

# Pupil Premium Strategy Statement – 2024-2025

This statement details St. James' Church of England Primary School's use of Pupil Premium (and recovery premium) 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
St. James' C of E Primary School, Bermondsey	
Number of pupils in school (Oct. '24)	399
Proportion (%) of pupil premium eligible pupils (Oct. '24)	278/399 = 70%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr. Michael Oliver, Head Teacher
Pupil premium leads	Mr. Michael Oliver, Head Teacher Mr. Peter Wood, Deputy Head Teacher
Governor lead	Mrs Penny Molyneux (Acting Chair)

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 353, 330.00
Recovery premium funding allocation this academic year	£ 14, 786.88
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 368, 116.88</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

St James' is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, pastoral care and curriculum enrichment. It is vital that the attainment and progress of Pupil Premium pupils at the school is no different to that of non-Pupil Premium children at the school and that all children, Pupil Premium or non-Pupil Premium, are achieving at expected or above expected levels nationally. We believe that the additional Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether or not they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support. We have a Pupil Premium working party, made up of staff, governors and parents, who support the allocation of our Pupil Premium funding. This combined with rigorous data analysis allows us to decide where our funding can be spent most effectively.

We have a clear, strategic 3-part model, as advised by the Department for Education and the Education Endowment Fund, which focuses on the following:

- ✓ Quality of teaching for all;
- ✓ Targeted support;
- ✓ Other approaches.

Our Senior Leadership Team ensure that the Pupil Premium and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head Teacher and Deputy Head Teacher all having responsibility for Pupil Premium. Regarding implementation, all staff at St James' are committed to ensuring that we can achieve this aim. The SLT regularly evaluate Pupil Premium outcomes compared to other pupils in the school to ensure the correct strategies and provision are in place. We will consider the challenges faced by all pupils identified as vulnerable; this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is integral to our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to both common challenges and individual needs, identified by robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Provide appropriate challenge for both disadvantaged and non-disadvantaged pupils;
- Identify and intervene early to act upon challenges faced;
- Continue to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges	
Challenge number	Detail of challenge
1	<b>Speech &amp; Language/Communication Difficulties.</b> Rigorous assessment has highlighted significant gaps in language skills and vocabulary among many disadvantaged pupils across EYFS and both key stages.
2	<b>Early Reading/Phonological Development.</b> Baseline assessments post lockdowns suggested disadvantaged pupils generally have greater difficulties with phonics than their peers, negatively impacting upon their development as developing readers.
3	<b>Writing Attainment.</b> Internal and external (where available) moderation and assessment indicates Writing attainment – particularly attaining GDS - among disadvantaged pupils to be below that of non-disadvantaged pupils. This gap has widened, particularly for younger children, since the start of the pandemic and in-year data shows this is present throughout each year group.
4	<b>Age Related Expectation Gaps in Reading, Writing and Maths in Key Stage One.</b> Summative and Formative assessments indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, particularly across core subjects.
5	<b>Wellbeing and Emotional Support.</b> Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and socialising with peers during school closures. These challenges particularly affect disadvantaged pupils, including their attainment. Class teachers' requests for support have markedly increased during the pandemic. Currently there are 22 pupils supported by the school's Emotional Literacy Support Assistant.
6	<b>Attendance and Persistent Absenteeism.</b> Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Since the wider re-opening of schools post lockdown, there has been an increase of disadvantaged pupils have been 'persistently absent' compared to their non-disadvantaged peers during that period. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Significantly improved communication & interaction skills with a focus on speech & language and vocabulary among disadvantaged pupils.	Rigorous assessments, both standardised across the curriculum and focused S&L, and observations indicate significantly improved oral language among disadvantaged pupils. Evidence gleaned when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, learning walks and ongoing formative assessment. Feedback from whole school training indicates an improved approach in quality first teaching and interventions for all pupils.
Improved Reading attainment among disadvantaged pupils as a result of early reading/phonics intervention and intensive support in KS1.	KS2 Reading outcomes in 2024-25 academic year show that an increased proportion of disadvantaged pupils met the Expected Standard or are working at Greater Depth within ARE.  Phonics and early decoding is not presenting a barrier to Reading attainment and achievement from the transition between key stages.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2024-25 show that an increased proportion of disadvantaged pupils met the Expected Standard or are working at Greater Depth within ARE.
To achieve and sustain improved wellbeing and necessary emotional support for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024-25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, teacher voice, student and parent surveys and teacher observations;</li> <li>• a robust in-house system with staff being equipped with the necessary strategies to support and coach the emotional needs of disadvantaged learners;</li> <li>• a continued significant reduction in behavioural incidents reported and recorded;</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, significantly reducing those classed as persistent absentees.	Sustained high attendance from 2024-25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than national averages, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly;</li> <li>• the percentage of all pupils who are persistently absent being below national statistics and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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: **£252,846**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased support for specialist 1-1/small group Phonics provision to target both Year 2 catch-up and Year 1/EYFS in order to fill gaps left post-lockdown.	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional class teachers in Years 1 & 2 to enable further focused support across core subjects, particularly with a focus on Writing development.	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Embedding S&L practices across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Funding a series of specialist CPD opportunities in a bespoke way to complement school-wide priorities and foci in context.  The purchase of relevant resources and funding ongoing teacher training and release time.	Evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on English skills in particular: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  Early language intervention research: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a>	1
Replenish/purchase materials from a <a href="#">DfE validated Systemic Synthetic Phonics programme</a> (Red, Write Inc.) to secure stronger phonics teaching for all pupils.	Phonics approaches that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

<p>Enhancement of our English and Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funding curriculum area lead teacher release time to embed key elements of guidance in school and to access CLPE (Eng – Writing) and White Rose/ Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk/guidance/education-evidence/guidance-reports/literacy-ks-1">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://publishing.service.gov.uk/guidance/education-evidence/guidance-reports/literacy-ks-2">Improving Mathematics in Key Stages 2 and 3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3, 4
<p>Improve the quality of Social, Emotional and Mental Health (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff – predominantly support staff through a bespoke ‘ECHO’ programme.</p> <p>Appointing a ‘Wellbeing and Mental Health Lead’ to oversee these areas for development. Ongoing CPD for the lead.</p> <p>Employment of ‘ELSA’ and support given for this/time release/supervision sessions with LA etc.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/guidance-reports/literacy-ks-1">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£42,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing SALT capacity across the school, liaising	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that	1, 4

with and employing additional SALT for focused work with individuals, staff and small groups.	<p>focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Early language intervention research:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by specialist Phonics teachers/TAs.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Utilising LA ELSA service with increased capacity and employing ELSA to work as both academic and emotional support for 1-1 and small group support sessions.</p> <p>Participation in Talk Boost and Cambridge Oracy project through Southwark LA.</p>	<p>Tuition:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4, 5

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

Budgeted cost: **£77,154**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on ‘Emotion Coaching’ in line with school’s ethos and embedded character traits.</p> <p>Engaging with and using outside agencies to deliver personalised Anti-bullying workshops and approaches with the aim of developing our school ethos and improving pockets of negative behaviour across school as a result of attachment issues.</p> <p>Parent Gym – parental courses providing practical and emotional support post lockdowns.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance officer – parental engagement through tailor-made invitations for support and through Parent Gym programme.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues across the curriculum/for the wellbeing of learners as/when presented.</p>	<p>Identification of the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £372, 000.00**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### Pupil premium strategy outcomes

KS2 performance data in 2023 indicated 69% disadvantaged students achieved EXS + in RWM and 19% disadvantaged students achieved GDS in RWM indicating no pupil gap in Year 6 (2022-23) with a high proportion of the year group (74%) being deemed ‘disadvantaged’.

Recent 6-year trends as reported by LA showed Disadvantaged gaps narrowing and reversing in some areas, indicating and improvement in 2024 in RWM KS2 data:

KS2	DfE No.	All : % Achieving Expected + in RWM						Disadvantaged : % Achieving Expected in RWM						Gap between All and Disadvantaged				
		2018	2019	2022	2023	2024 *	2018 to 2024	2018	2019	2022	2023	2024 *	2018 to 2023	2018	2019	2022	2023	2024
St James' Church of England Primary School	3452	62.5%	68.6%	56.1%	70.2%	68.6%		53.1%	56.5%	50.9%	69.0%	71.1%		-9.4%	-12.1%	-5.2%	-1.1%	2.4%
Southwark LA	210	68.8%	68.2%	66.0%	66.9%	65.9%		61.3%	62.0%	55.0%	59.4%	58.2%		-7.4%	-6.2%	-11.1%	-7.5%	-7.7%

  

Phonics	DfE No.	All : % Met PSC Standard						Disadvantaged : % Met PSC Standard						Gap between All and Disadvantaged				
		2018	2019	2022	2023	2024 *	2018 to 2024	2018	2019	2022	2023	2024 *	2018 to 2024	2018	2019	2022	2023	2024
St James' Church of England Primary School	3452	88.3%	90.0%	81.3%	85.7%	88.3%		82.1%	93.3%	81.3%	90.6%	86.1%		-6.2%	3.3%	0.0%	4.9%	-2.2%
Southwark LA	210	84.5%	84.5%	77.5%	79.7%	80.1%		80.2%	77.7%	70.2%	71.7%	72.6%		-4.3%	-6.8%	-7.3%	-7.9%	-7.5%

  

EYFSP	DfE No.	All : % Achieving GLD						Disadvantaged : % Achieving GLD						Gap between All and Disadvantaged				
		2018	2019	2022	2023	2024	2018 to 2024	2018	2019	2022	2023	2024	2018 to 2024	2018	2019	2022	2023	2024
St James' Church of England Primary School	3452	78.3%	79.7%	71.4%	59.3%	70.3%		80.8%	82.8%	76.0%	65.4%	65.4%		2.4%	3.1%	4.6%	6.1%	-4.9%
Southwark LA	210	75.2%	74.1%	68.3%	69.9%	69.9%		66.9%	67.3%	58.2%	60.7%	62.6%		-8.3%	-6.8%	-10.0%	-9.2%	-7.3%

In-year assessments during 2023-24 suggested that the performance of disadvantaged pupils was higher than in the previous 3 years in many key areas of the curriculum with certain focus areas in different year groups across both key stages which were rigorously tracked and provided for with small group intervention and targeted support. Despite facing challenges as indicated during the academic year 2018-19, the outcomes we aimed to achieve in our previous strategy by the end of 2022-23 were therefore largely realised with regard to the core subjects of the curriculum despite lockdowns and invariable lower attendance of most students.

Enrichment opportunities and extra-curricular activities were majorly impacted by Covid-19, disrupting the broader curriculum with an increased focus on English and Maths catch-up design and the limitations on visits/visitors and restrictions on children mixing away from their ‘bubbles’. As evidenced in schools nationwide, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality online curriculum, acting swiftly to put plans in place to minimise these challenges and investing on Computing – both equipment and CPD – to ensure no-one was left behind.

Although overall attendance in 2023-24 continued to be lower than in the previous years at 95.6%, it was higher than recent national averages, taking into account the limitations and anxieties around Covid-19. At times when all pupils were expected to attend school, absence among disadvantaged pupils was slightly higher than their peers and persistent absences significantly higher, presenting constant challenges. These gaps are larger than in previous years, which is why attendance is a focus of

our current plan unlike previous years when we have performed significantly higher than average in this area.

Personal development (as published on SDP):

- SIAMS is graded as excellent and references inclusion, pastoral development, enrichment offer is very well planned. This as a huge strength of the school.
- Attendance - 94.5% just above national (2023). Increased to 95.6% (2023-2024).
- Persistent absence is 13.5% (2023-2024), and national is reported at 19% (2023-2024). Will continue to focus on PA next year. Good use is made of Arbor to analyse PA and there is still some PA linked to anxiety. Some improvement and impact from attendance meetings can be reported for individuals.

Behaviour and attitudes (as published on SDP):

- Behaviour is excellent throughout the school and this is in part because provision for SEND is well planned.
- The behaviour policy will be reviewed (recently reviewed and ratified June 2024). There were very few recorded 'red' incidents this year, vastly reduced from last year. 1 child who struggles has a EHCP has a plan and risk assessment in place (2023 – separate behaviour report for 2023-2024).
- There no exclusions or suspensions.
- St. James' believes this is hugely due to early intervention - lots of visuals and SALT support to enable excellent development in EYFS.
- St. James' does not currently make use of any Alternate Provision.

Pupil wellbeing and mental health were significantly impacted last year, primarily due to assumed Covid-19-related issues and anxieties. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.