



Pupil premium strategy statement and impact report 2023-2024

Audlem St James CE Primary School is approximately 6 miles from Nantwich. It is a one form entry school with 182 children on roll. Our school culture of 'Every Child Matters.' begins with the needs of the child and reaches out to the family and to the future. We want Audlem St James Church of England Primary School to be a place where we all inspire a love of learning and respect for all, where individuals are encouraged to reach their full potential.

We currently have 21 pupil premium children on roll; this is 12.1% of the school.

At Audlem St James CE Primary School we adopt a tiered approach to Pupil Premium spending. This consists of ensuring quality teaching is happening in every class and that every teacher is supported to keep improving. Targeted academic support will be given to children where necessary. A wide-range of other strategies will be given to individual children to meet their needs.

1. Summary information					
School	Audlem St James CE Primary School				
Academic Year	2023/24	Total PP budget	Total £51,620 £45,350 £2,500 National tutoring, £3,770 Recovery grant	Date of most recent external PP Review	July 2020
Total number of pupils	187	Number of pupils eligible for PP	21	Date for next internal review of this strategy	2023-2024

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Middle and High ability pupils who are eligible for PP are making less progress than other middle and high ability pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.
B.	Overlap with PP and SEND, 25% on the register. A decrease from last year. This will still impact on attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

C.	Attendance rates and home learning engagement. Due to lockdown many PP children have been noticed to have regressed more significantly than other children. Social and emotional barriers have also increased.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	1. To support pupils' social and emotional provision through access to appropriate interventions.	PP pupils gain in confidence and resilience. Demonstrated by greater engagement in school activities both academic, physical and artistic. Improved friendships and emotional management. Entry and exits assessments completed for those who participate in ELSA interventions.
	Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
	Improved maths attainment for disadvantaged pupils.	KS1 and KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
	Improved writing attainment among disadvantaged pupils.	KS1 and KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
	To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers.	Pupils who require support to be provided with ELSA support and appropriate small group interventions to build better emotional resilience and regulation. Look at IT poverty and how we can support this and address online safety by the end of 24/25
	To provide financial support for trips, extra-curricular activities and other school costs and opportunities to ensure inclusion.	Improved wellbeing and friendships for PP pupils developed through inclusion with peers in a wide range of activities.
	To work closely with families to improve attendance and punctuality.	90% of PP/PP+ pupils to achieve attendance of 95%+ and 95% + on-time arrivals for each school day by the end of 24/25

4. Planned expenditure

Academic year 2023/2024

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B.SEND and PP children- gap to be narrowed to peers.	Class teacher to deliver quality first teaching to meet the needs of the learner and their SEND requirements where appropriate.	Quality first teaching (EEF report) is crucial to progress and attainment of children. Research shows quality first teaching has the biggest impact.	Learning walks Lesson Observations Book scans	All staff PP Headteacher	July 2024
Higher rates of progress across KS2 for middle and high attaining pupils eligible for PP in Maths and writing. SEND and PP children- gap to be narrowed to peers.	Writing – scheme of work purchased QFT in this area for all pupils Using such a scheme of work will ensure consistency of high-quality provision and, in turn, high quality outcomes for pupils.	Proven scheme of work, widely used, and produced by writing consultants, will support teachers' planning and help to ensure consistency of high-quality provision and writing outcomes for pupils. Support with implementing this, also purchased, will ensure staff subject knowledge is sound.	Learning walks Lesson Observations Book scans	All staff PP/ English Lead	Summer 24
Improved reading attainment among disadvantaged pupils within KS1 and KS2	Reading – scheme Pathways / RWINc purchased QFT in this area for all pupils- catch up planning due to gaps in learning. Using such a scheme of work will ensure consistency of high-quality provision and, in turn, high quality outcomes for pupils.	RWInc scheme of work, widely used across other schools and these will support children reading, phonics and spelling across school which ensure high quality reading and texts that can support parents and children at home. £1,573	Pathways books /RWINc	All staff PP Headteacher	Spring 24

Total budgeted cost					£4,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress for middle and high attaining pupils	PP teacher to deliver personalised curriculum.	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Working closely with class teachers our PP teachers delivers targeted interventions based on areas identified by the class teacher. EEF research shows that 1:1 support can impact pupils' progress positively by 5 months and small group support by 4 months £6,427	Monitor and observe teaching and track progress of targeted children.	PP	July 2024
B. SEND and PP children- gap to be narrowed to peers.	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	SEND and PP children to have specific needs addressed in a timed and targeted intervention. These will cover areas such as speech and language, spelling strategies for children with dyslexic tendencies, and social group work for children on the autistic spectrum and reading.	Monitor and observe teaching and track progress of targeted children. PPP meetings. SENDCo monitoring.	PP SENDCo	July 2024

<p>A. Improved progress for middle and high attaining pupils</p> <p>B. SEND and PP children- gap to be narrowed to peers.</p>	<p>TA Interventions – 1:3 and small group weekly sessions</p>	<p>Individual gaps in pupils’ knowledge or understanding are closed quickly ensuring that pupils make rapid and sustained progress and reach their potential.</p> <p>EEF research shows that 1:1 support can impact pupils’ progress positively by 5 months and small group support by 4 months</p> <p>(£15,000) £2,500 National tutoring, £3,770 Recovery grant</p>	<p>Monitor and observe teaching and track progress of targeted children.</p>	<p>Class teachers</p>	<p>July 2024</p>
<p>TA support will ensure children are more resilient and emotionally ready to learn.</p>	<p>Teacher to deliver Forest Schools and personalised interventions for social and emotional development.</p>	<p>Pupils’ self-esteem, confidence and skills are developed and improved so that they are able to tackle challenging learning more readily and ultimately fulfil their potential.</p> <p>EEF research shows that outdoor adventure learning can impact pupils’ progress positively by 4 months</p> <p>(£10,000)</p>	<p>Monitor and observe teaching and track progress of targeted children.</p>	<p>PP TA PP</p>	<p>July 2024</p>
<p>ELSA support will ensure children are more resilient and emotionally ready to learn.</p>	<p>Specific support for PP pupils will ensure they are emotionally resilient, engaged in learning and able to reach their potential.</p>	<p>All Pupils’ progress to be positive and can reach potential.</p> <p>EEF research shows that social and emotional support can impact pupils’ progress positively by 4 months</p> <p>(£4,000)</p>	<p>Monitor and observe teaching and track progress of targeted children.</p>	<p>PP and class teachers</p>	<p>July 2024</p>

Total budgeted cost £37,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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C. Increased attendance rates	Office and Headteacher to monitor pupils and follow up quickly on absences.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	PP coordinator, office staff, head etc. will collaborate to ensure children identified as having low attendance will be supported. Families will be alerted to low attendance and supported accordingly.	Headteacher Office Staff Pupil Premium Coordinator	July 2024
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Emotional wellbeing to be supported and to feel included.	Residentials and trips paid for. Uniform Grant. Forest Schools Music lessons	Children will only feel comfortable to learn if they are being emotionally supported and feel comfortable in their environment. Extracurricular activities will broaden the experiences and learning they can bring back to the classroom. Forest School £4000 Music tuition £5000 (Uniform £1000)	Monitor emotional wellbeing. Bursar monitor trips and residentials.	Headteacher Office Staff Pupil Premium Coordinator	July 2024
B. SEND and PP children- gap to be narrowed to peers	Extracurricular opportunities to be given to PP and SEND children – such as sports clubs and music lessons.	EEF- ‘On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning The evidence suggests that the impact is greater for more vulnerable students.’ (£11,118)	PP Champion to monitor progress and teaching of interventions. Pupil wellbeing surveys to be carried out in October, March and July.	EN JG	July 2024
Total budgeted cost					£11,118
Total overall cost					£45,350 without recovery and national tutoring £51,620

