

Pupil premium strategy statement for Audlem St James CE Primary School

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 Audlem St James CE Primary	Audlem St James CE Primary
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	12.1% (21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2025
Date this statement was published	September
Date on which it will be reviewed	July 26
Statement authorised by	Andrew Perry
Pupil premium lead	Andrew Perry
Governor / Trustee lead	Sylvia Siddorns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,962
Recovery premium funding allocation this academic year	£0
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	£39,962

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. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and

identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

At Audlem St James CE Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School Context

Audlem St James C.E. Primary School is a smaller than average primary school, which has grown significantly recently. Children join school from a number of different settings including an onsite pre-school, with whom we have good links and a number of local private nurseries. Attainment on entry is usually broadly in line with national average however we currently have one cohort which joined our school below age related expectations (current Year 4). The roll and profile of each cohort is not stable due to recent in year growth. The school has seen significant pupil mobility per year from 2015 (nearly 80 children joined school in year from September 2015 to present). Currently, class sizes vary from 16-30 and, as a result of significant in year changes; school leaders regularly review and allocate staffing and premises accordingly to ensure all pupils needs are well met, the most recent example of this being a move to 7 single aged classes from September 2016 and a full reconfiguration of EYFS and Key Stage 1 classrooms in Summer 2018. We have currently 16 children in EYFS and we have noticed a significant increase in children with SEND.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and back-ground
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs which affect pupils' learning
2	To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium.
3	To improve attainment and progress in maths for pupils entitled to the Pupil Premium.
4	To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers specific to COVID
5	To provide financial support for trips, extra-curricular activities and other school costs and opportunities

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
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 2025/26 show that more than 80% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils.	KS1 and KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils meet the expected standard.

Improved writing attainment among disadvantaged pupils.	KS1 and KS2 writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils meet the expected standard.
4. 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 25/26
5. 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.
6. 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 25/26

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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc CPD	Pupils make accelerated progress especially in Reception – Yr2. We support provided for Yr1 and Yr2 children. Pupils are at least in-line with all others pupils nationally and that Staff have expert knowledge and understanding of RWInc process.	2,3
SENCO time	Three additional SENCO days to be spread across the year to attend additional meetings (PEPs, CP, STAR Days, Core Meetings etc. and complete associated paperwork.) This includes Parent support through 1-1 and group work with the SENCO. We will continue to ensure staff; children and families are able to access specialist support as necessary through our cluster SENCO as part of our membership of the NEP and Trust work.	6
EHWB Restorative Practice	To ensure that we deliver high quality intervention and support to raise attainment and narrow the gap between vulnerable pupils and their peers. All	1,2,3,4

	teachers have been given training on EHWB, Restorative practice and Mental Health which has ensured all classrooms have become a safe haven for pupils and focused on the whole child.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 34,152

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Yr2/Yr6 and TA's	<p>The 'headline' attainment measure at KS1/KS2 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2022. Only 72% of pupils achieved the combined standard this year, compared to 85% of the school's KS1/KS2 cohorts in 2021</p> <p>We feel that it is important to ensure we diminish these gaps across reading, writing and maths in all classes. This will be used to supported through the use of a teacher by improving the children's understanding of English or Maths for their cohorts. These children have been identified through Pupil Progress Meetings. Looking supporting children to improve in core subjects.</p>	1,2,3,4
EY / KS1 Reading Books to ensure the books link to RWInc	Due to the DFE Reading Framework published in Summer 21 and our own audit undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research and ensure all children have decodable books. This has carried on for 2023 where we will be purchasing more books for KS1/KS2	1,2,3,4
RWInc Spelling KS2	All classes have had extra resources to support RWInc spelling for KS2.	1,2,3,4
Booster Sessions	All classes will have Booster sessions within school time or after school which have been identified through Pupil Progress Meetings in Maths, Writing and	1,2,3,4

	Reading. These are only for groups of 6 children which last for 6 weeks to ensure that the gaps are able to diminish quickly.	
IDL	To support children identified with their spellings.	1,2,3,4
Love Music Trust	All children in KS2 classes will be able to learn an instrument with a designated music teacher	1,2,3,4

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

Budgeted cost: £4,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Toolkits	We have invested in Emotional Toolkits for each classroom providing children will clearly signposted support for positive learning behaviours. We have also continued to invest in concrete, visual and abstract resources to equip enable tables in all classrooms to maximise Maths teaching and learning.	1,2,3,4
Forest Schools	We are providing a targeted 6-week programme which is taught by a trained Forest school teacher and Resilient trained TA. This has increased the support for children's EHWP across the school	1,2,3,4
Well-Being Area outside	We have ensured that the children are able to still be nurtured through an outside well-being area that gives children opportunities to feel secure and safe	1,2,3,4,
Residentials Music After School Clubs	It is essential for their own wellbeing that every child is able to experience different settings before writing about it. All residentials are linked to Topics that they are studying. Every child has the right to learn to play an instrument as well as accessing opportunities beyond the classroom.	5
Uniform	We ensure that we are able to provide families with support with uniform via the office.	5

Total budgeted cost: £41, 462

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 2023 to 2024 academic year.

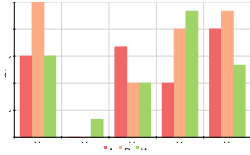
At Audlem St James C.E. Primary we strive to meet the individual needs of each pupil in school. Just as with all our pupils, we recognise that some pupils need additional support to achieve their full potential, others need challenge and extension. Some children are making strong progress without the need for additional support / opportunities. We therefore use our Pupil Premium money to enable us to increase our provision, to ensure that each child's needs are fully met. Our progress figures over several years demonstrate good progress that has historically been achieved at Audlem and which has been continued over the last three years despite the challenges of education. This has been evident in the school results in EYFS, KS1 and KS2 (2024) where most children made good progress and attainment.

At each half termly standards meeting, we look at the individual progress of children whom we are in receipt of Disadvantaged Pupils money, separately to the progress of other groups of children. Some children receiving Disadvantaged Funding are making good or outstanding progress compared to their peers where others are making less progress. In these cases we look at how we can use additional funding to meet their needs and agree actions to ensure that these children are diminishing the gaps they have. Some of these children also have other specific needs which are being catered for by the SEND team.

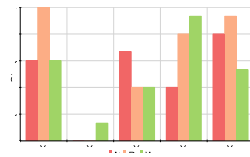
SUMMARY OF PROGRESS FOR DISADVANTAGED CHILDREN

This is evident in the progress chart below of 25 children within school. The impact of reading has been significant across year groups with an average of 3.15 progress across PP. In maths we had an average of 2.95 and in writing we had an average of 3.2. This shows the impact of teaching and interventions to ensure that we close the gap between disadvantaged children and their peers. A focus on next year's Yr2, Yr4 and Yr5 will be prioritised with quality teaching and key interventions as they have significant needs and gaps that need to be closed so they are able to progress in their education.

Pupil Progress 2022-23



Summer Data 2024



Analysis of Pupil Premium data

- Reading has substantially increased in Yr1, Yr2, Yr3 and Yr6 with an average score from those year groups being 3.15+. This shows a clear impact on the interventions that the children have had within these year groups and ensure that those children are closing the gap on their peers. In Yr4 and Yr5 children have struggled, and extra support has been put in place on those children. Yr. 4 also have a huge amount of SEND children who are also PP.
- Maths progress has been at least 2.82+ across all classes which shows that how we teach is having an impact on the children. The children are taught maths through White Rose. Yr2, 3 and Yr6 have 1.5+ progress.
- Writing Yr1, Yr2, Yr3 and Yr6 progress in writing 1.0+. SEND and PP within Yr4 and Yr5 Writing progress is 2.67 average across the whole school which again shows we are closing the gap.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Tables Rockstars	TT Rockstars
IDL	IDL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£310
What was the impact of that spending on service pupil premium eligible pupils?	We spent the allocation on supporting the writing and spelling with RWInc KS2 spelling programme as well as some small group work with a TA. This has ensured that those children have been able to use this to support their writing across the curriculum.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop whole staff understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills and our Secrets of Success, such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also intend to commission a pupil premium review to get an external perspective and further enhance our approach.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

In conjunction with our school improvement partner, ECM, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils