

Pupil premium strategy 2023 – 2026

School overview

Detail	Data
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	21% (NA is 17%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept'23 – Sept'26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah O'Shea and Gail Gynn
Pupil premium lead	Sarah O'Shea
Governor / Trustee lead	Rachel Nafzger

Funding overview

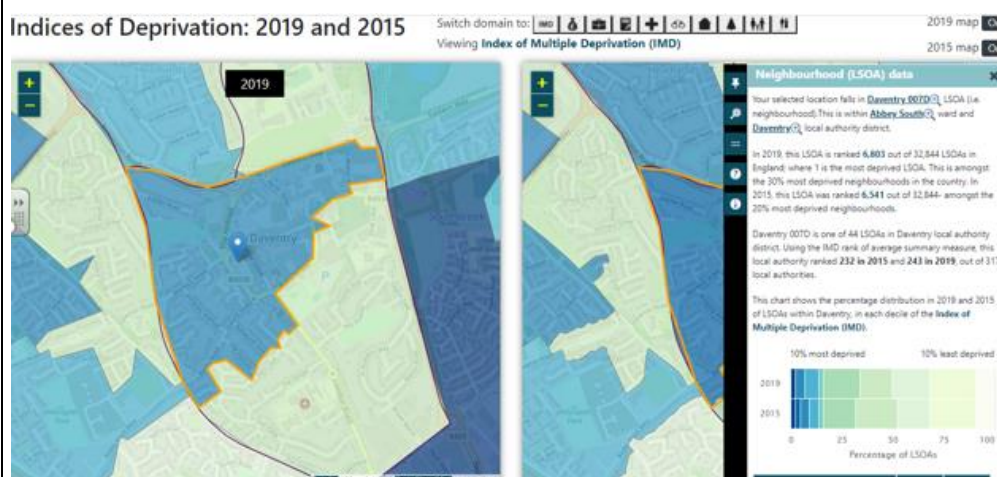
Detail	Amount
Pupil premium funding allocation this academic year	£43,601.50
Recovery premium funding allocation this academic year	£4,205.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£47,806.50

Part A: Pupil premium strategy plan

Statement of intent

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	Attendance- some of our Pupil Premium children have low attendance.
2	SEMH / Safeguarding / SEN- many of our PP children have additional barriers to their learning
3	Parental engagement- this is low. Many parents have negative experiences of school, from their own schooling.
4	Many PP chn work below ARE
5	Oral skills- low at EYs baseline
6	Limited life experiences

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 ensure that progress for all groups of pupils, especially the provision for the bottom 20% is adapted and refined, ensuring that children are enabled to keep up, stay up so that outcomes at the end of EYFS and KS1 continue to be in line or above national averages.	Children make good progress in reading, writing and maths so that more children reach age-related expectations.
To continue to prioritise the acquisition of early language.	Children in EYFS make accelerated progress to ensure the meet age-related expectations. Children will have an increased vocabulary -Rich language environment -Specific interventions -Daily reading The gap between PP and Non-PP narrows in reading and writing.

To ensure learning pedagogy is consistent across the school- Provide quality first teaching in all subjects- building upon previously taught. knowledge and skills. 'What do we already know?'	Consistency across the school. Children are retaining knowledge previously taught- through small steps teaching with modelling and dual coding.
To increase attendance levels for pupils who are persistent absentees.	Attendance increases for all children. Parental contracts reduce persistent absenteeism.
To enrich and widen the curriculum offer to ensure cultural capital.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance, and teamwork are developed. All pupils able offered wide range of enrichment opportunities involving the arts, sports and academic study.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback: Adopt and embed new policy-Feedback for Learning Monitor the impact Pupil voice	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	4
Mastery learning (Maths): Mastery Maths approach- Maths lead to provide training for all staff. Staff development time allocated to Maths subject knowledge development. To use Power Maths as a teaching tool within KS1 - Training to be given to teaching staff. (£384- License) School Jam logins provided for all children to have access to online maths games and	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Pearson states that Power Maths is a maths mastery programme that is "built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts."	4 5

<p>resources- Pupil premium children to have access to this during school time. (£85)</p> <p>Maths lead to carry out learning walks throughout the year focusing on 'quality first teaching' ensuring the following is seen:</p> <ul style="list-style-type: none"> • Effective modelling • Effective questioning • Use of manipulatives • Urgency to learning is evident 		
<p>Meta-cognition and self-regulation:</p> <p>Introduce and embed the Learning Pirates across the school as a tool for teaching children how to be a 'Learner'. Monitor through pupil voice the impact of the Learning Pirates.</p> <p>Assembly, classroom resources (treasure chests and jewels)</p> <p>CPD on presentation methods that aid children's retrieval of knowledge; Adapt teaching by breaking tasks into smaller steps in reading and writing - especially for PP children.</p> <p>Create child-friendly knowledge organisers</p> <p>Monitor the impact by reviewing children's topic pages / pupil voice</p> <p>Training staff- My turn, our turn, your turn - SDM training</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language:</p> <p>Widget symbols to be used to support children's understanding.</p> <p>Teachers to plan explicitly for key vocabulary development in all subjects, using tiers of language.</p> <p>Oracy policy embedded- prompting a range of language types</p> <p>My turn, our turn, your turn - SDM training</p> <p>Planning- monitor use of sentence stems</p> <p>EYFS1 focus on phrases and vocabulary.</p> <p>EYFS2 focus on sentences</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	5

<p>Coaching adults to speak in full and correct phrases- over modelling and repetition, including the use of show and tell</p> <p>Adults monitoring correct language and vocabulary, children repeating.</p> <p>Monitor that continuous provision and adult activity match- expectations</p>		
<p>Phonics:</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. (£1220)</p> <p>'50, 100, 200 book challenge' to continue to reward children for regular reading. (£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>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4</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>Reading comprehension: Train staff on the principles of 'switched on reading' - repetitive text types over time</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Support Worker: Availability on the playground Informal coffee mornings 1:1 and groups SEMH sessions (Lego Therapy)</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>Drawing and Talking sessions provided where needed.</p> <p>Play therapy-Children highlighted as a need (£650)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Decrease in numbers of families at EHA, CIN, CP due to increase in families accessing early intervention from home school link worker. Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family</p>	1 2 3
<p>Parental engagement opportunities: Phonics drop ins Book and Biscuit sessions Maths drop ins Parent drop ins Exhibition of Learning events Dojo videos Knowledge Organisers Achievement for All meetings</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The EFF toolkit suggests 'targets specific to children can be effective'</p>	3

<p>Home Learning Splats</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. (£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>The EEF Toolkit states that "parental engagement has a 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."</p> <p>Children with opportunities to continue learning at home will retain and consolidate learning, deepening understandings.</p>	
<p>Attendance:</p> <p>Attendance display</p> <p>100 club</p> <p>Half-termly treat for the class with the best attendance</p> <p>Absence letters sent out</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>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</p>	<p>NCES 2009-804</p> <p>February 2009 emphasizes the link between attendance and attainment stating that 'RESEARCH SHOWS THAT ATTENDANCE IS AN IMPORTANT FACTOR IN STUDENT ACHIEVEMENT'</p>	1
<p>Clubs and opportunities:</p> <p>Introduce a broader range of clubs</p> <p>Trips planned both locally and further a field</p> <p>Subject leaders plan visitors in school</p> <p>School trips/ experience days to be fully funded for children in receipt of Pupil premium to ensure (£300)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Reading		Writing		Maths	
	Yes	No	Yes	No	Yes	No
Year R	69% (just below co-hort)	31%	62% (below cohort)	38%	92% (exceeding co-hort)	8%
Year 1	75% (above cohort)	25%	63% (exceeding co-hort)	75%	75% (exceeding co-hort)	25%
Year 2	67% (just below co-hort)	33%	58% (below cohort)	42%	67% (below cohort)	33%

All PP children made progress last year.
 Reading standards have been boosted as a result of the solid grounding Read, Write, Inc provides and the strong emphasis on comprehension in year 2. The gaps created by lockdowns have been reduced.
 Writing continues to be a focus for development. The limited experiences of this group of children continue to be a barrier for their use of language and their capacity for creativity.

Next steps:

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.