

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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' Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	29/409 (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Caryn Smith
Pupil premium lead	Sarah McKenzie
Governor / Trustee lead	Jill Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,010 (£1480x28; £2570x1)
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	£44,010

Part A: Pupil premium strategy plan

Statement of intent

'Inspiring and growing for fullness of life'.

At St James' this statement really matters and is fundamental to our vision of the journey that pupils take at our school. We provide the highest quality education within the context of caring Christian belief and practices. Our children are all individual and unique; they have all been and are going on a different journey but our mission is to ensure that we develop the whole child, by implementing a blend of short, medium and long-term interventions. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP resulting in wider school improvements and increased readiness to learn. This also enables our children to grow for 'Fullness of Life', equipping them with skills to prepare them for the next stage in their education.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring high quality teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Some pupils join SJP with poor speech and language development which has affected their communication and oracy skills. Language acquisition and vocabulary can be limited.

2	<p>There is still an attainment gap between PP and non-PP. The attainment gap, at the end of KS2:</p> <ul style="list-style-type: none"> • Reading and Writing - 66.7% PP ARE compared with 80.8% non-PP • Maths – 44.4% PP ARE compared with 82.7% non-PP
3	Some pupil premium children and their families are more likely to need pastoral support. There is a growing need for support with social, emotional and mental health; complex family circumstances; and financial difficulties.
4	Some pupil-premium pupils do not have rich and varied experiences.
5	Attendance and poor punctuality can cause a significant loss of learning time for pupils (persistent absence for disadvantaged was 14.3% and non-disadvantaged was 11.2%).
6	Pupils in receipt of Pupil Premium are also more likely to have SEND: 28.6% of children in receipt of PP also have SEND compared with 13% of non-PP

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. Pupils develop confidence and skills to communicate effectively.	<ul style="list-style-type: none"> ○ Assessments and observations show measurable improvement in spoken language for disadvantaged pupils. ○ Increased participation of disadvantaged pupils in class discussions and presentations.
2. Close attainment and progress gaps between PP and non-PP pupils (GLD, Phonics, KS1 & KS2 SATs).	<ul style="list-style-type: none"> ○ Data shows improved in year progress for disadvantaged across core subjects. ○ Intervention impact analysis demonstrates accelerated progress for PP pupils.
3. Pupils' social, emotional and mental health needs are met so they are ready to learn.	<ul style="list-style-type: none"> ○ Pupil and parent surveys show positive impact of support. ○ Identified pupils demonstrate improved well-being scores and reduced need for high-level interventions.
4. All PP pupils access enrichment, cultural capital and wider learning opportunities.	<ul style="list-style-type: none"> ○ 100% of PP pupils attend residential and day trips. ○ Increased participation of PP pupils in school clubs and music tuition. ○ Pupil voice indicates enjoyment and value from enrichment experiences. ○ PP pupils represent the school in events and competitions. ○ Families report strong relationships with school and feel supported.
5. Improved and sustained attendance for disadvantaged pupils.	<ul style="list-style-type: none"> ○ Attendance gap between PP and non-PP pupils closed (currently 0.4%). ○ PP attendance reaches at least 95% by July 2026.
6. Support is matched to the precise learning needs of all PP pupils, ensuring progress through quality-first	<ul style="list-style-type: none"> ○ Learning gaps for PP pupils are clearly identified through teacher assessments, PIXL assessments, QLA and other assessment tools.

teaching, targeted in-class strategies and appropriate challenge.	<ul style="list-style-type: none"> ○ Teachers adapt planning and classroom practice to meet identified needs. ○ PP pupils make measurable progress from their individual starting points.
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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: £0 (*covering CPD in-house rather than external supply*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored CPD for teaching of phonics, reading, writing and maths, including:</p> <ul style="list-style-type: none"> • <i>Mastering Number at KS2</i> • <i>Five Big Ideas for Mastery</i> • Vocabulary instruction (sentence stems, generalised sentences) • <i>Reading Fluency</i> • <i>The Write Journey</i> 	<p>EEF: <i>Teaching & Learning Toolkit – Phonics / Literacy / Mastery Learning</i>; DfE Reading Framework</p> <p>NCETM research; EEF: Mastery Learning</p> <p>EEF: Oral Language Interventions (+6 months)</p> <p>EEF: Reading Comprehension Strategies; DfE Reading Framework</p> <p>High-quality teaching is the most effective way to raise attainment. Phonics has strong evidence (+5 months progress). Mastery approaches have positive impacts, particularly in maths.</p> <p>Mastery programme improves number sense and fluency; structured mastery improves long-term attainment.</p> <p>Explicit vocabulary instruction and oracy approaches significantly boost language development and reading comprehension.</p> <p>Fluency instruction improves reading comprehension; structured writing approaches improve outcomes, particularly for disadvantaged pupils.</p>	1, 2, 6
Explore and embed PiXL strategies to strengthen ongoing assessment and target support for disadvantaged pupils.	EEF: Feedback (+6 months); EEF: Diagnostic Assessment Guidance	High-quality assessment helps identify gaps and tailor support, improving learning outcomes.
Embedding collaborative learning and oracy approaches across the school.	EEF: <i>Collaborative Learning</i> (+5 months); EEF: <i>Oral Language Interventions</i> (+6 months); Voice 21 research; DfE Reading Framework (oracy links)	Structured collaborative learning improves progress by promoting peer discussion, reasoning and problem-solving. Explicit oracy instruction strengthens vocabulary, comprehension and

	to language & comprehension)	confidence, particularly for disadvantaged pupils, supporting improved attainment across subjects.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18640

Activity	Evidence that supports this approach		Challenge number(s) addressed
Additional phonics and early reading support in EYFS and KS1, including ELS interventions for PP pupils.	EEF: Phonics; DfE validated SSP programmes	Phonics interventions are highly effective at improving early reading, with particularly strong benefits for disadvantaged pupils.	1, 2, 6
Nuffield Early Language Intervention (NELI) to improve early language and literacy.	NELI RCT – <i>Education Endowment Foundation</i>	Robust RCT evidence: NELI improves language skills of young children, closing disadvantage gaps.	1, 2, 4, 6
Targeted 1:1 and small-group support for PP learners.	EEF: Small Group Tuition (+4 months), TA interventions (+4 months)	Effective when structured and linked to teacher-led planning and assessment.	2, 6
Additional Forest School sessions for PP pupils (4x45 mins per year group).	EEF: Outdoor & wellbeing	Outdoor learning improves mental, self-confidence and resilience; behaviour and social-emotional development.	4

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

Budgeted cost: £ 20.586

Activity	Evidence that supports this approach		Challenge number(s) addressed
Pastoral TA support, including: Social-emotional interventions Drawing & Talking Lego therapy Access to external agencies (Early Help, YMM, Family Support Worker)	EEF: Social & Emotional Learning (+4 months) DfE Attendance & Behaviour Guidance; EEF SEL	Social-emotional interventions improve self-regulation, wellbeing and behaviour, supporting academic outcomes. Multi-agency support improves safeguarding, mental health and attendance outcomes.	3, 4, 5, 6

Support pupils to develop positive learning behaviours.	EEF: Metacognition & Self-Regulation (+7 months)	Teaching behaviour and self-regulation strategies improves academic outcomes and engagement.	1, 2, 3, 5, 6
Subsidise residential, trips, after-school clubs, sporting activities and music tuition. Audit PP participation in clubs and extra-curricular opportunities. Pates Shaping Futures Programme – aspirational and enrichment partnership.	EEF: Arts Participation (+3 months); DfE Cultural Enrichment DfE PP Guidance Sutton Trust / EEF: Aspirational Interventions	Access to enrichment increases motivation, cultural capital and engagement; improves wellbeing and life chances. Monitoring participation ensures equity of opportunity and removes participation barriers. Aspirational programmes most effective when combined with academic support and high-quality teaching.	2, 3, 4
Resources to promote culture of belonging (uniform, PE kit, Book Bags, breakfast, milk, popcorn club etc).	DfE PP Guidance	Removing material disadvantage helps ensure full participation and readiness to learn.	3, 4
Attendance support: Track and analyse PP attendance Build strong family relationships and remove barriers Bespoke attendance improvement plans	DfE: <i>Improving School Attendance</i> guidance	Early identification and proactive family engagement improves attendance and long-term outcomes.	2, 3, 4, 5, 6, 7

Total budgeted cost: £ 44041

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.

Academic and Language Development

For each statement, please rate how strongly you agree

N

Strongly Disagree Disagree Neutral Agree Strongly Agree

Disadvantaged pupils have made clear progress in oracy



Academic interventions are well-targeted and have a positive impact.



I have the resources and information needed to support PP pupils effectively.



PP pupils are achieving outcomes closer to or in line with their peers.



100%

0%

100%

Intended outcome	Success criteria	Outcomes
Continue to improve pupils' oracy skills in order to ensure children have the confidence and skills to communicate effectively	<ul style="list-style-type: none">○ Assessments and observations indicate significantly improved spoken language amongst disadvantaged pupils.	<p>100% of staff who completed the staff survey agree or strongly agrees that their assessments and monitoring show that disadvantaged pupils have made clear progress in oracy</p> <p>Teachers ensure that disadvantaged pupils are given more opportunities to communicate effectively and to increase their confidence.</p> <p>Collaborative learning fosters inclusion and helps PP pupils develop communication, reasoning, and peer learning skills. Classroom placements that encourage group identity and scaffolded support increase pupil engagement.</p>
Close the gap between Pupil Premium and Non-Pupil Premium pupils for GLD, Phonics Screening, end of KS1 SATs Outcomes and end	<ul style="list-style-type: none">○ Outcomes will show that an increased number of disadvantaged pupils meet the expected standard. Analysis of interventions will show that interventions	<p>Analysis of interventions shows they are well-targeted and have a positive impact (staff questionnaire)</p> <p>Suppressed data for EYFS GLD.</p> <p>100% PP in Y1 achieved the required standard for the PSC.</p>

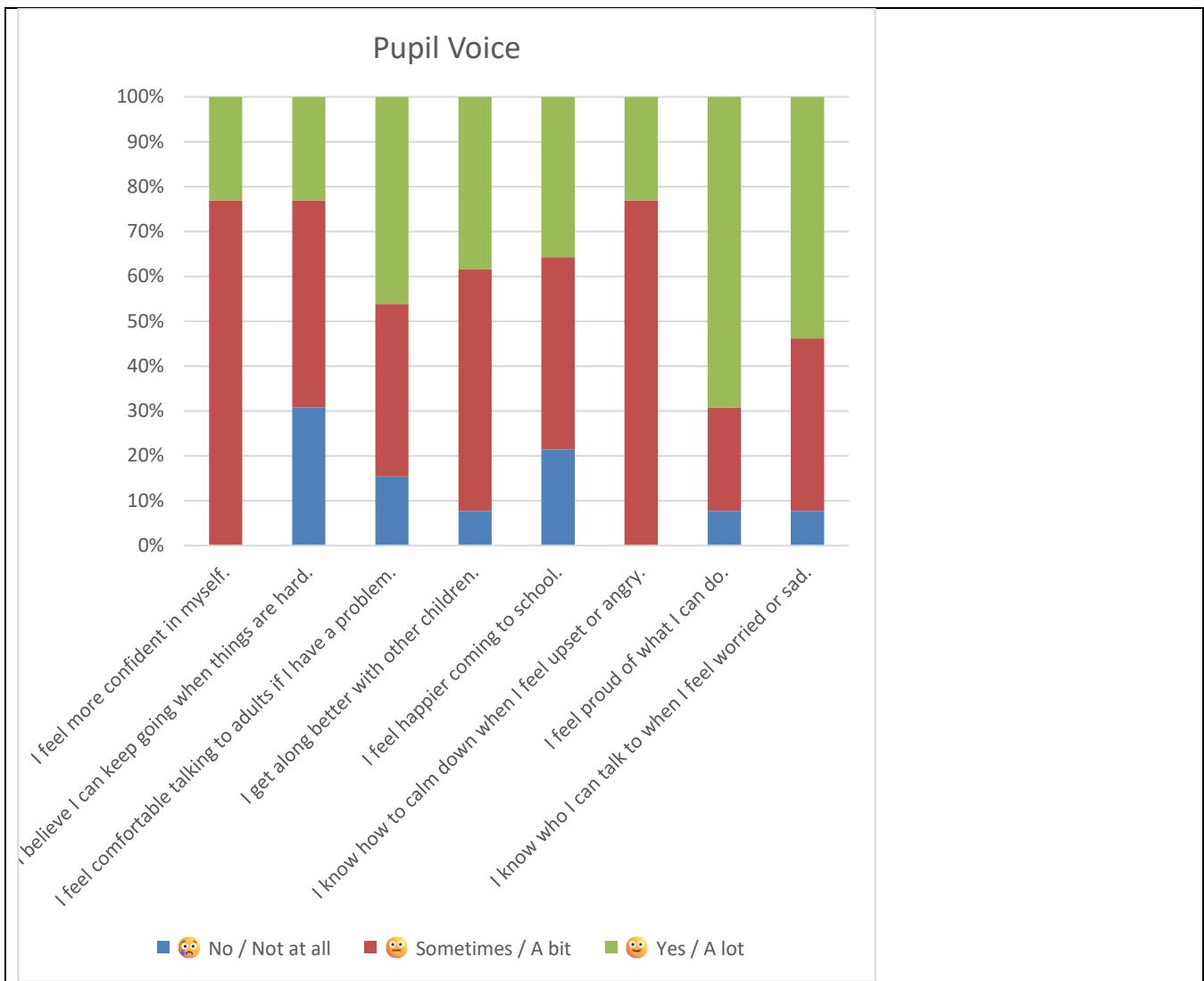
<p>of KS2 SATs outcomes.</p>	<p>have had a positive impact on learning</p>	<p>Suppressed data for Y2 PSC retake – progress made. End of KS1 – gap remains between PP and non-PP but comparison between PP and whole cohort has decreased since last year's end of KS1 data.</p> <p>Reading – gap decreased by 38.4% Writing – gap decreased by 30% Maths – gap decreased by 18.4%</p> <p>End of KS2 – gap remains between PP and the whole cohort: Reading 12% Writing 12% Maths 32.6% PP increased their scaled scores MTC: suppressed data for PP. School outcomes</p> <p>Multiplication Tables Check</p> <table data-bbox="838 855 1335 979"> <tbody> <tr> <td>23.9 ▲ 1.9 Average Score</td><td>91.7% ▲ 8.4 Achieved 20/25 or greater</td><td>68.3% ▲ 30 Achieved 25/25</td></tr> </tbody> </table> <p>Targeted, structured interventions have supported foundational skills in literacy and numeracy. Pupils engaged in 1:1 and small-group support show increased fluency, better comprehension, and more confidence, particularly in phonics, reading, and times tables.</p>	23.9 ▲ 1.9 Average Score	91.7% ▲ 8.4 Achieved 20/25 or greater	68.3% ▲ 30 Achieved 25/25
23.9 ▲ 1.9 Average Score	91.7% ▲ 8.4 Achieved 20/25 or greater	68.3% ▲ 30 Achieved 25/25			
<p>To meet the social, emotional and pastoral needs of all identified pupils</p> <p>Families and children are supported with their mental health, emotional well-being and resilience.</p>	<ul style="list-style-type: none"> ○ Families say that the support they receive is helpful. ○ Children make tangible progress in terms of their mental health and well-being so they are ready to learn 	<p>Children are better regulated and emotionally settled, allowing them to engage more consistently in learning. Relationships with trusted adults are central to academic readiness and persistence. When children feel seen and valued, they are more likely to persevere through challenges. Strong relationships underpin learning by reducing anxiety and increasing participation.</p> <p>Emotional Support & Wellbeing</p> <p><i>"I feel more comfortable with myself."</i></p> <p><i>"It would be good to have someone who can help you to calm down."</i></p> <p><i>"I like talking to Mrs. Wood, when she tried to make me feel happy."</i></p> <p><i>"Makes me feel happier."</i></p> <p>Impact: Children value trusted, calm adults who help them regulate emotions and feel safe. Emotional</p>			

	<p>support has built trust, stability, and self-awareness, reducing anxiety and promoting wellbeing.</p> <p>Confidence & Self-Esteem</p> <p><i>"It improves my confidence."</i> <i>"It makes me happier to have done something that I like."</i></p> <hr/> <p>Impact: Targeted support and engaging activities help children feel capable and proud, leading to improved confidence and a greater willingness to participate in school life.</p> <p>Emotional Literacy & Mental Health</p> <p><i>"It has helped me to process drastic thoughts and feelings."</i> <i>"It has helped me to understand."</i> <i>"What I am sad about doesn't come off my mind."</i></p> <hr/> <p>Impact: Children are developing the tools to articulate, explore, and manage complex emotions. This work supports positive mental health and creates space for reflection and healing.</p> <p>Trusted Relationships & Safe Adults</p> <p><i>"Mrs. Wood gave me lots of ideas."</i> <i>"She helped me to know what to do when I have a doubt."</i> <i>"I have enjoyed playing games with Mrs. Wood."</i> <i>"I like talking to Mrs. Wood, when she tried to make me feel happy."</i> <i>"I feel upset Mrs. Wood is leaving. The support she gave me helped a lot."</i> <i>"It feels weird when it's different people helping me."</i></p> <hr/> <p>Impact: Consistent, nurturing relationships are central to pupils' emotional and academic growth. Pupils express attachment, trust, and a sense of loss when support changes — showing how vital adult relationships are for them.</p> <p>Engagement & Enjoyment in School</p> <p><i>"Colouring makes me happy."</i> <i>"I have liked help with lunch."</i> <i>"I have enjoyed playing games with Mrs. Wood."</i></p> <hr/> <p>Impact: Enjoyable, structured activities and support with routines (like lunch) contribute to positive</p>
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		<p>school experiences and reduce stress during transitions or unstructured times.</p> <p>Learning Support & Barriers</p> <p><i>"I have a hard time at school learning."</i></p> <p><i>"I don't think anything has changed."</i></p> <hr/> <p>Impact: Some pupils still face barriers to learning and may require further academic or emotional intervention. Their honesty helps highlight where support needs to be adapted or deepened. This pupil voice shows the clear emotional, relational, and confidence-building impact of Pupil Premium interventions. The importance of consistency in adult support, emotional guidance, and safe spaces to talk and reflect is echoed across pupil feedback. Activities that allow expression, like games, colouring, Drawing and Talking and Lego Play, also have a key role in supporting children and building connection.</p>
<p>Provide opportunities to experience and enjoy wider world learning</p> <p>To provide enriched learning through specialists and experiences</p> <p>To support unmet needs – (subsidize uniform, clubs, trips)</p>	<ul style="list-style-type: none"> ○ All children will participate in school residential trips ○ More PP children will attend a range of school based clubs ○ Children can say why they have enjoyed enrichment opportunities ○ Some PP children will access bursaries for music tuition. ○ Pupil Premium children will represent the school at events and participate in all trips, both day and residential. ○ Families feel well supported and there are positive 	<p>Clubs & Enrichment</p> <ul style="list-style-type: none"> ○ Majority of PP children participated in extra-curricular clubs ○ PP pupils have increased confidence and self-esteem through regular participation in clubs and teams. ○ Engagement has improved teamwork, communication, and social skills, supporting emotional wellbeing. ○ All PP pupils accessed clubs, trips, and residential, fostering inclusion and a sense of achievement. <p>Cheltenham Town Reading & Mentoring Programme</p> <ul style="list-style-type: none"> ○ One-to-one reading support boosted confidence and enthusiasm for reading. ○ Mentoring strengthened relationships, improving emotional wellbeing and engagement with learning. ○ Pupils are more willing to read aloud and share ideas in class. <p>Forest School</p> <ul style="list-style-type: none"> ○ 100% PP children benefited from Forest School sessions ○ PP pupils show greater resilience, confidence, and willingness to try new tasks.

	<p>relationships between school, families and the community.</p>	<ul style="list-style-type: none"> ○ Improved teamwork and social interaction have led to stronger friendships and reduced behaviour incidents. ○ Pupils return more focused and engaged in lessons after sessions. <p>Overall Impact</p> <ul style="list-style-type: none"> ○ All PP pupils participated in residential, clubs, and enrichment opportunities, meeting success criteria. ○ Increased pupil voice: children articulate what they enjoy and value from enrichment activities. ○ Families feel supported through subsidised provision, building stronger school-home relationships. 																				
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, closing the gap between PPG and non-PPG.</p>	<ul style="list-style-type: none"> ○ Improved attendance by July 2025 demonstrated by: the attendance gap between PP pupils and their non-PP peers to close (currently a gap of 0.4% - both are above national figures) ○ PP attendance target: 95% 	<p>Attendance</p> <p>We have improved persistent absenteeism rates for pupils through targeted family support and rigorous monitoring of attendance. Regular meetings between pastoral team, DHT, HT on vulnerable children and attendance meant we were proactive at addressing any concerns and supporting families. Overwhelming success with improving attendance over the year (see email from DGAT)</p> <p>Whole School Attendance</p> <table border="1"> <tr> <td>95.5%</td> <td>This year</td> </tr> <tr> <td>94.5%</td> <td>National Average ...</td> </tr> </table> <p>Pupil Premium Attendance</p> <table border="1"> <tr> <td>94.7%</td> <td>This year</td> </tr> <tr> <td>94.5%</td> <td>National Average ...</td> </tr> </table> <p>SEN Attendance</p> <table border="1"> <tr> <td>92.5%</td> <td>This year</td> </tr> <tr> <td>94.5%</td> <td>National Average ...</td> </tr> </table> <p>PP (with SEN) Attendance</p> <table border="1"> <tr> <td>91.7%</td> <td>This year</td> </tr> <tr> <td>94.5%</td> <td>National Average ...</td> </tr> </table> <p>PP (not SEN) Attendance</p> <table border="1"> <tr> <td>94.0%</td> <td>Today</td> </tr> <tr> <td>95.9%</td> <td>This year</td> </tr> </table>	95.5%	This year	94.5%	National Average ...	94.7%	This year	94.5%	National Average ...	92.5%	This year	94.5%	National Average ...	91.7%	This year	94.5%	National Average ...	94.0%	Today	95.9%	This year
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<p>Use ongoing assessment more precisely to identify the exact development areas for individual children</p>	<ul style="list-style-type: none"> ○ Interventions will have a positive impact on pupil outcomes. ○ All PP children will be accessing interventions to provide support and challenge 	<ul style="list-style-type: none"> ○ Ongoing assessment was used effectively to pinpoint precise development needs of PP pupils. ○ A range of tools (phonics tracker, ELS, Ready to Progress, No More Marking, live marking) enabled teachers to identify gaps with accuracy. ○ All PP pupils accessed targeted interventions, ensuring they were both supported and challenged. ○ Interventions had a positive impact on outcomes, with pupils showing greater confidence, engagement and independence in reading, writing and maths. ○ Misconceptions were addressed swiftly, leading to more personalised and responsive learning. ○ Next year, PIXL assessments in reading, GPS and maths will be introduced, with QLAs used to plan focused 'intervention clinics'.
<p>Pupil Voice:</p>		



Externally provided programmes

Programme	Provider
The Write Journey	EEF
Fluency in Reading Project	DGAT
Mastering Number in EYFS and KS1	NCETM
NPQH	Odyssey
NPQSL	Odyssey
Professional Development Accreditation	NCETM

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium	Interventions to provide pastoral support. We identified any needs and gaps which we addressed with targeted support.

allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	Children appeared settled, engaged and built positive relationships.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.