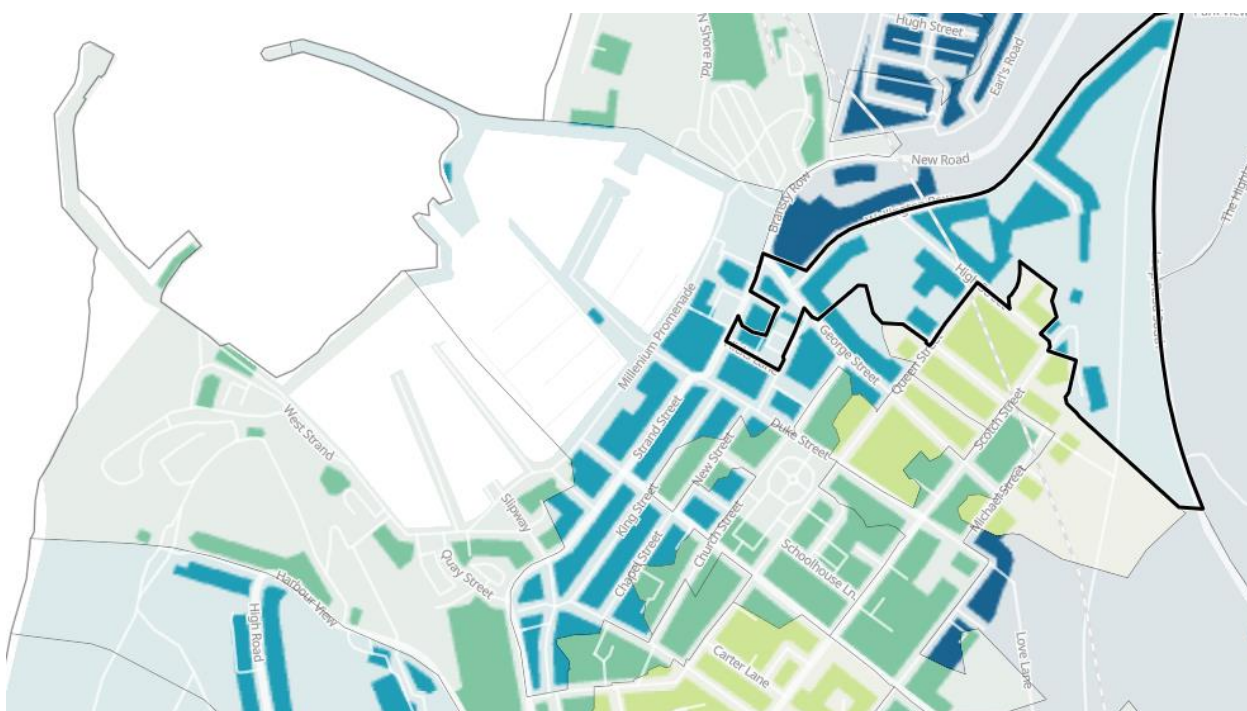
## Part A: Pupil premium strategy plan

### 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' C of E Infant and Nursery School is situated in the harbour area of Whitehaven, serving a community facing significant socio-economic challenge. The school is located within the Whitehaven Harbour locality, where approximately 30% of children live in low-income families. National deprivation measures continue to identify parts of the surrounding area as experiencing significant levels of deprivation relative to the national picture. This context contributes to barriers for some pupils, including lower household income, reduced access to wider opportunities, increased vulnerability and a greater need for pastoral and family support.



#### Ultimate Objectives

At St James' we aim to:

-  Diminish the difference in attainment, progress and wider outcomes between disadvantaged and non-disadvantaged pupils.
-  Ensure that all disadvantaged pupils achieve highly from their starting points and are well prepared for the next stage of their education.
-  Closely monitor and support the achievement of academically able disadvantaged pupils to ensure they fulfil their potential.

- ✚ Improve attendance, engagement and readiness to learn for disadvantaged pupils who face additional barriers.
- ✚ Nurture and support the holistic development, wellbeing and personal development of every pupil in our care.
- ✚ Ensure all pupils benefit from a rich range of enrichment opportunities that broaden experiences, aspirations and cultural capital.

We will continue to implement the Education Endowment Foundation's tiered approach through high-quality teaching, targeted academic support and wider strategies that address barriers to learning.

Regardless of background, circumstance or barrier to learning, we want every child to succeed and thrive at St James'. We are committed to ensuring that all children of God make strong progress from their individual starting points. Staff identify and respond quickly to emerging gaps in learning, adopting a '*keep up, not catch up*' approach to ensure that pupils remain confident and successful learners.

Through our ambitious curriculum, we want children to know more, remember more and achieve more. We recognise that enrichment opportunities, both within and beyond the classroom, play a vital role in enabling pupils to experience 'Life in all its Fullness' (John 10:10), broadening horizons, raising aspirations and developing cultural capital.

At St James', we place great importance on the mental health and wellbeing of our pupils and their families. Our staff work closely with parents, external agencies and the wider community to provide timely support and remove barriers to learning. Rooted in our Christian vision and values, we are committed to being an inclusive, welcoming and nurturing school where every child and family feels valued.

We recognise that vulnerability is not always reflected through eligibility for Pupil Premium. Some families experience periods of financial hardship, social disadvantage or other challenges which can impact upon children's learning and wellbeing. Where needs are identified, we seek to provide appropriate support and assistance, ensuring that children are equipped to learn, flourish and achieve their potential. Overcoming barriers and enabling every child to thrive remains central to our vision and ethos.

## 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 mathematics for pupils identified as disadvantaged. |

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| 2 | <ul style="list-style-type: none"> <li>✚ <b>27%</b> of pupils eligible for Pupil Premium are either looked after children (LAC) or previously looked after children (PLAC). These pupils may experience additional social, emotional and mental health (SEMH) needs, which can impact upon engagement, attendance and achievement.</li> <li>✚ <b>18%</b> of pupils eligible for Pupil Premium have identified complex SEND needs, requiring highly personalised support and targeted intervention.</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>✚ Speech, language and communication needs remain a significant barrier for some pupils, particularly on entry to Nursery, as evidenced through speech and language screening and assessment.</li> </ul>                                                                                                                                                                                                                                                               |
| 4 | <ul style="list-style-type: none"> <li>✚ Some pupils and families eligible for Pupil Premium require additional mental health, emotional wellbeing and pastoral support.</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| 5 | <ul style="list-style-type: none"> <li>✚ A proportion of families experience financial hardship, vulnerability or disadvantage despite not meeting the criteria for Pupil Premium funding, creating additional barriers to learning, school engagement and enrichment.</li> </ul>                                                                                                                                                                                                                             |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Disadvantaged pupils will make at least good progress from their individual starting points across the curriculum.            | <ul style="list-style-type: none"> <li>✚ Internal assessment demonstrates that disadvantaged pupils make at least good progress across year groups.</li> <li>✚ External assessment outcomes indicate that disadvantaged pupils achieve well compared to similar pupils nationally.</li> <li>✚ Pupils demonstrate secure retention of key knowledge through retrieval and application over time.</li> <li>✚ Children's work evidences clear progression in knowledge, skills and understanding.</li> </ul> |
| Increase the proportion of disadvantaged pupils achieving Age-Related Expectations (ARE) in reading, writing and mathematics. | <ul style="list-style-type: none"> <li>✚ The proportion of disadvantaged pupils achieving ARE in reading, writing and mathematics continues to increase.</li> <li>✚ Outcomes for disadvantaged pupils are at least in line with, or exceed, national averages where possible.</li> <li>✚ Attainment gaps between disadvantaged and non-disadvantaged pupils continue to narrow.</li> </ul>                                                                                                                |

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| Pupils will make strong progress in communication, language and social interaction skills.           | <ul style="list-style-type: none"> <li>Children demonstrate increased vocabulary and language comprehension.</li> <li>Children engage confidently in conversations with adults and peers.</li> <li>Children express ideas, experiences and emotions using increasingly complex language and full sentences.</li> <li>An increased proportion of disadvantaged children achieve the Early Learning Goal in Communication and Language.</li> <li>Targeted pupils demonstrate measurable progress against speech and language intervention targets.</li> </ul> |
| Achieve and sustain high levels of wellbeing, engagement and participation for disadvantaged pupils. | <ul style="list-style-type: none"> <li>Positive pupil voice reflects that children feel safe, supported and valued.</li> <li>Parent surveys indicate high levels of confidence in the school's pastoral support.</li> <li>Observations and pastoral records demonstrate improved wellbeing and engagement.</li> <li>Participation in enrichment opportunities increases, particularly amongst disadvantaged pupils.</li> <li>Attendance for disadvantaged pupils improves and persistent absence reduces over time.</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: £12, 765

| Activity                                                                                | Evidence that supports this approach                                                                                                                                    | Challenge number(s) addressed                                                                 |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>All disadvantaged pupils make at least good progress from their starting points.</b> | Evidence from the EEF highlights that the effective deployment of teaching assistants can have a positive impact on pupil outcomes when used to supplement, rather than | <ul style="list-style-type: none"> <li><b>Challenge 1:</b> Closing attainment gaps</li> </ul> |

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| <ul style="list-style-type: none"> <li>• All class teams are fully aware of disadvantaged pupils and their individual barriers to learning.</li> <li>• Teaching assistants are strategically deployed to provide targeted support, pre-teaching, overlearning and intervention across all year groups.</li> <li>• Classroom support is carefully aligned to high-quality teaching and curriculum expectations to ensure pupils can access age-related learning successfully.</li> </ul> | <p>replace, high-quality teaching. Targeted support, delivered by trained staff, can help pupils address misconceptions, reinforce learning and develop independence. High-quality teaching remains the most important in-school factor in improving outcomes for disadvantaged pupils. Timely intervention and responsive classroom support help to ensure that gaps do not widen and that disadvantaged pupils make strong progress from their starting points.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>through improved classroom practice.</p> <p> <b>Challenge 2:</b> Meeting the needs of LAC, PLAC and pupils with SEMH needs through adaptive approaches.</p> <p> <b>Challenge 3:</b> Supporting pupils with communication and language needs through carefully designed learning experiences.</p> |
| <p>Implementation of <b>high-quality communication and language practice</b> across Nursery, Reception and KS1, including explicit vocabulary instruction, sustained shared thinking, purposeful talk and staff training to support speech and language development.</p>                                                                                                                                                                                                                | <p>Communication and language approaches have a strong evidence base indicating a positive impact on oral language skills, vocabulary development and overall attainment, particularly for disadvantaged pupils. The <a href="#">EEF highlights oral language interventions</a> as having a high impact for a relatively low cost. Early language development is critical in supporting later success in reading, writing and wider academic achievement. The <a href="#">Preparing for Literacy</a> guidance report recommends prioritising the development of children's spoken language, vocabulary and communication skills through high-quality interactions, structured talk and carefully planned opportunities for language development. The <a href="#">EEF Communication and Language Toolkit</a> provides evidence that targeted support for communication and language can help close gaps before they widen and improve outcomes across the curriculum.</p> | <p> <b>Challenge 1:</b> Closing attainment gaps through improved classroom practice.</p> <p> <b>Challenge 3:</b> Supporting pupils with communication and language needs through carefully designed learning experiences.</p>                                                                   |
| <p>Whole-school professional development focused on <b>adaptive teaching, effective</b></p>                                                                                                                                                                                                                                                                                                                                                                                             | <p>The EEF states that high-quality teaching is the most important lever schools have for improving outcomes for disadvantaged pupils.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p> <b>Challenge 1:</b> Closing attainment gaps</p>                                                                                                                                                                                                                                                                                                                                  |

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| <p><b>scaffolding and task design</b> to meet the needs of all learners. Staff will develop their understanding of how to personalise support whilst promoting independence, ensuring pupils access ambitious learning and appropriate challenge.</p>                                                                                                                  | <p>Adaptive teaching, carefully planned scaffolding and effective task design enable pupils to access learning successfully without creating dependency. The <a href="#">EEF SEND in Mainstream Schools</a> guidance recommends creating a positive and supportive environment for all pupils and complementing high-quality teaching with carefully selected approaches. The <a href="#">EEF's 7-step model for independence</a> highlights the importance of gradually removing scaffolds, promoting self-regulation and building pupils' confidence as independent learners. Effective professional development is most successful when it includes building knowledge, motivating staff, developing teaching techniques and embedding practice through coaching and feedback.</p>           | <p>through improved classroom practice.</p> <p> <b>Challenge 2:</b> Meeting the needs of LAC, PLAC and pupils with SEMH needs through adaptive approaches.</p> <p> <b>Challenge 3:</b> Supporting pupils with communication and language needs through carefully designed learning experiences.</p> <p> <b>Challenge 4:</b> Increasing confidence, engagement, wellbeing and independence.</p> |
| <p>Whole-school focus on developing teachers' subject knowledge and pedagogical approaches to <b>address gaps in foundational writing skills, including spelling, transcription, handwriting, sentence construction and writing fluency</b>. Staff will use assessment effectively to identify gaps and provide targeted support, enabling disadvantaged pupils to</p> | <p>Evidence from the EEF highlights the importance of high-quality teaching and ensuring pupils secure the foundational knowledge and skills required for successful writing. Disadvantaged pupils are more likely to experience gaps in literacy knowledge which can hinder writing fluency and composition. Explicit teaching, regular retrieval and practice of spelling patterns, sentence construction and transcription skills can improve writing outcomes. Effective assessment and responsive teaching enable teachers to identify and address misconceptions quickly, reducing the risk of pupils falling behind. Ensuring that foundational skills become increasingly automatic allows pupils to focus on communicating ideas effectively and developing confidence as writers.</p> | <p> <b>Challenge 1:</b> Closing attainment gaps in reading, writing and maths.</p> <p> <b>Challenge 2:</b> Supporting vulnerable pupils, including LAC, PLAC and those with SEMH needs.</p> <p> <b>Challenge 3:</b> Addressing speech, language and literacy founda-</p>                                                                                                                   |

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| write accurately, independently and with increasing confidence. |  | tions that underpin successful writing. |
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6382

| Activity                                                                                                                                                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Teaching assistant <b>tutoring and structured small-group support to reinforce, revisit and secure gaps in foundational knowledge.</b> Targeted sessions will focus on key literacy and numeracy concepts, ensuring disadvantaged pupils receive timely support to strengthen understanding, improve retention and develop confidence as learners. | Small-group tuition and structured interventions have been shown by the <a href="#">EEF</a> to have a positive impact on attainment, particularly when they are targeted at pupils' specific learning needs and complement high-quality classroom teaching. Research suggests that well-trained teaching assistants can make a significant contribution when delivering structured programmes and providing targeted academic support. Regular opportunities to revisit and practise previously taught knowledge support retrieval, strengthen long-term memory and help pupils develop fluency in core skills. Carefully planned tutoring can help disadvantaged pupils address gaps in learning quickly, enabling them to access age-related learning with greater confidence and independence. | <p> <b>Challenge 1:</b> Closing attainment gaps in reading, writing and maths.</p> <p> <b>Challenge 2:</b> Supporting vulnerable pupils, including LAC, PLAC and those with SEMH needs.</p> <p> <b>Challenge 3:</b> Addressing speech, language and literacy foundations that underpin successful writing.</p> |
| Deliver <b>targeted 1:1 speech and language intervention for EYFS pupils working below age-related expectations.</b> Interventions will utilise <b>CECIL and WellComm</b> approaches to develop children's listening, understanding, vocabulary, expressive language and confidence in communication. Progress will be assessed                    | Oral language interventions have a high impact on pupil outcomes, particularly for disadvantaged pupils. Evidence from the <a href="#">EEF</a> indicates that developing children's communication and language skills supports later success in reading, writing and overall attainment. Early identification and targeted intervention can prevent gaps from widening and help children access the wider curriculum successfully. WellComm provides a structured approach to identifying and supporting speech, language and communi-                                                                                                                                                                                                                                                            | <p> <b>Challenge 1:</b> Closing attainment gaps in reading, writing and maths.</p> <p> <b>Challenge 2:</b> Supporting vulnerable pupils, including LAC, PLAC and those with SEMH needs.</p> <p> <b>Challenge 3:</b> Addressing</p>                                                                         |

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| regularly to ensure support is responsive to individual need and accelerates children's language development.                                                                                                                                                                                                                                                                                             | cation needs, whilst the CECIL programme promotes high-quality adult-child interactions and language-rich learning environments. Regular, targeted intervention helps pupils develop vocabulary, listening skills, understanding and expressive language, enabling them to communicate confidently and engage more effectively in learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | speech, language and literacy foundations that underpin successful writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Provide <b>targeted Read Write Inc. Fast Track phonics intervention and daily reading opportunities for disadvantaged pupils who are at risk of falling behind</b> , including the lowest 20% of readers and those who receive limited reading support at home. Additional practice will focus on securing phonics knowledge, developing fluency, increasing reading mileage and improving comprehension. | Phonics approaches have a strong evidence base indicating a positive impact on early reading attainment, particularly for disadvantaged pupils. The EEF reports that targeted phonics interventions are most effective when delivered regularly and matched closely to pupils' identified needs. Frequent opportunities to read with an adult support the development of word recognition, fluency, vocabulary and comprehension. Research demonstrates that pupils who read widely and regularly are more likely to achieve well across the curriculum. Targeted support for the lowest attaining readers helps to close attainment gaps, develop confidence and ensure pupils can access increasingly complex texts successfully. Daily reading provides essential practice and repetition for pupils who may not receive regular reading support beyond school. | <p> <b>Challenge 1:</b> Closing attainment gaps in reading, writing and maths.</p> <p> <b>Challenge 2:</b> Supporting vulnerable pupils, including LAC, PLAC and those with SEMH needs.</p> <p> <b>Challenge 3:</b> Addressing speech, language and literacy foundations that underpin successful writing</p> |

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

Budgeted cost: £6382

| Intended outcome                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                              | Challenge number(s) addressed                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide a rich programme of <b>enrichment opportunities</b> , including outdoor learning, STEM experiences, arts, cultural visits and extra-curricular activities, to | Evidence from the EEF highlights that wider strategies which increase engagement, improve attendance and support pupils' social, emotional and personal development can have a positive impact on attainment. Enrichment activities help pupils develop cultural capital, resilience, confidence, | <p> <b>Challenge 1:</b> Closing attainment gaps in reading, writing and maths.</p> <p> <b>Challenge 2:</b> Supporting vulnerable pupils, including LAC, PLAC and those with SEMH needs.</p> |

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| <p>broaden pupils' experiences, develop aspirations and enhance engagement with learning. Financial support will be provided where necessary to ensure disadvantaged pupils can access and participate fully in these opportunities.</p>                                                                                                                                                                                                           | <p>communication skills and motivation to learn. Research suggests that providing disadvantaged pupils with access to high-quality experiences beyond the classroom can broaden horizons, raise aspirations and strengthen connections between learning and the wider world. Outdoor learning, STEM and arts experiences provide meaningful contexts for applying knowledge, developing vocabulary and enhancing wellbeing, which can contribute to improved outcomes across the curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                     | <p> <b>Challenge 4:</b> Increasing confidence, engagement, wellbeing and independence</p>                                                                                                                                                                                            |
| <p>Provide <b>targeted therapeutic interventions</b>, including Draw and Talk, Lego Therapy and Decider Skills, for disadvantaged pupils who require additional social, emotional and mental health support. Interventions will be matched to individual need and aim to develop emotional literacy, resilience, self-regulation, confidence and positive relationships, enabling pupils to engage successfully with learning and school life.</p> | <p>Evidence from the EEF highlights that social and emotional learning approaches can have a positive impact on academic attainment, behaviour, wellbeing and attitudes to learning. Targeted interventions that develop pupils' emotional awareness, self-regulation and coping strategies can be particularly effective for disadvantaged pupils and those experiencing social, emotional and mental health difficulties. Draw and Talk and Lego Therapy provide structured opportunities for pupils to develop communication, emotional expression and social interaction skills within a safe and supportive environment. Decider Skills supports pupils to build emotional resilience, manage strong feelings and develop strategies for making positive choices. Improved wellbeing and self-regulation can lead to greater engagement in learning, improved attendance and stronger educational outcomes.</p> | <p> <b>Challenge 2:</b> Supporting vulnerable pupils, including LAC, PLAC and those with SEMH needs.</p> <p> <b>Challenge 4:</b> Increasing confidence, engagement, wellbeing and independence</p> |

**Total budgeted cost: £25,530**

## 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.

The school's Pupil Premium strategy has had a positive impact on outcomes and wider pupil development during 2025-26. External data shows that the school achieved a Good Level of Development (GLD) of 78%, exceeding both national and Cumberland averages, while Year 1 phonics outcomes were broadly in line with national figures at 77.3%. Given the small cohort size of 22 pupils, outcomes were significantly affected by the arrival of two pupils who entered the country shortly before statutory assessments. Despite this, staff demonstrated a strong understanding of the needs, barriers and circumstances faced by disadvantaged pupils and provided targeted support throughout the year. Regular pupil progress meetings enabled leaders and staff to identify emerging needs quickly and plan appropriate next steps, ensuring interventions remained responsive and impactful.

The strategy has also been successful in reducing barriers to participation and inclusion. Disadvantaged pupils were prioritised for breakfast club provision, enabling improved readiness to learn and attendance. All pupils had equal access to enrichment opportunities, ensuring that family circumstance did not limit participation in the wider life of the school. Where families experienced financial hardship, the school provided practical support, including food parcels and signposting to additional services. Evidence of this work is reflected through the school website, newsletters and wider community engagement. Through a broad and balanced curriculum, enriched by a range of experiences, the school continues to ensure that every pupil can develop academically, socially and culturally, preparing them well for life in modern Britain. The impact of these approaches is evident not only in outcomes but also in pupils' engagement, inclusion and overall wellbeing.

| Measure    | All Pupils | Disadvantaged | Non-Disadvantaged | Gap   |
|------------|------------|---------------|-------------------|-------|
| GLD        | 78%        | 63%           | 81%               | 18%   |
| Phonics Y1 | 77%        | 50%           | 87.5%             | 37.5% |

### Externally provided programmes

| Programme             | Provider   |
|-----------------------|------------|
| Read Write Inc        | Oxford Owl |
| WELLCOM communication | Hanen      |