



Pupil Premium Strategy Statement

2025 - 2028



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This is for next three years,

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year – 2025 - 2026.

School overview

Detail	Data
School name	St James' Church of England Primary Academy
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	November 2025 for FGB
Statement authorised by	Fay Cordingley Head teacher
Pupil premium lead	Denise West
Governor / Trustee lead	Carolyn Cassetari

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 80,295
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	£80,295



Part A: Pupil premium strategy plan

Statement of intent

We are an ambitious and 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.

We therefore, strive for academic achievement for all pupils, regardless of their background and includes those that are disadvantaged. This plan focuses on the following key principles:

- To provide high quality CPD for all teachers, ensuring that the teaching staff have the skills required to make a positive impact on the provision of all children*
- To raise the attainment and progress of disadvantaged children in reading, writing and mathematics*
- To provide a stimulating and engaging curriculum, which inspires and motivates disadvantaged pupils.*
- To improve the behaviour of all children, ensuring that they can learn in a safe and secure environment*
- Our ultimate aim is to ensure that the attainment gap between disadvantaged and non-disadvantaged pupils narrows, both nationally and within internal school data.*
- We ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils who belong to any vulnerable groups.*
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.*
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.*



Pupil Premium Strategy Statement

2025 - 2028



Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress – Assessments, observations and discussions with pupils indicate that attainment of disadvantaged pupils is below that of their non-disadvantaged peers. This of course then impacts on their progress over time.
2	Oracy – Assessments, observations and discussions with pupils indicate underdeveloped language skills and vocabulary gaps among many disadvantaged pupils.
3	Phonics – Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impact on their development as readers.
4	Wellbeing – Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils.
5	Attendance – Our data over time indicates that the attendance among disadvantaged is lower and this gap increases for persistent absence.
6	Pupil Premium & SEND – A higher percentage of pupils entitled to Pupil Premium are also on the SEN register. This affects their attainment and progress across all curriculum areas.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025 – 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve reading, writing and maths attainment among disadvantaged pupils.	The percentage of disadvantaged pupils achieving age related outcomes will increase in 2025/26 compared to 2024/25.
To improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To improve the acquisition of phonics knowledge and skills for disadvantaged pupils of all ages and abilities.	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’.



Pupil Premium Strategy Statement

2025 - 2028



<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities, clubs and holiday club, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>The attendance of disadvantaged pupils is higher in 2025/26 than it was in 2024/25.</p> <p>The number of disadvantaged pupils who have persistent absence is reduced in 2025/26 compared to 2024/25.</p>
<p>To improve reading, writing and maths attainment among the PP & SEN group of disadvantaged pupils.</p>	<p>The percentage of disadvantaged pupils (PP & SEN) achieving age related outcomes will increase in 2025/26 compared to 2024/25.</p>

The targets will be reviewed annually to determine whether they require revising based on end of year evaluation.



Pupil Premium Strategy Statement
2025 - 2028



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve oral language skills and vocabulary among disadvantaged pupils through the explicit teaching oracy including an emphasis on vocabulary.</i> This will include:</p> <p>Promote opportunities to model oracy</p> <p>Encourage exploratory talk</p> <p>Promote reading for enjoyment</p> <p>Provide opportunities for in-depth text discussions</p> <p>Promote talk around reasoning – providing evidence</p> <p>Create safe spaces to talk</p> <p>Opportunities for public speaking</p> <p><i>Early speech and language support and diagnostic testing to identify pupils for intervention support.</i> This will include:</p> <p>Informal class assessments and subsequent interventions</p>	<p>There is strong evidence that suggests that oral language interventions such as high-quality discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two, shows positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3,6</p>



Pupil Premium Strategy Statement

2025 - 2028



<p>Speech & language link assessments</p> <p>Private speech and language support</p> <p>School based interventions following external support advice</p>		
<p><i>Additional phonics sessions targeted at disadvantaged pupils.</i></p> <p>Regular assessments completed to assess progress and support subsequent plans including transient groupings and further interventions</p> <p>On-going CPD for staff including new staff to upskill their phonics skills and knowledge in delivering effective intervention</p> <p>Visit best practice schools</p> <p>Team teaching by English lead</p> <p>Increase support staff hours so that phonics interventions can be delivered daily</p> <p>After school boosters to boost phonics and reading.</p>	<p>Using 2024/25 data and baseline data (as appropriate) identify and establish small group and 1:1 intervention for pupils working below age-appropriate expectations in phonics.</p> <p>Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>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 progress across the spectrum of achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3,1,6</p>
<p><i>Enhancement of our reading, writing and maths teaching to improve attainment among the PP & SEN group of disadvantaged pupils</i></p> <p>Senior leaders to monitor teaching and learning and continue to employ staff effectively in accordance with pupil & staff development needs</p> <p>Continue to provide coaching opportunities for staff across these curriculum areas</p>	<p>Evidence suggests that high-quality teaching is a significant factor in supporting disadvantaged pupils to close the gap. EEF highlights this through following documents which highlights how to improve the teaching and learning and therefore the outcomes in maths and English.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?x-craft-preview=4fbea0f6e10e9002ee44751c60d2a35310f94892ee9fe58a57fdcf33988f2de0hqyaindwus</p>	<p>6,1,2,3</p>



Pupil Premium Strategy Statement

2025 - 2028



<p>Continue to promote challenge for all</p> <p>Provide opportunities for higher ability pupils to receive greater challenge by split start lesson delivery</p> <p>To provide enrichment opportunities for disadvantaged and higher ability pupils</p> <p>Ensure that curriculum offer continues to motivate, engage and challenge our reluctant writers/readers</p> <p>Ensure new staff and ECTs are mentored effectively</p> <p>Create new writing assessments to support expectations, targets, promote consistency and raise standards</p> <p>Use the talk for writing approach, breaking the process down to support writing stamina for our pupils</p> <p>Ensure writing is purposeful. Link it to our topic work</p> <p>Promote grammar and spelling</p> <p>Continue to embed mastery approach</p> <p>Continue to promote fluency through Tough 10 and Flashback 4 challenges</p> <p>Increase the pace of maths teaching across the school to ensure that the curriculum is mastered effectively</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?x-craft-preview=4fbea0f6e10e9002ee44751c60d2a35310f94892ee9fe58a57fdcf33988f2de0hqyaindwus</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?x-craft-preview=4fbea0f6e10e9002ee44751c60d2a35310f94892ee9fe58a57fdcf33988f2de0hqyaindwus</p> <p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. CPD including National college for staff to support them to close the gap for pupils</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology linked to effective pedagogy.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf</p>	
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Pupil Premium Strategy Statement
2025 - 2028



	<p>TAs will be a tool to support pupils and the effective use of TA deployment is vital in supporting pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,247

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language interventions (TA led) from EYFS – year 6</p> <p>Private S&L therapists to support pupils across the school</p> <p>Early intervention for pupils identified through programmes such as speech and language link</p> <p>SENDCo deployed to identify needs and support in targeted interventions</p>	<p>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. Use speech link to quickly identify areas of concern in language, communications and interaction development with early targeted interventions put in place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&utm_source=/early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchhh&search_term</p>	2
<p>Speech and Language interventions (TA led) from EYFS – year 6</p>	<p>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</p>	2



Pupil Premium Strategy Statement

2025 - 2028



<p>Private S&L therapists to support pupils across the school</p> <p>Early intervention for pupils identified through programmes such as speech and language link</p> <p>SENDCo deployed to identify needs and support in targeted interventions</p>	<p>impacts on attainment. Use speech link to quickly identify areas of concern in language, communications and interaction development with early targeted interventions put in place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&utm_source=/early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>After school boosters to boost phonics and reading.</p> <p>Regular assessments completed to assess progress and support subsequent plans including transient groupings and further interventions</p>	<p>Using 2024/25 data and baseline data (as appropriate) identify and establish small group and 1:1 intervention for pupils working below age-appropriate expectations in phonics.</p> <p>CPD to be delivered to TAs/new staff to upskill their phonics skills and knowledge in delivering effective intervention.</p> <p>Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>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 progress across the spectrum of achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3
<p>Reading, writing and maths interventions (TA led) (EYFS - Yr6)</p> <p>Assessments completed by teachers or SENDCo to identify need</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3 and 6



Pupil Premium Strategy Statement
2025 - 2028



<p>Small group interventions and catch me interventions undertaken so that no child is left behind</p> <p>Effective monitoring of impact of interventions by class teachers, subject leads and SENDCo</p> <p>TAs timetabling opportunities provided to ensure effective intervention provision</p>	<p>Research which focuses on teaching assistants who provide 1:1 or small group targeted interventions shows a stronger positive benefit between four and six additional months on average. Often interventions are based clearly specified approach which teaching assistants have been trained to deliver.</p> <p>https://specialeducationalneedsinmainstreamschools/eef.org.uk</p> <p>https://teachingassistantinterventions/EEF.org.uk</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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Encourage full participation of disadvantaged pupils in extra-curricular and enrichment activities</i></p> <p>These will include:</p> <ul style="list-style-type: none"> • Yoga • To attend extra-curricular opportunities outside of school to promote physical and mental well-being, increase experiences and raise 	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being.</p> <p>https://www.gov.uk/government/publications/education-recovery-support/education-recovery-support--2</p> <p>https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p>	<p>2,4,5</p>



Pupil Premium Strategy Statement

2025 - 2028



<p>aspirations – Music performances,</p> <ul style="list-style-type: none"> • Make a difference day including GOSH. <p>Provide children with extra-curricular opportunities that are engaging, broad and balanced and designed to meet need</p> <p>Provide homework clubs until 4pm to support vulnerable groups</p>		
<p><i>HSSW to support identified pupils.</i> This will include:</p> <ul style="list-style-type: none"> • 1:1 Talk Time • 1:1 and small groups to undertake a variety of emotional support programmes – TAMs/Thrive/ ELSA/Amazing Minds <p>Trauma informed training and practice Support around the family</p>	<p>Parental influences have a powerful effect upon children’s attitude, achievements and life outcomes. The role of the HSSW is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome the barriers to learning and participation.</p> <p>EEF Research suggests that the impact of raising parents’ aspirations is important for support disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</p>	1.2.4,5,6
<p><i>Counsellor to support identified pupils</i></p> <p><i>Thrive will support us to support children identified who may need support with their social and emotional learning</i></p>	<p>Counselling aids academic success which is explained by the facilitation of an environment in which a child will feel safer, able to build positive school relationships, and freer to learn with less internal distractions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?x-craft-preview=4fbea0f6e10e9002ee44751c60d2a35310f94892ee9fe58a57fdcf33988f2de0hqyaindwus</p>	4,5
<p><i>Financial support for clubs, trips and residential</i></p>	<p>Research into cultural capital shows that pupils that are exposed to extracurricular activities are more engaged in learning and education, along with raising aspirations.</p>	4,5



Pupil Premium Strategy Statement

2025 - 2028



	<p>Breakfast club/year groups trips/afterschool clubs/holiday clubs</p> <p>https://cpag.org.uk/news/childrens-futures-and-economic-case-and-after-school-provision</p>	
<p><i>Improve social and emotional learning.</i> This will include:</p> <ul style="list-style-type: none"> • Lunchtime nurture group to support those who need support on how to play • SENDCo to work with pupils and support families • Fortis - behaviour support • 1:1 Talk Time • 1:1 and small groups to undertake a variety of emotional support programmes – TAMs/Thrive/ELSA/Amazing Minds <p>Trauma informed training and practice</p> <p>Access to external agency support and professional services to support additional needs</p> <p>Look to provide wrap around care for our families</p> <p>Provide workshops to support our families</p> <p>Celebrations to promote success and drive ambition for all</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?x-craft-preview=4fbea0f6e10e9002ee44751c60d2a35310f94892ee9fe58a57fdcf33988f2de0hqyaindwus</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?x-craft-preview=4fbea0f6e10e9002ee44751c60d2a35310f94892ee9fe58a57fdcf33988f2de0hqyaindwus</p>	<p>1,4,5,6</p>
<p><i>Improve attendance for all pupils in our school, particularly our disadvantaged pupils</i></p> <p>Regular meetings with AOs</p> <p>Attendance Champions to support families</p> <p>Incentives to promote good attendance</p>	<p>Attendance lead</p> <p>Close liaison with AAP</p> <p>Close liaison between parents & carers and HSSW</p> <p>Attendance badges and on-time prize draws</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?x-craft-preview=4fbea0f6e10e9002ee44751c60d</p>	<p>1,5,6</p>



Pupil Premium Strategy Statement
2025 - 2028



Incentives to diminish lateness	2a35310f94892ee9fe58a57dcf33988f2de0hqyaindwus	
Celebration of good attendance – weekly and shared termly with families		



Pupil Premium Strategy Statement
2025 - 2028



Part B: Review of outcomes in the previous academic year

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

AIMS	OUTCOME
To improve phonics attainment of PP pupils.	<ul style="list-style-type: none"> • Phonics data: Year 1 – 78% Year 2 - 75% (61% last year) • Data tracking of phonics was rigorous and approach was adapted to add as much value as possible • CPD in phonics was given to all staff especially around games/activities that promote spelling and phonics skills • Targeted individual team teaching or modelled lessons in phonics to support staff • Daily phonics/spelling lessons in KS2 to support spelling skills • Boosters take place each term – many have a language focus eg. Phonics, spellings or reading
To support EYFS with another TA, where possible.	<ul style="list-style-type: none"> • Oracy was a priority throughout this academic year for these pupils • Outcomes: Reading – 78% Writing – 50% Maths – 67% ELG – 50% • 78% of pupils met ELG in speaking as well as listening. 4 children did not achieve their ELG in these two areas • 4 children referred to S&L service for support. Three of them were discharged by the service by end of academic year
Release teachers and leaders to take part in Instructional Coaching.	<ul style="list-style-type: none"> • instructional coaching had a termly focus and this included Walkthrus • NC course given for all adults as part of their own CPD and appraisal system – completed throughout the year • ECT completed second year. Leaders have modelled and team taught with ECT to show best practice, follow-up observations completed • One middle leader completed NPQBL • All staff had training in a trauma informed approach (HT completed course in this) • Music coverage completed by music specialist throughout the year • Subject leaders – 20 – 30 minutes per week • Fortis Outreach completed Emotional Regulation training with staff



Pupil Premium Strategy Statement

2025 - 2028



	<ul style="list-style-type: none"> • National College course given for all adults as part of their own CPD and appraisal system – completed throughout the year • RE lead continued on different courses and to work with the Diocese along with other specialists • Senior leader completed Thrive course
<p>Language interventions (TA led) from EYFS – year 6</p>	<ul style="list-style-type: none"> • 78% of pupils met ELG in speaking as well as listening. • Medway Functional Communication (private S&L therapist) was purchased to further support communication and interaction needs in school • Speech & language link was purchased to plug gaps and support interventions • Visual support used in all classes including widget • Colourful semantics is used to support language use and understanding • Vocabulary is pre-taught at the start of each topic including visuals to support retention and recall • Vocabulary is explicitly re-capped through units of work – lots of call & response work • Class texts used to support the topic curriculum • S&L teaching assistant support groups and pupils 1:1 with their language targets • Parents are invited in to work with speech therapists so that home and school can work together on language targets
<p>Reading, writing and maths interventions (TA led)</p>	<ul style="list-style-type: none"> • Weekly boosters groups lead by class teachers took place termly, SMART targets set for these • TAs supporting class continue ‘catch me’ interventions when they are available • SENDCo completing precision teaching across the school to certain individuals to continue to close gaps (ISR led) • KS1 TA leads a variety of interventions across KS1 • Phonics boosters take place daily in EYFS & KS1 • Catch-me approach to interventions continued • SENDCo leads interventions based on need/ISR outcomes • HSSW leads interventions – academic and well-being • Fortis outreach team have completed blocks of intervention (academic as well as social & emotional inputs) for 5 pupils over the course of the year • TA completed interventions for the highest needs in school – afternoons interventions 3 afternoons a week
<p>Support full participation of</p>	<ul style="list-style-type: none"> • Play Therapist continues on a weekly basis • HSSW supports families as required



Pupil Premium Strategy Statement

2025 - 2028



<p>disadvantaged pupils in extra-curricular and enrichment activities</p>	<ul style="list-style-type: none"> • Lunchtime nurture group continues • Various well-being interventions continue (led by HSSW) – 1:1 talk time along with TAMs • Yoga continues – all classes had this for a block of a term during 2024/25 • AASA still supports the school – attendance improved this academic year (now 95%). Attendance badges given out 3 times during year for good attendance. Prize draws for attending school on time • Farm to Fork continues- promotes healthy lifestyle including food choices • G&A events have continued • SLT support vulnerable children at lunch-times • Clubs offer is strong – PP priority • Breakfast club continues • Parent and child workshops with Sarah Flowers • One goal completed with Yr4 pupils • Mental health and active lifestyle workshop completed by parents
<p>Reading Mentors</p>	<ul style="list-style-type: none"> • Reading with parents took place throughout 2024/25 – 3 times per year • Parent workshops completed around the importance of shared reading times with the class
<p>Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. Parental engagement is low</p>	<ul style="list-style-type: none"> • Music concert – Chatham Central Theatre was attended by the recorder group and the ukuleles once again (highest number taken so far) • G & A groups undertaken extra activities • Farm to Fork groups – have been on a trip (end of 2 terms) • Sarah Flowers supported Yr5 pupils on a maths and DT project – parents worked on this with their children • Parent/carer workshops completed through 2024/25 – shaped by parent voice • HSSW & SENDCo continue to work with families on an individual basis • Forts Outreach work with families as required • MCH workshops offered to parents – continence • EYFS lead completed toothbrush training • Parent paired reading sessions – 3 times a year • Music Summer Concert • Book week show and tell for parents • SJPA events have boosted parental positivity including Bingo nights and quiz evenings



Pupil Premium Strategy Statement

2025 - 2028



Play therapist (Fully funded)	<ul style="list-style-type: none">• Play therapy waiting list is created by DSLs• High % of PP children supported through this
HSSW room resource (part funded) – Nurture Group at lunchtime	<ul style="list-style-type: none">• Staff co-regulate with our pupils• Fortis Outreach completed Emotional Regulation training with teachers• Behaviour Policy amended• Fortis Outreach supported pupils with interventions around emotional regulations (all pupils supported were PP)• Working towards boards and 5 point scale are used to support pupils who need support with their emotional regulation• SLT supported individuals with their emotional regulation• St James' takes a trauma informed approach