



Pupil Premium Strategy Statement

St James Catholic Primary School

2025-2026

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' Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	<i>December 2025</i>
Date on which it will be reviewed	<i>Termly</i>
Statement authorised by	Outcomes Committee on behalf of Schools Standards Committee
Pupil premium lead	Matthew Ingram
Governor / Trustee lead	C Martin

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£62,160
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	£62,160

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils, irrespective of their background, or challenges they face is to access a curriculum which enables them to achieve to their full potential. Our curriculum intends to be; ambitious, broad and balanced. We strive for all our pupils to experience success in a range of areas and at St James we ensure high expectations are set so all children make good progress across all subject areas

We know that reading is an essential prerequisite to success and independent learning. A young child who can read confidently and purposefully is at a great advantage. We endeavour to ensure that all children have the essential decoding skills needed to learn to read. They will then develop reading fluency so that reading is the driver towards independent learning, opening both their minds and their hearts.

First and foremost, we aim to deliver high quality teaching to every pupil taking into account those pupils who are at a disadvantage and ensure gaps are identified and addressed. The Education Endowment Fund (EEF) state that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. In line with this, high quality feedback can have an impact of up to 8 months' progress according to the EEF

Our intent is to deliver a high-quality knowledge-based curriculum for all children. Knowledge brings confidence and cultural capital. Reading comprehension is not only dependent on decoding and fluency but also dependent on cultural literacy – background knowledge that a child brings to the text. By offering a knowledge and vocabulary rich curriculum that is progressive and focusses on knowing more and remembering more, we are offering a child the cultural capital that will allow them to excel at the next stage in their learning journey.

As a faith school, we seek to encourage children to discover their own God given talents so that they can become the best version of themselves. We look to encouraging children to support the

well-being of others and to develop attitudes of service to others so that they make a highly positive, tangible contribution to the life of the school and the parish.

We will ensure, as a school, we intervene in a timely manner and hold open and honest pupil progress meetings where these children will be monitored carefully in order to analyse where their learning may be hindered. In conclusion, we strive to ensure all children share in our mission, 'In the loving peace, justice and joy of Jesus, we achieve.'

Challenges

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

Challenge number	Detail of challenge
1	Pupils and families have social and emotional difficulties which impact on a child's readiness to learn
2	Parents have lower expectations of their children's academic ability because of their own experiences in school
3	Many pupils have limited cultural capital experiences beyond their home life and immediate community and lack positive role models, aspirations and opportunities to follow and develop interests.
4	More challenging socio-economic demographics are presenting themselves leading to low aspirations.
5	In some cohorts children entitled to pp also present with SEND
6	Pupils arriving in school with little or no pre school experience.
7	The cost of living crisis is having an impact on the wellbeing of pupils and the well-being of some of our families

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 intervention	Success criteria
Subscriptions to online app and training to support phonics delivery from validated source	Y1 Phonics outcomes for all children will be higher than national
Additional reading resources –decodable books from validated source to support early reading interventions	Y1 Phonics outcomes for all children will be higher than national

PP children in Y6 will have catch up tuition to improve progress scores so that they are in line with national expectations	Children entitled to pp will have progress scores in reading writing and maths in excess of 0.0
PP children in Y6 will receive direct instruction in reading from trained member of staff	Disadvantaged children will gain ARE in Reading in Y6
PP in Y6 will have additional support (1 x extra adult support x2 mornings+) to support with same day catch up	Children entitled to pp will have progress scores in reading writing and maths in excess of 0.0
PP children in Y5 will have catch up tuition (direct instruction)	PP children in Y5 will be working within ARE in reading and maths
PP children across the school will take part in personal development opportunities through enrichment opportunities	Children will have had opportunities to develop skills in cooking, forest school, coding ICT, gardening, sports, drama, yoga, Zumba
PP children in Y1 will have daily reading with adult	All PP children will achieve ARE and will meet the standards in phonics.
PP children in EYFS will engage in daily reading with an adult to support all reading skills	All PP children will be GLD on exiting EYFS

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

Budgeted cost: £5,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Booster support for Yr 6 pupils x 2 a week primarily in maths and reading</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 , 4

Targeted academic support

Budgeted cost: £ 45,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
1xTA support Y6	EEF small group tuition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	1,2,4
1:5 tutoring groups for Y6	EEF small group tuition / extending school time https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time	1,2,4
1:5 tutoring groups for Y5 x3 a week	EEF small group tuition / extending school time https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time	1,2,4
Yr 3 and 4 teaching assistant interventions	EEF TA interventions provide targeted interventions in phonics, which are often delivered out-of-class for a specific group https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1,2,4
EYFS daily read and phonics	EEF phonics and language intervention https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions	1,2,6

<i>Yr 1 Phonics support and NELI programme</i>	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions	1,2,6
<i>Mastery in Early Maths intervention</i>	EEF mastery learning- Maths Hub intervention https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning	1,2,4,6
<i>Staffing breakfast and afterschool provision</i>	TA to support before and after school to pick up reading 1:1 for pp children https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time	1,3,7
<i>Staffing breakout 1:10 activities</i>	EEF Arts participation research supports breakout initiative https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	1,2,3,4,5,6,7

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

Budgeted cost: £10,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zacchaeus counselling service	Social and emotional learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	1,7
<i>Pathfinder Family support services</i>	Support for vulnerable children and families https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	1,3,4, 7

SEND Support with SENDco	Support all on SEND register	5
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Total budgeted cost: £62 160

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.

Teaching

Recruit a National Tutoring Programme Tutor

A tutor has been working with school throughout the year. Disadvantaged children from Y6 took part in before and after school tutoring sessions. 7 disadvantaged pupils achieved ARE in Reading/ Writing and Maths at the end of KS2.

Finance tutoring programmes using internal staff

3 staff member engaged in tutoring pupils. Y6 were targeted at the beginning of the year with all targeted children attending before school tutoring sessions. All children achieved ARE or above in reading and maths.

<u>KS2</u>	<u>ARE %</u>	<u>Higher standard / GD %</u>
<u>Reading</u>	<u>100%</u>	<u>63%</u>
<u>Writing</u>	<u>93%</u>	<u>17%</u>
<u>Maths</u>	<u>100%</u>	<u>80%</u>
<u>EGPS</u>	<u>100%</u>	<u>90%</u>

Targeted intervention

1. 1xTA support Y6 – Outcomes for Y6 were well above national averages in all subjects
2. 1:5 tutoring groups for Y6 – outcomes for Y6 were well below national averages.
3. 1:5 tutoring groups for Y5 x3 a week – children in Y5 were able to make better than expected progress.
4. Y3 and Y4 teaching assistant interventions –9 disadvantaged pupils are making better than expected progress in reading, writing and maths respectively)
5. EYFS daily read and phonics – enabled children to access high quality reading instruction.
6. Yr 1 Phonics support and NELI programme – 86% passed the phonics test.
7. Mastery in Early Maths intervention – Year 1 and Year 2 – significant impact in maths understanding.
8. Staffing breakfast and afterschool provision – this has enabled children to access extra provision for children who are reluctant readers. Regular attenders have achieved well.
9. Staffing breakout 1:10 activities – allows for children to gain rich experiences beyond the curriculum offer. All children including pp enjoy extra sport (including golf) cooking, forest

school sewing, 3D print design and making. See Ofsted report for feedback on this level of provision

Wider Strategies

1. Zacchaeus counselling service. The counselling service has served 14 families and pupils this year supporting children's mental health and loss
2. Pathfinder Family support services- engaged with many families signposting and regular face to face meetings. Significant impact on school support for vulnerable families.
4. Metacognition and self-regulation inset. Staff have greater understanding of children who find difficulty in self- regulation