

Pupil premium strategy statement 25-26

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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' CE First School and Nursery
Number of pupils in school	87 in school 35 in nursery
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26 to 28/29
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Hudson Head teacher
Pupil premium lead	Ben Spinks
Governor / Trustee lead	Pending appointment to LSC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
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	£21,210

Part A: Pupil premium strategy plan

Statement of intent

It is our intent that all pupils should make good progress across all subjects regardless of their background or the challenges that they may be facing. The main focus of our PP strategy is to support these children to make good progress irrespective of their starting point.

We are acutely aware of the importance of developing good social and emotional skills and the impact these can have on outcomes at school and in later life. We will therefore invest time and money in supporting the development of PP children with these important skills.

Quality first teaching is our main driver in bringing about our intentions, focusing on areas where disadvantaged children need the most support. The delivery of high-quality learning experiences is proven to have the greatest impact on closing the attainment gap and has the added benefit of improving outcomes for all children in the school.

We will be responding to the individual challenges faced by our PP children, dealing with each child as an individual based on our knowledge and relationships with them and providing the care and support they need.

Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement with Early Years Provision. Poor parent literacy / development of social interaction skills at home Low confidence of parents to provide support
2	Inability to access home learning Reduced access to required resources. Little or no one to one time with an adult at home resulting in less time to practise skills at home including social interaction skills.
3	Less able to afford quality school uniform and PE kit
4	Fewer opportunities to experience enrichment visits / activities
5	Poor attendance due to parental disregard for education

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
Pupils make at least expected progress Attainment is within national expectations	PP children show expected progress in line with their peers within internal tracking. Attainment by PP children in statutory tests (SATs, Phonic Screening) is in line with national averages. Attainment in GL testing is in line with national averages.
Pupils have the correct resources needed to further their learning in the home environment Pupils are well prepared for the next stage of their school career	PP children are able to access home learning tasks and are not disadvantaged by a lack of resources
Attendance is within national expectations	Attendance is in line with their peers and within national expectations
Quality First Teaching and learning ensures embedded high expectations for all learners	PP children achieve in line with their peers
Pupils have equal access to learning and social, moral, spiritual and cultural opportunities in school	PP children access extra-curricular events / clubs alongside their peers

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)

Estimated cost: £11,360.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,2
Purchase of Read Write Inc (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Investing in professional development for teachers to deliver high-quality whole class teaching based on a mastery approach can be a cost-effective approach to improving learner outcomes. Developing the skills to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge is essential	1,2
Development and monitoring of progressive curriculum	Monitoring and feedback is a well-evidenced and has a high impact on ensuring learning outcomes can be achieved by all. In particular focusing on identification of knowledge gaps, key skills and key knowledge. This provides specific feedback with how we can improve children's learning experiences and their retention of key knowledge and skills.	1,2
CPD for support staff to ensure delivery of high quality interventions	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants	1,2

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

Estimated cost: £7950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language support	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1,2
Providing additional support for Early Years and Year 2 children at risk of not meeting age related targets	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2
Social and emotional, mental health support and coaching	Approaches that focus on supporting children emotional health and wellbeing to improve both personal outcomes as well as how that impacts on their academic achievements.	1,2

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

Estimated cost: £1,899.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing and maintaining supportive relationships between home and school.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	3,4,5
Liaison with families and outside agencies.	Both targeted interventions and universal approaches can have positive overall effects.	
Fostering positive relationships with families and staff.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Attendance at early intervention meetings identifies needs of families at risk.	The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	
My Concern monitoring.		

Signposting of key services, such as food banks. Welfare support for children as required delivered in school. Access to breakfast and after school club Access to enrichment activities Funding of school trips / enrichment		
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Total budgeted cost: £21,210

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 2024 to 2025 academic year.

Attainment at our school 2024/25			
	Pupil Premium	Non-Pupil Premium	All Pupils
Year One Phonics	100%	85%	92%
Year 4 Multiplication Tables Check (80%)	67%	82%	76%

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
White Rose Maths	White Rose
Read Write Inc	OUP
Literacy and Language	OUP
TT Rock Stars	Maths Circle