Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the progress, attainment and lived experience 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' Church of England Nursery and Infant School
Number of pupils in school	90 (not incl nursery)
Proportion (%) of pupil premium eligible pupils	225.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 to 2028/2029
Date this statement was published	March 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Luisa Pancisi Head Teacher
Pupil premium lead	Luisa Pancisi Head Teacher
Governor	Anne Benson-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£46965
Recovery premium funding allocation this financial year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£46965

Part A: Pupil premium strategy plan

Statement of intent

Our school is an inclusive school sitting in the heart of an area of high deprivation and mobility; serving a varied and diverse community. Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve to the very best of their ability across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In September 2023 the school opened a support unit specifically designed and staffed to accommodate the needs of children and their families with complex additional needs. The facility also supports children who have previously been excluded from an educational setting.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First teaching is at the heart of 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 common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- identify and ensure that all children, regardless of date of arrival, begin relevant interventions within two weeks of joining the school;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- specifically target the development of oracy and support language development including reading as a priority.

Challenges

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

Challenge number	Detail of challenge
1	Vast majority of pupils have EAL - all year group language acquisition data indicates a number enter the school new to English which leads to poor levels of written and oral literacy. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to Y2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Significant majority of our pupils enter school below ARE. This is supported through Baseline assessment data. On entry to Reception class in the last 2 years, between 70 - 75% of our disadvantaged pupils arrive below age-related expectations, particularly within the area of communication. Observations, and discussions with pupils suggest disadvantaged, , pupils generally have greater difficulties with phonics and global language development. This has a direct impact on their social and emotional well-being as well as negatively impacting their development as readers.
3	Lack of life experiences, children rarely take part in activities not provided by the school. Their awareness and knowledge of the world around them can be limited. This impacts on communication and learning.
4	Poor home learning environments (lack of English spoken in the home, poor nutrition, lack of resources for learning, overcrowding in accommodation and lack of stable housing) Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to deprivation, opportunities for physical and mental stimulation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, across all areas.
5	Our school has high pupil mobility and a number of families are unable or unwilling to apply for PPG but should be considered disadvantaged.
6	Our attendance data over a number of years indicates that the attendance of disadvantaged pupils has been in line with non disadvantaged pupils. However punctuality of PP children is lower than that of non PP children.

	Our school has families from overseas with cultural differences and attitudes to school (discipline/behaviour). Our 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
Children make good progress in their acquisition and use of English.	Pupils move from New to English / Early acquisition to developing competence/competent within 2-3 year All new starters are placed within appropriate intervention groupings within 2 weeks of starting school.
Children make good progress in EYFS so that the gap between school and National outcomes is narrowed.	End of year EYFS data is broadly in line with Local / National Range of workshops offered by EYFS are well attended / accessed The website and school app will be used so that parents can support their children. Half termly open mornings supporting parents with early learning strategies.
Children's cultural capital is enhanced and improved	All children can take part in a range of onsite and offsite visits Children have an awareness of a wide range of important events and figures from past and present and have the vocabulary to discuss these.
Children feel safe and ready to learn at school	PPG pupils will be in uniform and with the correct equipment to carry out their learning effectively. Identified pupils who have access to ELSA and Theraplay will make good progress in the sessions PPG pupils will participate in all enrichment activities. Families will be supported by school staff and signposted to external professionals and resources
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for PPG pupils will be in line with non PPG Pupils

	• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5% • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 4% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff and parents to ensure language acquisition, reading provision and outcomes are improved	EEF *Teaching and Learning Toolkit* *EEF - Working with Parents to Support Children's Learning* *Sutton Trust '– parents play a crucial role in supporting their children's early learning* Quality First Teaching	1,2,4
Training to promote oral activities across the school curriculum. These will provide pupils with support to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing training and release time. Oracy training to be incorporated into the induction of all new staff.	Quality First Teaching *Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF*	1,2,3,4,
Whole school phonics resources 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	1,2

Audit of phonics resources	comprehension), particularly for disadvantaged pupils: *Phonics | Toolkit Strand | Education Endowment Foundation | EEF*	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Booster groups to support accelerated progress in basic maths skills Targeted support for PPG pupils	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: The EEF guidance is based on a range of the best available evidence:	2
Improve the quality of social and emotional (SEL) learning. Implementation of whole school positive behavior policy. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): *EEF Social and Emotional Learning.*	1,2,3,4,

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

Budgeted cost: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To target support to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. To continue to embed the NELI intervention to	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: *Oral language interventions | EEF (educationendowmentfoundation.org.uk)*	1,2,

Foundation Stage children To offer the 'Let's Talk Together ' program to targeted families in the spring term.		
Additional phonics sessions targeted at disadvantaged pupils who require further support to decode	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: *Phonics | Toolkit Strand | Education Endowment Foundation | EEF*	1,2,4
Target children for additional daily reading and maths to support disadvantaged, including those who are high attainers.	Tuition 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: *One to one tuition | EEF (educationendowmentfoundation.org.uk)* And in small groups: *Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF*	1,2,4
Physical Literacy and Active Hands Interventions	Daily Interventions for targeted children who require more specialist support.	

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

Budgeted cost: £3,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on early intervention – opening a range of activities for children before they reach school age – specifically focusing on school readiness and language activities	*EEF Teaching and Learning Toolkit (Parental Engagement)*	1,2,3,4,5,6
Support from LA EWO Team to address persistent absenteeism / children missing from education and working with parents to improve	The DfE guidance has been informed by engagement with schools that have significantly	1,2,4,6

attendance and reduce absence including lateness.	reduced levels of absence and persistent absence.	
Funding for school trips, uniform and home learning resources for PPG Pupils to include the acquisition of key texts for children to have at home Contingency for acute issues.	Increase in cultural capital for pupils who have wider opportunities. Readiness to learn and equality of opportunity Small amount of funding will allow us to respond quickly to needs that have not yet been identified.	4,5,6,

Total budgeted cost: £46965

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.

Analysis of pupil performance during the previous academic year indicates that the performance of school's disadvantaged children has increased in all areas. Performance of school's disadvantaged children remains lower than that of non-pupil premium children,however, 50% of children who are pupil premium also have special educational needs and disabilities and 33% of those children also have an Education Health Care Plan. Outcomes in Maths and Writing have remained stable. The composition of the school's community has changed fundamentally and this is reflected in the data for Early Years. Attendance for PP children has increased by 5% Currently the number of pupil premium children is decreasing due to the increase in families with no recourse to public funding. It is important to keep in mind the high level of vulnerability of pupils whose families have no recourse to public funding.

Outcomes June 2025

	PPG pupils	Non-PPG pupils
KS1 Phonics Screening	77.8%	71.4%
EYFS - GLD	40%	52%