



Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil 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	Current Data
School name	St James Catholic Primary School
Number of pupils in school	185 pupils and 25 Nursery pupils
Proportion (%) of pupil premium eligible pupils	49.7 % excluding Nursery 28% of pupils in Nursery receive EYPPG National Average 25.7%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr M. Woolley
Pupil premium lead	Miss C. Bostock
Governor / Trustee lead	Mr K. Tomms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,405
Recovery premium funding allocation this academic year	NIL
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NIL
Total budget for this academic year	£131,405

Statement of intent

At St James, our Catholic ethos is centred around our Mission Statement 'Together we are learning to follow Jesus'. Our intention is that all pupils achieve their full potential and make good use of their God given talents. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and ensure that they receive the highest quality of education, enabling them to develop into well adjusted, active and socially responsible citizens of the future. We strive to ensure that our children feel happy, secure, included and valued. We want our pupils to receive a skills and knowledge based curriculum, matched to their needs.

We are committed to serving our community to provide the best possible education for our children and their families. Our pupil premium is used for the benefit of our most vulnerable and disadvantaged pupils. We recognise that not all pupils eligible for free school meals will be socially disadvantaged. Conversely, we also recognise that not all pupils who are socially disadvantaged qualify for free school meals. It is always our intention to allocate funding to any pupil or groups of pupils that we identify as being socially disadvantaged.

Ultimate Goals

High quality teaching is at the heart of our approach, with a focus upon the areas in which our disadvantaged pupils require the most support.

- Continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally, particularly in Writing and Maths.
- For all disadvantaged pupils to exceed nationally expected progress rates to reach age related expectations (ARE) at the end of Year 6, and thus achieve GCSE's in English and Maths.
- Remove barriers to learning created by poverty, family circumstances and background
- Provide pupils with tools and strategies to take care of their own social and emotional wellbeing and to develop resilience.
- Ensure all pupils are able to read fluently and with good understanding, allowing them to access all areas of the curriculum.
- Close the gap in Maths and Writing between disadvantaged pupils and both national disadvantaged and national non-disadvantaged pupils.
- To increase the percentage of all pupils achieving ARE and greater depth in maths, reading and writing at the end of Year 6.
- Continue to improve attendance of all disadvantaged pupils.
- Foster a thirst for knowledge and instil aspiration.

Challenges

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

Challenge number	Detail of challenge
1	<u>Weak language and communication skills</u> Assessments and observations continue to indicate under developed oral language and vocabulary gaps among many of our disadvantaged pupils as well as our non-disadvantaged pupils. Therefore, there is an increased demand for additional provision for those pupils who have speech, language and communication barriers particularly in Early Years and Key Stage One.
2	<u>Low starting points on entry to the Early Years Foundation Stage in all areas</u> Baseline assessments indicated that approximately half of all EY pupils were working in lower bands of the prime areas of development.
3	<u>School data indicates few pupils achieving greater depth in Maths and Writing</u>
4	<u>Mental health and wellbeing</u> There has been a marked increase in the number of pupil referrals for pastoral support and Early Help Assessments and an increase in the number of pupils presenting with dysregulated behaviour.
5	<u>Attendance and punctuality</u> Continue to implement interventions put in place by the Education and Welfare Officer for persistent absentees.
6	<u>Parental Engagement</u> Parental engagement continues to be lower than was previously which has impacted upon the progress of many pupils. These findings are supported by national studies.

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
Improved oracy, language and vocabulary skills among disadvantaged pupils.	Assessments show that speech and language interventions are significantly improving the oral language and vocabulary of disadvantaged pupils.
Continued high quality provision in EYFS	The progress of all disadvantaged pupils in Early Years is tracked and interventions are in place to enable them to achieve a good level of development. Increase the number of pupils achieving a good level of development to support their transition to Key Stage 1.
To increase the number of pupils achieving ARE and Greater Depth in Writing and Maths through high quality teaching and closely monitored intervention groups	All pupils achieve in line with or above national average progress scores in reading and writing at the end of KS2. Some pupils will achieve Greater Depth in one or more subjects. An increase in the number of pupils achieving ARE in Reading, Writing, and Maths combined
To address the social, emotional and mental health needs of those pupils who are at risk of underachieving. To ensure all children, particularly our disadvantaged pupils, have the opportunity to develop the skills and knowledge they need to thrive now and in the future.	All pupils access 'My Healthy Mind' PSHE programme throughout all key stages. School has a trained Art therapy, grief recovery and Lego therapy TA to support the range of emotional needs.

	Pastoral manager to provide targeted support to all pupils who have been identified as requiring additional provision to support their social and emotional wellbeing. Attainment and progress is improved through greater motivation and self-learning.
To improve the attendance and punctuality of all disadvantaged pupils	Attendance of disadvantaged pupils is at least 96% and punctuality shows a marked improvement across the school.
To increase parental engagement and provide opportunities for parents to support their children with home learning.	Increased opportunities for parents to engage with their children's learning e.g. Community Assemblies, Keeping it real project and Phonic workshops. Online learning platforms show a marked increase in the engagement of all pupils e.g. Purple Mash, Spelling shed, and Times Tables Rockstars. Parents report positive experiences of working with their children on home learning tasks. Good attendance of disadvantaged pupils at after school enrichment clubs.

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: £43,234.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching for all pupils. CPD opportunities to continue to improve high quality teaching for all staff.	Tiered approach to teaching (EEF) https://d2tic4wv0liusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151 EEF toolkit states that 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'. EEF also states that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with effective teaching.	1,2,3

<p>Teaching staff to provide additional reading, writing and maths support in Key Stage 2 to support all pupils in achieving ARE or above. Stretch and challenge focus group to be delivered by skilled practitioners.</p> <p>£8640</p>	<p>One to one tuition EEF</p> <p>EEf states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	<p>3</p>
<p>Ensure that pupils in EYFS receive the best possible start to their education, thereby enabling them to achieve accelerated progress upon entry.</p> <p>£6515</p>	<p>Recognising the importance of early intervention, we are committed to investing in high-quality provision within the Nursery and Reception classroom.</p> <p>All EYFS staff to attend training from Early Excellence who specialise in indoor and outdoor provision.</p> <p>EYFS lead will teach two afternoons in Nursery a week to support the development of the indoor and outdoor learning environment.</p> <p>Our Nursery participate in the ‘Making it Real’ project, which is pivotal in fostering an engaging literacy-rich environment. This initiative employs the ORIM framework—Opportunities, Recognition, Interaction, and Modelling—to guide parents in supporting their children’s literacy development. By providing parents with tools and strategies articulated within this framework, we aim to strengthen the home-school partnership that is critical for the success of our pupils.</p> <p>To facilitate this collaboration, our Nursery teacher and TA will conduct a series of home visits and literacy events. These interactions not only serve to share the principles of ORIM with families but also encourage a supportive approach to early literacy. By actively engaging parents in their children’s education, we anticipate that all pupils will benefit from enriched literacy experiences that promote both engagement and progress.</p>	<p>1,2,3,6</p>

<p>Phonics training for all staff that are involved in early reading and the teaching of phonics.</p> <p>RWI Subscription £1637.72</p> <p>Continue to work with Liane Price from RWI to support staff development learning and progress in Phonics. £2662.37</p> <p>1 additional TA to support the teaching of Phonics and Reading in KS1 and KS2. £23,529</p>	<p>Phonics underpins confidence in reading and writing. Excellent teaching is key to ensure children develop secure and lasting phonics knowledge.</p> <p>EEF states that the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>EEF states that phonics has a positive impact overall of +5 months with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2,3</p>
<p>Reading and writing will continue to be a key priority for 2025/26 to embed the work from the School Improvement Plan.</p> <ul style="list-style-type: none"> To implement Christopher Such approach to reading in Key Stage 2 with a focus upon vocabulary, fluency and extended and closed reading. Training to be delivered by Corpus Christy Trust. CPD to support explicit teaching of fluency and vocabulary. Reading assessed termly PIRAS Whole class guided reading opportunities To update class sets of novels. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension strategies are high impact, on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF states that a wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It also states that lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text</p> <p>The Education Endowment Foundation (EEF) has several recommendations for teaching spelling, including:</p> <p>Explicit instruction: Spelling should be taught explicitly, and not just tested.</p> <p>Relevant spellings: Focus on spellings that are relevant to the topic or genre being studied.</p> <p>Contextual learning: Incorporate spelling into meaningful contexts, such as writing assignments, projects, and real-life situations.</p> <p>Spelling games and activities: Engage students through interactive activities such as word searches, crossword puzzles, spelling bees, and digital resources.</p> <p>Differentiated instruction: Tailor instruction to meet individual needs.</p>	<p>1,2,3</p>

	<p>Balanced approach: Teach phonology, morphology, orthography, and etymology in combination and at the earliest stages.</p> <p>Dictation: Use dictation to check whether spelling patterns have been understood.</p>	
<p>To promote parental engagement through, Community Assemblies and an open-door approach to encourage parents to seek support from school to improve home learning.</p> <p>To provide access to home learning activities</p> <ul style="list-style-type: none"> • Times Tables Rockstars £250 • RWI Portal 	<p>Parental engagement approaches have, on average, a positive impact of 5 months' additional progress. It is crucial to consider how to engage with parents to avoid widening the attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement#:~:text=Parental%20engagement%20refers%20to%20early,in%20the%20early%20years%20setting.</p>	2,6

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

Budgeted cost: £13,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Speech and Language Therapist to screen all children on entry and bespoke programmes put in place.</p> <p>Tameside- Speech and Language Support £12,450</p> <p>Oral language assessments and interventions in EYFS (WellComm)</p> <p>Embed SALT activities across EYFS and KSI where appropriate.</p> <p>Purchase WellComm Wizard to support staff to assess and track speech and language progress. £99</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress over the course of a year. (EEF Teaching and Learning Toolkit)</p> <p>Training can support adults to ensure that model and develop pupils' oral language skills and vocabulary development.</p> <p>Approaches that focus on speaking and listening show positive impacts on attainment.</p> <p>Language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one to one also have a larger impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress over the course of 12 months.</p>	1,2,3,6
<p>To provide quality CPD to all learning support assistants to improve one to one targeted support.</p> <p>Weekly CPD led by Mr Woolley.</p> <p>National College Subscription: £1000</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes.</p> <p>One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one support is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1,2,3

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

Budgeted cost: £72,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Manager will work with vulnerable pupils/parents/families. Mental health and wellbeing are a priority for our pupils. The pastoral manager provides a named person to support families and signpost them for additional external help. The pastoral manager will also work with individual pupils and groups to support their specific needs.</p> <p>£28,260</p>	<p>EEF Social and emotional skills' are essential for children's development – they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective and communicate in appropriate ways.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>More frequent behaviour difficulties meaning PP pupils are more likely to experience behavioural difficulties, which impacts on their academic progress. Existing interventions have had an impact on behaviour incidents and have significantly reduced this year, an improvement on the previous year's behavioural incidents.</p> <p>With the additional increase in Social Services involvement, it is essential that we know our children and can spot triggers, which will affect learning. Pastoral Manager also supports families and provides essential liaison between school, social services support and families.</p> <p>Some pupils require nurture sessions on entry to school in the mornings to support readiness for learning at the beginning of the school day.</p>	<p>2,4,5 ,6</p>
<p>Sports coach to provide after school sports clubs through Tameside Active.</p> <p>£2,462</p>	<p>British Medical Journal state that one in 10 children starting primary school in England at a healthy weight is obese or overweight on leaving, figures from Cancer Research UK have shown.</p> <p>https://www.bmj.com/content/354/bmj.i4743</p>	<p>2,4,5</p>
<p>Use of outdoor learning to support key groups of pupils</p> <p>Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access learning and staff continue to feel confident to deliver.</p> <p>All year groups to access weekly forest school sessions for one half term.</p> <p>TAs to plan and lead forest school sessions.</p> <p>Resources £500</p>	<p>Key findings of Forest Research:</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills 	<p>1,2,3,4</p>

	<ul style="list-style-type: none"> • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
Education Welfare Officer (EWO)	<p>Attendance and Punctuality issues.</p> <p>Attendance figures are currently lower than previous years due to issues with persistent absenteeism from a small number of families. Mrs Duggan (Pastoral Manager) follows up lateness and absences on a daily basis and works with EWO to follow up and improve attendance of these pupils.</p>	5,6
<p>Music teacher x 1 day per week to provide all with music lessons, singing practice and brass instrument instruction.</p> <p>£11,750</p>	<p>The benefits of teaching music in primary school are apparent; it teaches the children about rhythm, lets them get creative & gives them a taste of being a musician.</p> <ul style="list-style-type: none"> • Music is a critical factor in developing a child's emotional development. • Music can help develop a child's phonics and language skills. • Teaching music in primary schools can develop a child's memory. <p>https://themusicalme.com/benefits-of-teaching-music-in-primary-schools/#:~:text=For%20individuals%20who%20have%20a,taste%20of%20being%20a%20musician.</p>	1,2,4
<i>Residential opportunities.</i>	<p>To provide the pupils with the experience of a residential trip essential for their own wellbeing and to promote cultural capital.</p> <p>All disadvantaged pupils in Years 5 and 6 have the opportunity to take part in a three day residential trip to London and a 3 day trip to Robin Wood.</p> <p><u>Ofsted June 2024</u></p> <p>Taking your pupils on enriching and enlightening school trips will lead to better engagement and performance.</p> <p><u>The State of Education Report 2017</u> found- "79% of Primary and Secondary school leaders thought their curriculums should include more Life Skills" The WHO defines life skills as objectives for mental health as including.</p> <p>Problem solving and decision making skills</p> <p>Development of critical and creative thinking skills</p> <p>Communication and interpersonal skills</p>	1,2,3,4,5

<p><i>To fund daily afterschool enrichment clubs</i></p> <ul style="list-style-type: none"> - Craft - Dance - Cheerleading - Board Games - Crocheting - Messy Play - Running - Multi skills - Computer Club - Gardening <p>2 club assistants: £28584</p>	<p>https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/resbr3-final.pdf</p> <p>Benefits of taking part in after school clubs include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</p>	<p>1,2,3,4,5</p>
<p>To revamp and update class sets of books to support new reading curriculum when necessary.</p> <p><i>Subscribe to classroom magazines.</i> £1000</p>	<p>Education Endowment Foundation (EEF) comment: Falling number of... EEF</p> <p>To ensure that all children access good quality books.</p> <p>Update the library to encourage greater use by both pupils and families to improve parental engagement in their child's reading for pleasure.</p> <p>In a new report (Tuesday 5 November), the National Literacy Trust (NLT) highlights the declining number of young people reading for pleasure.</p> <p>This research found that 34.6% of young people, aged between eight and eighteen, said they enjoy reading in their free time. This is a sharp decline from 43.4% just last year and the lowest level on record since the charity started the survey in 2005.</p> <p>"We know that reading is one of the most important building blocks for young people to achieve their potential across many subjects in school, building their vocabulary, grammar and overall general knowledge. This goes beyond school achievement though. Good literacy levels are vital to building a successful career and engaging with the wider world.</p> <p>We can't allow reading for pleasure to just ebb away. It's imperative that this practice is encouraged and prioritised amongst children and educators have a huge part to play in this.</p> <p>Therefore we aim to revamp the library space for all pupils to utilise the library and encourage them to read for pleasure and increase the number of pupils achieving ARE and above in reading.</p>	<p>1,2,3,4</p>
<p>Ensuring there is an agreed approach to managing behaviour including times of dysregulation and bullying.</p>	<p>Improving behaviour in schools</p> <p>A key influence on a child's behaviour in school is being the victim of bullying. As well as causing stress for the pupil, being bullied is linked to lower attainment outcomes.</p> <p>School approaches to prevent and respond to bullying are likely to involve establishing and maintaining high quality behaviour management</p>	<p>4,5</p>

	<p>throughout the whole school with support from parents and other stakeholders.</p> <p>In a systematic review and meta-analysis of antibullying programmes produced by the Campbell Collaboration in 2009, the authors Ttofi and Farrington reviewed 53 school initiatives and pulled out effective programmes and programme features. They found that anti-bullying programmes were often effective at reducing bullying, with an average reduction in bullying of 20-23% after implementing a programme.</p>	
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Total budgeted cost: £129,339.09

Remaining: £2,065.91

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024/25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

End of Key Stage 2 Assessments 2024/25

	School disadvantaged (11 pupils)		School non-disadvantaged		National		National disadvantaged	National non-disadvantaged
	ARE+	GD	ARE +	GD	ARE+	GD	ARE+	ARE +
Reading	73%	27%	73%	O	75%	33%	64%	80%
Writing	73%	O	91%	O	72%	13%	60%	79%
Maths	55%	45%	81%	9%	74%	26%	61%	81%
GPS	73%	27%	90%	9%	73%	30%	72%	73%

Combined reading, writing and maths scores for Disadvantaged Pupils 2024/25

School	School disadvantaged	School non-disadvantaged	National disadvantaged	National non-disadvantaged	Local authority disadvantaged	Local authority non-disadvantaged
55%	45%	64%	33%	66%	49.3%	67.8%

Strategy outcomes for disadvantaged pupils 2024/2025

- Pastoral support provided by pastoral lead (S. Duggan) was available for all pupils including individual, group and family support.
- High quality CPD was accessed by all staff on pedagogy and EEF publications
- Read, Write, Inc was used throughout the school including one to one tutoring for those pupils in need coordinated by C Bostock.
- Subsidised residential trips available for all PP pupils.
- Pathways to Write (writing programme) was implemented throughout the school has had a positive impact upon the teaching of writing.
- Observations continue to indicate that pupil behaviour continues to be excellent throughout all year groups.
- Forest school training was accessed for key staff and resources purchased including outdoor classroom.

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
X Tables Rockstars	Maths Circle Limited
Spelling Shed	Edshed
WellComm	GL Assessment
RWI Portal	Ruth Miskin and RWI