

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St James Infant School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	(29 children) 18.35%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Stephanie Cooney/ Gail Gynn
Pupil premium lead	Stephanie Cooney
Governor / Trustee lead	TBC

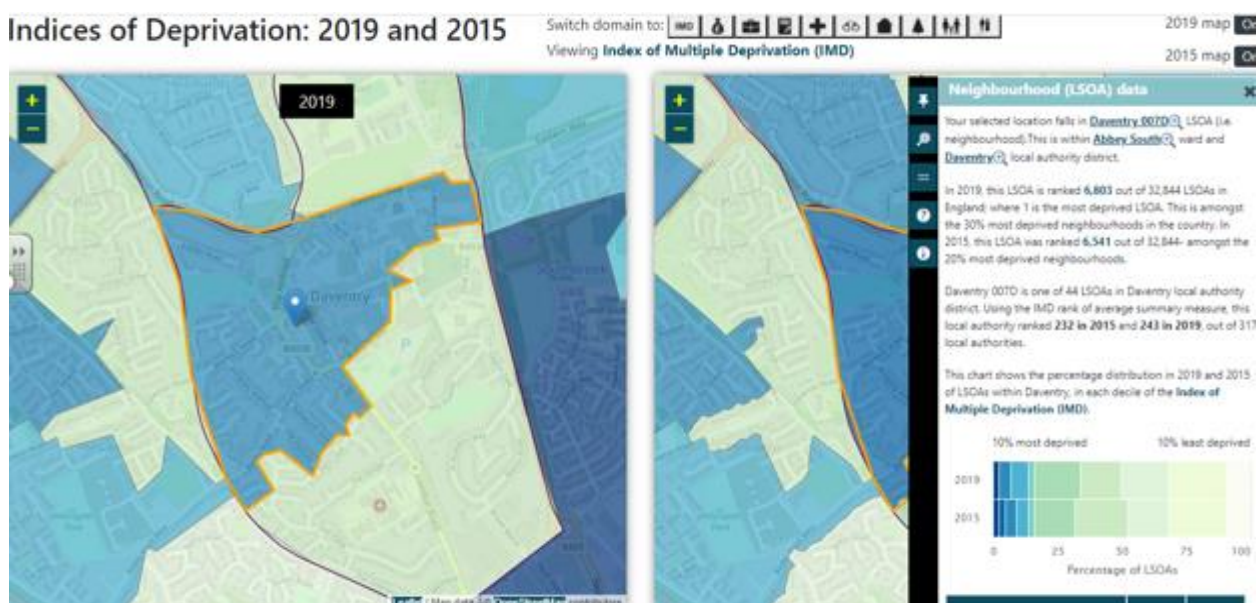
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780
Recovery premium funding allocation this academic year	£TBC
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.	£38,780

Part A: Pupil premium strategy plan

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. At St James Infant School, we ensure that the analysis of data and barriers presented for all children is thorough, in order to effectively plan strategies to overcome with all staff being aware of strengths and weaknesses across the school. We are also aware that many external factors will affect the learning and development of our most disadvantaged children. We therefore implement various strategies to ensure that overcoming these barriers are of paramount importance for each individual child.

Demography and school context



St James Infant school is located in the heart of Daventry Town.

The map above displays the “Indices of Deprivation Index” which surround the school. In 2019 LSOA is ranked at within the 30% most deprived neighbourhoods in the country.

Our ultimate aims:

- To improve the overall well-being, involvement and self-esteem of all children.
- To improve oral language skill for children in EYFS.
- To ensure reading, writing and maths are in line or above national average for children in receipt of pupil premium.
- To provide support for families to ensure engagement is high.
- To improve attendance, boosting attendance to 95% or above.

Our Pupil Premium Strategy focuses on these main areas to ensure ultimate aims are achieved:

- We will ensure that teaching and learning opportunities ensure that all children's needs are met by providing opportunities that allow all children to focus, develop, embed and enhance all learning experiences. Implementing a 'flipped learning' programme to support continued home learning.
- Teaching and learning will be monitored by subject leaders, phase leaders and members of the SLT team to ensure all teaching is judged as good and better. Providing adequate continuous professional development opportunities to enhance all staffs skill sets.
- Ensuring that appropriate provision is made for children in vulnerable groups and that this adequately assessed and addressed throughout each academic year. Providing time for effective and immediate interventions to address all misconceptions that arise or pre-teach new content to make next stages accessible to all.
- Progress for children will be tracked rigorously to ensure that gaps between groups narrow. Actions will be planned and implemented after all data analysis during each 'core group' meeting.
- We will undertake an individual needs analysis for children in receipt of pupil premium funding to plan the most appropriate provisions to enhance each child's individual progress and development.

What are the barriers to learning that the pupil is experiencing and in which subjects?	What are their strengths, interests, and aspirations?
What support do they need to access the curriculum?	How can the school's provision be improved to support this pupil to learn?

- We will continue to provide high quality pastoral support for all children and families, giving additional support to those identified as in need of additional support.
- We will continue to support both children and families with accessing and engaging in all learning, including that at home via Class dojo and other learning platforms the school provides, to ensure that disadvantaged children are able to progress and consolidate learning at home regularly. All children in receipt of

pupil premium will be provided with extra learning resources to ensure they progress to the best of their ability in line with their most current targets.

At St James Infant school, it is of paramount importance that we ensure that all pupils are able to meet their full potential and are provided with excellent, broad and rich opportunities in order to enable them to 'be the best that they can be'.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of our Pupil premium pupils have recorded safeguarding issues and have social, emotional and mental health needs which is therefore having a detrimental effect on their academic progress.
2	Oral language skills in EYFS are low at baseline, which slows reading and writing progress.
3	Last academic year a low percentage of our Pupil premium children (see below attainment) were working at or above age related expectations in reading, writing and Maths.
4	A significant number of our Pupil premium children have low attendance.
5	A significant number of our Pupil Premium children have other contributing factors in addition to finance.

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
To improve the well-being and self-esteem of children eligible for Pupil Premium.	Success criteria: Internal well-being and involvement trackers show improved well-being and involvement.

To improve oral language skills for children in EYFS.	Success criteria: Children in EYFS make accelerated progress to ensure they meet age-related expectations.
To improve attainment in reading, writing and maths for children eligible for Pupil premium (Narrowing the current gap to within 10% or below)	Success criteria: Children make good progress in reading, writing and maths so that more children reach age-related expectations.
To boost attendance to 95% or above for all children in receipt of Pupil premium	Success criteria: Attendance increases for all children.
To support the families of children in receipt of Pupil premium via various support systems.	Success criteria: Families and children have improved well-being and involvement in school, well-being trackers show this.

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: £ 16,505.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily Kaleidoscope sessions for all children across the school. Starting the day in a calm manner- getting ready for learning. All children in EYFS and those targeted in KS1 to have small group sessions in dedicated purposeful kaleidoscope setting.</p> <p>(£3,470.51)</p> <p>All staff trained in Emotional coaching/ restorative behaviour approaches. New staff to undertake training.</p> <p>(£120)</p> <p>Additional PSHE time timetabled.</p>	<p>Teachers from previous years have reported that starting the day in this manner has been effective for helping children manage feelings, self-regulate and be learning ready.</p> <p>Improving awareness will help support all children.</p>	

<p>Jigsaw scheme used throughout the school.</p>	<p>over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months (EEF)</p>	
<p>Member of staff trained in 'Talking Success' based in EYFS. Teacher to plan for communication and language extension and practise opportunities uses expert knowledge.</p> <p>EYFS lead to deliver CPD to support staff in understanding of developing language using oral language development framework.</p> <p>(£500)</p> <p>Word of the day- All staff to use 'Word of the day' by Mrs Wordsmith.- additional books to be purchased.</p> <p>(£100)</p> <p>'KIT' interventions used throughout EYFS.</p> <p>(£50)</p> <p>Whole school use of the FANTASTICS by Jane Consildine. These to be used cross-curricular bringing use of language to paramount importance. Refresher Training for all staff.</p> <p>(Cover cost- £800)</p> <p>Teachers to plan explicitly for key vocabulary development in all subjects, using tiers of language.</p>	<p>Communication and language is a prime area of the Early Year's Foundation Stage (EYFS) highlighting into paramount importance in relation to academic development.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</p> <p>It is important that spoken language activities are matched to learner' current stage of development, so that it extends learning and</p>	

<p>Vocabulary bags all classes to create with the children, gathering all new vocabulary to use in teaching sessions/ independent learning.</p> <p>(£50)</p>	<p>connects with the curriculum.</p>	
<p>Oxford Owl logins for the online book bag to be given to each child. – Use within class time to be allocated for Pupil premium children.</p> <p>(£1220)</p> <p>'50, 100, 200 book challenge' to continue to reward children for regular reading.</p> <p>(£250)</p> <p>Reading Raffle introduced- teachers choice.</p> <p>Vipers– 3 times weekly session to be held in class for KS1. EYFS to start exploring vipers in groups during summer 1.</p> <p>(Reading lead to hold staff development sessions to continue training for an effective reading curriculum)</p> <p>Additional 1:1 reading time for Pupil Premium children to be allocated twice or more times weekly.</p> <p>Fast track tutoring held daily for Pupil premium children.</p> <p>RWI training provided for all staff – phonics scheme implemented across the school.</p> <p>Weekly RWI training sessions.</p> <p>Reading lead release time to support staff development, assessment and planning.</p> <p>(£1000)</p>	<p>EEF suggests that 'Pupils that received Talk for Literacy made the equivalent of three months' additional progress in reading'</p> <p>EEF also states that 'The reading skills of pupils can be boosted by an additional two months when teachers get them to think about, question and summarise different texts'.</p> <p>This scheme Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole school approach to teaching early reading and writing, designed to ensure progress for every child, in every primary school. It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas.</p> <p>Kinetic letters aims to boost confidence and automaticity when forming letter shapes, which leads to fluent handwriting allowing more time for children</p>	

<p>Phonics tracker used across the school. (£426)</p> <p>Talk for writing- Training for new staff delivered by writing lead. (£200)</p> <p>Sharing of good practice. Planning to reflect practices.</p> <p>New kinetic letters showcased by writing lead – Resources provided for Pupil premium children. (£200)</p> <p>Writing reward incentives used across the school. (£50)</p> <p>Training for new staff.</p> <p>School to liase and work with the trust to support the teaching and learning of phonics across the school. (£7000)</p> <hr/>	<p>creativity across every curriculum area. Kinetic letters also states that writing and reading are reciprocal skills, so improvement in one, helps the others.</p> <p>EEF found that ‘Mastery learning appears to be a promising strategy for narrowing the attainment gap’ and ‘on average, pupils in classes where the approach was used made one additional month’s progress compared to similar classes that did not’.</p> <p>The EEF Toolkit states that the effective use of high quality teaching of Phonics has a high impact for very low cost.</p> <p>Fair Education Alliance 2017 states that ‘when primary schools and early years setting have a whole approach to maths, children’s outcomes are better and in many cases above expectation and a strong whole approach to maths in the early years and primary school can change a child’s life trajectory’</p> <p>Pearson states that Power Maths is a maths mastery programme that is “built around a child-centred lesson</p>	
<p>Mastery Maths approach- Maths lead to provide training for all staff.</p> <p>Staff development time allocated to Maths subject knowledge development.</p> <p>To use Power Maths as a teaching tool within KS1 – Training to be given to teaching staff. (£384- License)</p> <p>This academic year funded by InMat)</p>		

	positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps."	
PP Governor and PP Champion to attend termly Network Meetings and PP Champion to receive mentoring from lead PP from the trust. (£450)	PP Governors who have been provided with training in their role, will be better informed and therefore more effective in the monitoring of PP across the school and holding the PP Champion to account.	

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

Budgeted cost: £12,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring role – each Pupil premium child to be assigned a mentor. Mentor to take 1:1 time to discuss learning victories, struggles and needs (what could help them). Sharing this with class teachers who will adhere to children's needs and plan for this- Linked to targets (see below)</p> <p>Additional Kaleidoscope sessions provided for all Pupil premium children. 1:1 session for those identified with social, emotional and mental health needs. (£2000)</p> <p>Lego Therapy sessions provided- resources. (£250)</p>	<p>The National Foundation for Educational Research and TDA (2008) found that 'A culture of mentoring and coaching will over time have an impact of young children and their learning'.</p>	

<p>Drawing and Talking sessions provided where needed.</p> <p>Play therapy-Children highlighted as a need</p> <p>(£650)</p>		
<p>Nuffield Early Learning Intervention project- EYFS children.-</p> <p>(£414)</p> <p>Pupil premium children to all be given additional sessions in EYFS.</p> <p>Beanstalk readers (Volunteers)- Pupil premium children to be included in 1:1 sessions.</p> <p>(£1500)</p> <p>Speech and Language interventions – to be carried out interventions with children highlighted in baseline in EYFS/ Pupil premium children.</p> <p>(Cost= Fully funded training)</p> <p>Support staff to carry out interventions in class, including pre-teaching sessions to aid vocabulary.</p> <p>TA training to be planned carefully and delivered by subject leads.</p>	<p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the <u>Nuffield Early Language Intervention</u>. Therefore, use of the programme will aid targeted children's development.</p> <p><i>NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. (The EEF are presently undertaking a full review of the impact of the NELI intervention and findings will be available from Spring 2022.)</i></p> <p>EEF states 'TAs delivering targeted interventions in 1:1 or small group settings show a consistent impact on attainment of approximately three or four months additional progress.'</p>	
<p>All Pupil premium children to have individual targets- shared with parents and children each term.</p> <p>Resources provided for all PP children to support target development at home as well as in school. Each half term – renewed.</p>	<p>The EEF toolkit suggests 'targets specific to children can be effective'</p> <p>The EEF Toolkit states that "parental engagement has a positive impact on average of 4 months' additional progress. It is</p>	

<p>(£800)</p> <p>Class dojo platforms to support ‘ flipped learning approach’ by teachers posting videos, links and teaching content to support home learning.</p> <p>Pupil Premium children in EYFS and KS1 to have beanstalk reading opportunities (volunteers).</p> <p>Support for Yr1/2 chn – Identified Vulnerable children, including all Pupil Premium children.</p> <p>Tutoring programme- recruitment of member of staff to carry out targeted interventions.</p> <p>Cost- £18per hr per child</p> <p>£176 per week (£4536)</p> <p>-Pixl Therapies to be used consistently in KS1</p> <p>Support staff and Teachers to provide high quality planned interventions for children in class.</p>	<p>crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p> <p>Children with opportunities to continue learning at home will retain and consolidate learning, deepening understandings.</p> <p>EEF Toolkit suggest small group teaching is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school</p> <p>Evidence from EFF shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.</p> <p>. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and The EEF Toolkit</p>	
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<p>'After school clubs' to extend children learning. To be led by teaching staff outside school hours.</p> <p>writing, phonics and maths 'can do clubs' weekly- pupil premium focus children.</p> <p>£75 per week- 28 weeks.</p> <p>(£2100)</p> <p>Children to receive monthly books – building home library.</p> <p>(£360)</p> <p>(£120)</p> <p>'Problem solving sessions'- depending reasoning and problem solving skills. 6 sessions a year (Each half term)</p>	<p>EEF states 'TAs delivering targeted interventions in 1:1 or small group settings show a consistent impact on attainment of approximately three or four months additional progress. <i>'Making the best use of teaching assistants 2015.</i></p> <p>EEF states ' Clubs ran by well qualified staff, with clear structures and strong curriculum links which provide the opportunity for intensive tuition h.ave great impact on progress'</p> <p>The EEF Toolkit suggests that "we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts."</p> <p>Recommendation 3 of the EEF 'Improving Mathematics' guidance report suggests some key actions that can help pupils to improve their skills in problem-solving. We need to:</p> <ul style="list-style-type: none"> - teach pupils to use and compare different approaches to problem-solving; - show them how to interrogate and use their existing knowledge to solve problems; - use worked examples to enable them to analyse the use of different 	
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<p>Widget symbols to be used to support children's understanding.</p>	<p>strategies; - encourage pupils to monitor, reflect on, and communicate their problem solving.</p> <p>This means that we need to spend more time talking about what we are doing and why.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,789.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing team in school working directly with children. Available for on support for class teachers for children displaying additional needs in school.</p> <p>(£1,389.67)</p> <p>(£2,080.20)</p> <p>Resources of Personal, social and emotional, communication, and language development to be increased for EYFS.</p> <p>(Trust funded this year)</p> <p>Each class to have a kaleidoscope toolkit for ease of teaching and planning.</p> <p>Forest school sessions – provided weekly for children.</p>	<p>The EEF Toolkit explains that “Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.” It continues to stress that evidence shows that “SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p>	

	<p>There is a link between the benefits of forest school and children's levels or wellbeing and involvement- making it an effective approach to learning. (Blackwell, 2015)</p>	
<p>Resources to be audited and purchasing to reflect needs of cohort-supporting communication and language development in EYFS.</p> <p>(Trust funded this year)</p> <p>Weekly afterschool clubs (non-core) paid for children in receipt of Pupil premium- providing extra social experiences.</p> <p>(Funded by sports premium)</p>	<p>EFF states ' Clubs ran by well qualified staff, with clear structures and strong curriculum links which provide the opportunity for intensive tuition have great impact on progress'</p>	
<p>Weekly afterschool clubs paid for children in receipt of Pupil premium (sports premium) - providing a well-rounded enrichment of the curriculum.</p> <p>Holiday sports clubs funded</p> <p>(£250)</p> <p>Weekly sessions for KS1 children with school artist (Piper)</p> <p>(£5320)</p>	<p>Last year's cohorts expresses a great enjoyment in their Art sessions, awaiting each session with excitement. Lots of talk about them throughout the school. Positive feedback from parents too.</p>	
<p>Attendance contracts for children persistently below 90%.</p> <p>Attendance meeting with attendance lead</p> <p>Issue a formal contract – Attendance lead & Head teacher</p>	<p><u>NCES 2009-804</u> <u>February 2009</u> emphasizes the link between attendance and attainment stating that 'RESEARCH SHOWS THAT ATTENDANCE IS AN IMPORTANT</p>	

<p>Traffic light letter system to make parents aware of their child's attendance.</p> <p>Attendance rewards in celebration assembly.</p> <p>End of term and year certificates rewarded.</p> <p>Late gate implemented – stickers used for rewarding. Attendance reports to Governing body- Pupil premium (£150)</p>	<p>FACTOR IN STUDENT ACHIEVEMENT'</p>	
<p>Uniform- New uniform to be given to children in receipt of Pupil premium where needed and desired. (£300)</p> <p>School trips/ experience days to be fully funded for children in receipt of Pupil premium to ensure (£300)</p> <p>School clubs</p> <p>Wellbeing team to liaise with parents and ensure Early Help is given where needed for families of all children including those in receipt of Pupil Premium.</p> <p>Developing home –school links-boosting well-being for families and children. Class dojo used as an effective means of communication- 'virtual open door'.</p>	<p>Financial support for family struggle to avoid finance strains and to ensure children feel included.</p>	

Total budgeted cost: £39,025.38

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Last year, using Pupil Premium (PP) funding, St James Infant School provided disadvantaged children with small group high quality tutoring by the National Tutoring Programme. Monitoring showed that 58% of children in receipt of PP in year 1 achieved age related expectations with 28% developing in maths. 17% of children in receipt of PP achieved greater depth standard. 8% secure and 58% developing- highlighting writing a continued area for development for children in receipt on Pupil Premium. Interventions to be scheduled to support. 50% of year 1 PP children developing, at or above expected standard for reading. The new RWI scheme introduced when monitored by the schools reading lead shows to be narrowing the gap between PP eligible children and the rest of the school.

Pupil voice showed extra-curricular and enrichment activities such expert artist sessions made them feel happy and these were 'favourite' parts of school.

The school teachers provided 'can do clubs' with a focus on reading comprehension, writing, phonics and maths. Monitoring showed that children who attended made accelerated from starting points.

Reception classes data shows that 67% of children in receipt of PP achieve early learning goal for communication and language when only 33% on baseline being at expected.

Reading = 50% Writing= 50% Maths= 67%PSED= 83% showing an impact on wellbeing across the year. Baseline data was 16% at expected

.Next steps:

- Evaluate baseline data for EYFS2 to identify needs/ barriers.
- Provide quality first teaching in all subjects- building upon previously taught knowledge and skills. 'What do we already know?'
- Continue to target attendance and boost to 95% plus.
- Implement and utilise a flipped learning approach.
- Continue to provide extra learning opportunities such as afterschool clubs.
- Provide rich interventions to ensure gaps be narrowed using tutoring and school staff.

