



# Pupil Premium Strategy Statement



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This statement details our school's use of pupil premium (and recovery premium for the 2024 and 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.

## School overview

Detail	Data
School name	St James' Church of England Primary Academy
Number of pupils in school	167 pupils
Proportion (%) of pupil premium eligible pupils	22/23 - 25% 23/24 – 26% 24/25 – 36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 to 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023 July 2024
Statement authorised by	Fay Cordingley Head teacher
Pupil premium lead	Denise West
Governor / Trustee lead	Kerrie Cook & Sarah Malone

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-23 £73,405 2023-24 £83,300 2024-25 £74,000
Recovery premium funding allocation this academic year	2022-23 £7,685 2023-24 £7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	2024-25 £74,000



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## Part A: Pupil premium strategy plan

### Statement of intent

*We are an inclusive school where our vision is deeply rooted within the theology of the parable of the mustard seed. It inspires us to believe that although we begin our journey as small as the mustard seed, we have the potential to grow both as people and learners.*

*God has blessed our growth, giving us the courage to challenge, learn and succeed.*

*We are determined to ensure that all our children achieve and are given high standards of teaching and learning through Quality First Teaching (QFT). We also focus on support and pastoral care where it is required by our children, so that they are achieving their full potential. There is no expectation that all Pupil Premium children will receive identical support; some children will need more than others and each child is individual and has different circumstances. St James' considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group – this is reviewed in each pupil progress meeting.*

*Our approach is responsive to challenges and individual needs, rather than assumptions about the impact of disadvantage. The approaches complement each other to help pupils excel. To ensure they are effective we will:*

- *Ensure disadvantaged pupils are challenged in the work that they're set*
- *Act early to intervene at the point need is identified*
- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

### Challenges

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

Challenge number	Detail of challenge
1	<b>Oracy</b> – Poor oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils that their peers.



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2	<p><b>Phonics</b> – Many pupils arriving at non-standard entry points and many pupils with significant SEND needs, means that there is a need for consistently excellent phonics teaching across the school.</p> <p>We need to continue to improve in order to stabilise attainment.</p>
3	<p><b>Attendance</b> – Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. 2023-24 attendance was 1.8% lower (PP – 91.9%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p><b>Starting points</b> – disadvantaged pupils generally enter Reception Class with lower starting points than their non-disadvantaged peers. Additionally, we have noted that the starting points of all pupils have deteriorated over the past 3 years and that pupils are less ready for school than we would previously have expected. Pupils are requiring support from external services.</p> <p>Internal and external assessments indicate that reading, writing and Maths attainment among disadvantaged pupils is lower than non-disadvantaged pupils</p>
5	<p><b>Wellbeing</b> – our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Our records show that a number of our disadvantaged children show lower well-being and ability to self-regulate compared to our non-disadvantaged children</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p>

## 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 oral language skills and vocabulary among disadvantaged	<p>Speech and language needs identified</p> <p>Mainstream Core standards to be embedded across the school</p> <p>All staff have a clear understanding of individual speech and language needs and their associated targets</p> <p>Speech and Language Therapist carrying out assessments, under the direction of the SENDCo</p> <p>Trained staff to deliver SALT</p> <p>Monitoring shows the targets set are being met for each child</p>
Improve the acquisition of phonics knowledge and skills for pupils of all ages and abilities	<p>The teaching of phonics will be outstanding across EYFS and KS1 and where necessary into KS2. There will be complete fidelity to one scheme and all practitioners will understand how phonics is taught in St James'.</p>



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	Provision will be made for all children requiring phonics input – no matter which year group they are in.
Attendance for PP children and non-PP children to be in-line and above 95%	No attendance gap between PP and non-PP children Attendance of Pupil Premium learners to at least meet the 95% target Attendance Champion to meet regularly with the APP, with clear plans in place for children with low attendance Celebrations of 95% or over attendance and also ‘most improved attendance’.
Improved reading, writing and maths attainment among disadvantaged pupils	KS2 reading, writing and maths outcomes at St James’ continue to be in line with or above the national number attaining the expected standard for disadvantaged pupils and all pupils.
Higher levels of resilience and improved wellbeing	Reduced levels of anxiety measured through improved attendance, learning walks, pupil voice and pupil survey showing a happy, engaged school community Trained support leads through therapeutic sessions (for example ELSA, Drawing and Talking, TAMS, Lego therapy, Time to Talk) Monitoring will highlight a decreased number of incidents on CPOMs

## 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: 33,300

Aim	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language  To screen all children on entry to Year R and throughout KS1 – bespoke programmes are put in place	Use of Speech Link to quickly identify areas of concern in language, communications and interaction development with early targeted interventions put in place.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 4
To improve phonics attainment of PP pupils	Using 2023/24 data and baseline data (as appropriate) identify and establish small group and 1:1 interventions for pupils working below age related expectations in phonics. Use of cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in Phonics.	2, 1, 4



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	<p>CPD to be delivered to TAs/new staff (inc. ECTs) to upskill their phonics skills and knowledge in delivering effective intervention.</p> <p>1:1 phonics intervention delivered daily to identified pupils to ensure rapid and sustained progress.</p> <p>After school boosters to start in Term 1 for years 1, 2, 3 and 4 in phonics.</p> <p><i>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</i> <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p> <p><i>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	
To support EYFS with another TA, where possible	To ensure as high as possible adult pupil ratios and enable a strong emphasis on developing strong communication and language skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1,2 and 4
Release teachers and leaders to take part in Instructional Coaching	Teachers to keep up with current ideas and best practice Teachers to use National College to support their CPD  Teaching to be given from specialist areas to support the learning in teachers (ie: games and music)	2, 4, 5
Peer to Peer Mentoring / supervision	Tom Sherrington's Walkthru's focusing on Rosenshine's principles of instruction 2010	1, 4, 5

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

Budgeted cost: £ 14,060

Aim	Evidence that supports this approach	Challenge number (s) addressed
Language interventions (TA led) from EYFS – year 6	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Reading, writing and maths	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 to one or small groups	1, 2, 3 and 5



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interventions and after school boosters	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Accelerated reader training, provision and continuation of implementation	The evidence in school is that Accelerated reader continues to be effective for weaker readers as a catch-up intervention preparing children for the next key stage. The incentive of reading awards – using the book vending machine <a href="https://www.evidence4impact.org.uk/interventions/1024?">https://www.evidence4impact.org.uk/interventions/1024?</a>	2, 4, 5
Clicker Apps	A range of writing support tools for the Chromebook <a href="https://cdn.literacytrust.org.uk/media/documents/Teachers_Use_of_Technology_report.pdf">https://cdn.literacytrust.org.uk/media/documents/Teachers_Use_of_Technology_report.pdf</a> <a href="https://www.cricksoft.com/uk/clicker/learn-more/evidence">https://www.cricksoft.com/uk/clicker/learn-more/evidence</a>	1,4

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

Budgeted cost: £26,640

Aim	Evidence that supports this approach	Challenge number(s) addressed
Support full participation of disadvantaged pupils in extra-curricular and enrichment activities	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being. These will include: <ul style="list-style-type: none"> <li>• Continue to use HSSW to support families</li> <li>• Use Play Therapist to work with parent and child as and when appropriate</li> <li>• Lunchtime nurture group to support those who need support on how to play</li> <li>• 1:1 Talk Time</li> <li>• 1:1 and small groups to undertake TAMs</li> <li>• Yoga</li> <li>• School to continue to work with AASA and families to promote attendance</li> <li>• To attend extra-curricular opportunities outside of school to promote physical and mental well-being, increase experiences and raise aspirations.</li> </ul>	1, 3, 4, 5
Reading Mentors	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Reading mentors to be paired with other children to encourage reading as well as discuss issues. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	1, 2, 4, 5



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<p>Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. Parental engagement is low</p>	<p>School and HSW to develop parental engagement and ensure this supports learning at home.</p> <p>Regular communication with school is encouraged and communication with parents is achieved through a variety of forums: website, letters, phonecalls</p> <p>Termly newsletters to showcase learning that has taken place to date and upcoming learning opportunities in the new term.</p> <p>Regular parent workshops are conducted by staff/HSSW</p> <p>Meet and greet by school leaders/HSSW and start/end of school day to build positive relationships with families.</p> <p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 3, 5</p>
<p>Play therapist (Fully funded)</p>	<p>Evidence of results at  <a href="https://playtherapy.org.uk/ethical-framework/">https://playtherapy.org.uk/ethical-framework/</a></p>	<p>1,2,3,4,5</p>
<p>HSSW room resource (part funded) – Nurture Group at lunchtime</p>	<p>Self regulation and understanding of self leading to +7 months of academic progress EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2,3,4,5</p>
<p>Extra curricular opportunities including music, after school clubs and trips</p>	<p>Provide enrichment opportunities for disadvantaged pupils through free/subsidised places in extra curricular clubs so they have access to a wide range of experiences and opportunities which nurture talent and different skills  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1,2,3,4,5</p>



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## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year (written in blue) and 2023-2024 (written in red)

AIMS	OUTCOME
<p>To improve phonics attainment of PP pupils.</p>	<p>Using 2022 data and baseline data (as appropriate) identify and establish small group and 1:1 interventions for pupils working below age related expectations in phonics.</p> <p>Use of cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in Phonics.</p> <p>CPD to be delivered to TAs/new staff (inc. ECTs) to upskill their phonics skills and knowledge in delivering effective intervention.</p> <p>1:1 phonics intervention delivered daily to identified pupils to ensure rapid and sustained progress.</p> <p>After school boosters to start in Term 1 for years 1, 2, 3 and 4 in phonics.</p> <p><i>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></i></p> <p><i>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p>2022-2023</p> <ul style="list-style-type: none"> <li>• Daily Phonics completed</li> <li>• RWI assessments were completed termly and subsequently new groups were formed along with phonics catch up groups</li> <li>• After school boosters started with phonics or reading in all year groups</li> <li>• 1:1 support for writing and reading was given in year 5 and 6</li> <li>• CPD given in reading and phonics (including TA's were appropriate)</li> <li>• Phonics data for Yr 1 = 93% (100% of PP achieved) / Yr 2 =91% (67% of PP achieved)</li> </ul> <p>2023-2024</p> <ul style="list-style-type: none"> <li>• CPD given to all teachers – over 2 sessions</li> <li>• Speech and Language specialist TA continues to take extra groups weekly – to catch up and close gaps</li> <li>• Boosters centred around phonics (yr 1 all year / year 2 during the first two terms)</li> </ul>



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	<ul style="list-style-type: none"> <li>• Phonics data Year 1 – 61% (23 children) / Year 2 – 50% (2 children retaking)</li> <li>• Termly assessments continued so that data can be analysed and gaps closed and children regrouped depending on need</li> </ul>
<p>To support EYFS with another TA, where possible</p>	<p>To ensure as high as possible adult pupil ratios and enable a strong emphasis on developing strong communication and language skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>2022-2023</p> <ul style="list-style-type: none"> <li>• TA given am and a different TA pm. In November a new pupil arrived with significant needs who required 1:1 (no EHCP or top up funding was in place so had to be gained from existing provision). This meant from November there was no TA to support the rest of the class until 11 am.</li> <li>• Phonics therefore was moved to the afternoon.</li> <li>• Daily writing was increased in addition to the normal provision (this needs to continue next year).</li> <li>• 2022-23 outcomes – Writing 60% (43% of PP achieved ARE) Reading 72% (57% of PP achieved ARE)</li> <li>• As the year progressed the Yr R class became confident in communicating with any additional adults</li> </ul> <p>2023-2024</p> <ul style="list-style-type: none"> <li>• TA each morning. However, needs of challenging pupils with high needs in nursery have resulted in them requiring more attention and TA taken.</li> <li>• 2023-2024 outcomes Writing 67%, Reading 77%</li> <li>• Year R children became engaged with learning and confident in communicating as the year progressed.</li> </ul>
<p>Release teachers and leaders to take part in Instructional Coaching</p>	<p>Teachers to keep up with current ideas and best practice</p> <p>Teachers to use National College to support their CPD</p> <p>Teaching to be given time for specialist areas to support the learning in teachers (ie: games and IT)</p> <p>2022-23</p> <ul style="list-style-type: none"> <li>• Maths hub continued to support our Maths lead – using and applying Maths Mastery. This is now beginning to be disseminated through year groups and will continue next year</li> <li>• EYFS continued to work with the Medway Early Years team</li> <li>• RE lead continued on different courses and to work with the Diocese along with other specialists</li> </ul>



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	<ul style="list-style-type: none"> <li>• SENCo attended the National and Local SEND conferences to support her knowledge of SEND and how to support our children. She continues to be on the FORTIS Forum</li> <li>• Computing, Music and PE specialists were available at different times of the year to support teachers in delivering these subjects. Building confidence to their own subject knowledge. Music coverage allowed subject leadership time on a weekly basis</li> <li>• The apprentice TA completed the course and has continued to work with us in the school</li> <li>• The ECT completed his online courses – he worked on an action plan with us and the governing body and left after being granted an extension</li> <li>• Teachers and Leaders worked with MAST through the year as well as a local school – to share good practice.</li> <li>• Courses were given in well being and mental health as well as curriculum led</li> <li>• All staff used the National College Courses both for Safeguarding and further personal development</li> </ul> <p style="color: red; margin-top: 10px;">2023-2024</p> <ul style="list-style-type: none"> <li>• Maths hub continued to support our Maths lead – Maths Mastery Sustaining Year. Now disseminated through year groups – will continue as new members of staff come in.</li> <li>• RE lead continued on different courses and to work with the Diocese along with other specialists</li> <li>• Music coverage completed by music specialist throughout the year</li> <li>• Subject leaders – 20 – 30 minutes per week</li> <li>• ECT completed 1<sup>st</sup> year – targets set for 2<sup>nd</sup> year</li> <li>• Leaders have modelled and team taught with ECT to show best practice, follow-up observations completed</li> <li>• Trauma course – started by HT (to be completed next year) and disseminated with staff</li> <li>• NC course given for all adults as part of their own CPD and appraisal system – completed throughout the year</li> <li>• Fortis outreach have lead CPD sessions for EYFS and KS1 team where new intervention have been modelled for staff and staff have had time to lead these with Fortis staff observing and supporting</li> </ul> <p style="margin-top: 10px;">2024-2025 – instructional coaching will include Walkthrus</p>
Language interventions (TA led)	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.



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<p>from EYFS – year 6</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>2022-2023</p> <ul style="list-style-type: none"> <li>• TA specialist in language – takes 1:1 and small groups throughout the week. Her timetable is set based around the children’s needs.</li> <li>• OWL were brought in to support with assessing pupils, setting new targets and delivering interventions.</li> <li>• Class texts (1 between 2) are read on a regular basis and link with class topics.</li> <li>• CPD on oracy was delivered – this became a focus as a school</li> </ul> <p>2023-2024</p> <ul style="list-style-type: none"> <li>• Language addressed with misconceptions as they discuss in class</li> <li>• Speech and Language team continue to support families and children</li> <li>• Class texts continue for (yr 2 and KS2) of the topic curriculum</li> <li>• Vocabulary is pre-taught at the start of each topic including visuals to support retention and recall</li> <li>• Consistent pictorials and representations are used and displayed throughout units of work</li> <li>• Vocabulary is explicitly re-capped through units of work</li> </ul>
<p>Reading, writing and maths interventions (TA led)</p>	<p>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 to one or small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>2022-2023</p> <ul style="list-style-type: none"> <li>• Weekly boosters were completed by class teachers depending on need of the pupils – this showed a good level of impact (PP pupils were chosen over non)</li> <li>• Specialist TA supported KS1 in ‘catch me’ interventions as well as phonics and fine and gross motor skill</li> <li>• All TA’s completed precision teaching and ‘catch me’ interventions</li> <li>• SENCo completed precision teaching across the school</li> </ul> <p>2023-2024</p> <ul style="list-style-type: none"> <li>• Weekly boosters continue have been completed by class teachers</li> <li>• TAs supporting class continue ‘catch me’ interventions when they are available</li> </ul>



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	<ul style="list-style-type: none"> <li>• SENCo completing precision teaching across the school to certain individuals to continue to close gaps (ISR led)</li> <li>• KS1 TA leads a variety of interventions across KS1</li> </ul> <p>Following current research TA's are more effective in classes working on a 'catch me' approach rather than taking children out for interventions. This target is no longer applicable.</p>
<p>1:1 and small group tuition Years 1 - 6</p>	<p>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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>and in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>2022-2023</p> <ul style="list-style-type: none"> <li>• Small groups and 1:1 tuition was held weekly with identified pupils to support them in closing the gap. These pupils were taken out of lessons where necessary and target areas worked on.</li> </ul> <p>2023-2024</p> <ul style="list-style-type: none"> <li>• Booster groups held</li> <li>• TAs support where possible</li> <li>• 1:1s support individual children and small groups</li> </ul> <p>In school tuition was stopped in 2023, as it was felt that children were missing out on other lessons. This is now completed as a 'catch me' in class. Or after school boosters, 1:1 tuition – which will continue.</p>
<p>Support full participation of disadvantaged pupils in extra-curricular and enrichment activities</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being.</p> <p>These will include:</p> <ul style="list-style-type: none"> <li>• Continue to use HSSW to support families</li> <li>• Use Play Therapist to work with parent and child as and when appropriate</li> <li>• Lunchtime nurture group to support those who need support on how to play</li> <li>• 1:1 Talk Time</li> <li>• 1:1 and small groups to undertake Desty Island Project</li> <li>• Yoga</li> <li>• School to continue to work with AASA and families to promote attendance</li> </ul> <p>To attend extra-curricular opportunities outside of school to promote physical and mental well-being, increase experiences and raise aspirations.</p> <p>2022-2023</p> <ul style="list-style-type: none"> <li>• The above was achieved throughout the year along with extra opportunities of Farm to Fork, Kayaking, extra curriculum clubs and sensory circuits</li> </ul>



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	<p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• Play Therapist continues on a weekly basis</li> <li>• HSSW supports families as required</li> <li>• Lunchtime nurture group continues</li> <li>• Desty continues – 1:1 talk time along with TAMs</li> <li>• Yoga continues</li> <li>• AASA still supports the school – although attendance still remains low and difficult to get some families to engage with this</li> <li>• Farm to Fork continues</li> <li>• Other extra curriculum has been held this year meaning that all children from Year 2 to Year 6 have completed an extra curriculum activity based on what they would want (note: school mini bus lease ends this year – so it will be more difficult to get to these free events)</li> <li>• G&amp;T events have continued</li> <li>• SLT support vulnerable children at lunch-times</li> </ul>
<p><b>Reading Mentors</b></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Classes to read with another class and have set reading mentors – this will encourage reading as well as discuss issues.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p><b>2022-2023</b></p> <ul style="list-style-type: none"> <li>• Began in Term 1, Yr 1 to Yr 6. The response from the children was strong and they all enjoyed working with their reading partners</li> <li>• In Term 4 the reading partnership classes were changed so they could receive a different experience</li> </ul> <p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• This did not continue this year – due to the older children reading for the younger and in the majority of cases discussion was not being held</li> <li>• Reading with parents did start – parents came in 1 afternoon to read with their children – this to be increased next year</li> </ul> <p>Moving forward 2024-2025 – reading with parents will happen in Terms 1, 3 and 5. Reading mentors will happen with individuals rather than whole classes – so they can get the appropriate support.</p>
<p><b>Disadvantaged pupils come from households with limited</b></p>	<p>School and HSW to develop parental engagement and ensure this supports learning at home.</p> <p>Regular communication with school is encouraged and communication with parents is achieved through a variety of forums: website, letters, phonecalls</p>



# Pupil Premium Strategy Statement



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<p>stability, poor attitudes to education and low aspirations. Parental engagement is low</p>	<p>Termly newsletters to showcase learning that has taken place to date and upcoming learning opportunities in the new term.</p> <p>Regular parent workshops are conducted by staff/HSW inc. SATs workshops.</p> <p>Meet and greet by school leaders/HSW and start/end of school day to build positive relationships with families.</p> <p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement-2022-2023">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement-2022-2023</a></p> <ul style="list-style-type: none"> <li>• The above were carried out and continued throughout the year.</li> <li>• Parent workshops took place in phonics, SEND and reading</li> <li>• Music concert for ukulele playing was attended by 8 pupils – parents attended as part of the audience in the Central Hall</li> <li>• History and Geography G&amp;A group show cased their end work which had been supported by home</li> <li>• Farm to Fork Group invited their parents in to see what they had achieved and together they completed some gardening and cooking</li> <li>• Art week ended with a show of the work – 90% of parents attended this display of work</li> </ul> <p style="color: red;">2023-2024</p> <ul style="list-style-type: none"> <li>• Music concert – Chatham Central Theatre was attended by the recorder group and the ukuleles this year</li> <li>• G &amp; A groups undertaken extra activities</li> <li>• Farm to Fork groups – have been on a trip (end of 2 terms) and Sarah Flowers has worked with parents on a cooking activity</li> <li>• DT week – Sarah Flowers supported 3 of the classes with their parents, the other classes still completed the activities without parents</li> <li>• Newsletter revamped to make more user friendly for parents</li> <li>• Workshops completed for Phonics,</li> <li>• HSSW &amp; SENDCo continue to work with families on an individual basis</li> <li>• Forts Outreach work with families as required</li> <li>• DICE project offered</li> <li>• Parent paired reading sessions</li> <li>• Music Summer Concert</li> <li>• Book week show and tell for parents</li> <li>• SJPA events have boosted parental positivity including Bingo nights and quiz evenings</li> </ul>
<p>Play therapist (Fully funded)</p>	<p>Evidence of results at <a href="https://playtherapy.org.uk/ethical-framework/">https://playtherapy.org.uk/ethical-framework/</a></p>



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	<p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• Play therapy waiting list is created by DSL's</li> <li>• Both parents and children have discussed with HSSW – given them a chance to reflect and supported their own self regulation</li> <li>• 7 out of 9 children PP</li> </ul>	
<p>HSSW room resource (part funded) – Nurture Group at lunchtime</p>	<p>Self regulation and understanding of self leading to +7 months of academic progress EEF</p> <p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li>• Staff training completed on Self-regulation</li> <li>• Discussion in worship on a regular basis – worship changed to be held at 9am, so that the development areas can be discussed throughout the day.</li> </ul>	<p>1, 2, 3, 4, 5, 6</p>