

Pupil premium strategy statement – St James C of E Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail – Updated Dec 2025	Data
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	28/155 - 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Beattie / Alex Moore
Pupil premium lead	Andrew Beattie / Alex Moore
Governor / Trustee lead	Kerry Lunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,225
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,225

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use Pupil Premium funding, it is important to consider the context of the school and the challenges that this poses alongside research conducted by the EEF and Research Schools Network.

Context of St James' C of E Junior School

St James' is located in the coastal town of Whitehaven within the Copeland constituency which has high levels of deprivation. ONS data shows that the area surrounding our school (Copeland 002- harbour area) is one of the highest deprived areas identified in Copeland in the 2021 census results with 56.5%



Ultimate Objectives

At St James' we aim to:

- Diminish the difference between disadvantaged and non-disadvantaged children
- Closely monitor the performance of children from disadvantaged backgrounds who are most at risk of under performing
- Nurture and support the holistic development of every pupil in our care.
- Ensure that disadvantaged and non-disadvantaged children achieve well and make good progress from their starting point into KeyStage2

We will continue to implement the tiered approach to quality first teaching, targeted academic support and a wide range of strategies to support all pupils (EEF 2021).

Regardless of background or barriers to learning, we want all children to succeed and achieve here at St James'. We ensure that all children make good progress from their respective starting points. We want children to know more and remember more to make progress through our ambitious and engaging curriculum.

Enrichment opportunities both in and out of school are paramount for children to achieve 'Life in all its Fullness'- John 10:10). Disadvantaged children are financially supported in accessing musical, sporting and creative art opportunities alongside accessing external trips, internal workshops and residential.

At St James' we ensure that we provide mental health and well-being support for our children and their parents. Our team work closely to meet the needs of all of our families in keeping with our church school ethos of being inclusive and welcoming to all. In our community we have identified some of our families who are also socially disadvantaged and vulnerable but unfortunately, they do not qualify for Pupil Premium. They are supported equally to others who do qualify and children's performance and attendance are monitored closely.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between disadvantaged and non-disadvantaged children in reading, grammar, spelling, writing and maths.
2	Of our identified disadvantaged children, 16/28 (57%) have additional SEND and/or SEMH needs.
3	Of our identified disadvantaged children and increasing number of families require mental health, well-being and financial support.
4	Closing the attendance gap between disadvantaged and non-disadvantaged children

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
All Pupil Premium children will make good progress from their relative starting points	Internal and external attainment data shows good progress between end of KS2 and end of KS1. End of KS2 figures show consistent figures close to and above 0 in reading, writing and maths
To diminish the difference between disadvantaged and non-disadvantaged children in core subjects.	An increase in % of pupil premium children meeting expected standard and greater depth standards across core subjects. Figures for disadvantaged pupils fall broadly in line with national average.
Support the mental well-being of our school cohort, particularly disadvantaged children.	High levels of well-being demonstrated in pupil/parent survey and well-being questionnaires Increase in participation of our disadvantaged pupils in enrichment opportunities, clubs, trips and visit
To diminish the difference in attendance between disadvantaged and non-disadvantaged students.	An increase in attendance of disadvantaged students Figures for disadvantaged students attendance sits above national average.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2025/26) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD linked to making best use of teaching assistants, adaptive teaching and scaffolding to cater for the needs of all learners.	EEF- Deployment of teaching assistants 2026 EEF- Scaffolding guidance 2026 EEF- Five a day principles Research shows that adaptive teaching, effective deployment of teaching	1, 2

	assistants, and carefully designed scaffolding work together to personalise support and gradually build independence, helping to close attainment gaps for disadvantaged pupils.	
Ensure that all teachers consistently identify and address gaps in pupils' prior knowledge, particularly in spelling and writing so that disadvantaged pupils develop the fluency and accuracy needed to write confidently across the curriculum.	<p>The EEF's 'Teaching and Learning Toolkit' emphasises that <i>high-quality teaching</i> has the greatest impact on disadvantaged pupils, and that diagnostic assessment is essential in identifying specific knowledge gaps that hinder progress. The EEF's "Improving Literacy in Key Stage 2" guidance report highlights the importance of:</p> <ul style="list-style-type: none"> • Systematically assessing writing and spelling knowledge. • Explicitly teaching spelling patterns and morphological understanding. • Providing targeted support that scaffolds writing fluency while promoting independence. <p>Embedding these principles ensures disadvantaged pupils receive precise teaching that closes knowledge gaps and accelerates their writing development.</p>	1,2,
School Leaders engaged with local delivery of attendance and how to implement new national framework for attendance	<p>Extensive attendance linking strong attendance habits with academic outcomes for all children.</p> <p>Attendance Toolkit for Schools EEF – Supporting School Attendance for Schools Working together to improve school attendance</p>	1,2,4
All staff engaging with MITA (Maximising Impact of Teaching Assistants) to support effective deployment of TAs	<p>EEF – Deployment of teaching Assistants.</p> <p>Research shows how shared staff understanding of the most impactful deployment can help children access high-quality teaching.</p> <p>Further training in Adaptive teaching and Independent learning.</p>	1,2

Use of diagnostics to provide teachers with useful and frequent analysis of progress and misconceptions across core subjects of reading, grammar, spelling, times tables and maths	Diagnostic assessments can indicate areas for development for individual pupils, or across classes or groups Accelerated Reader, Spelling Shed, Spag.com, maths.co.uk, TTRS	1,2
Embedding oracy activities across the school curriculum. These can be used to support pupils to articulate key ideas, consolidate understanding and extend vocabulary	There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality discussion, are inexpensive to implement with high impacts on reading EEF Oral Language interventions – Teaching and Learning Toolkit	1,2,

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants deliver small group tuition sessions to reinforce and recap gaps in foundational knowledge in spelling, basic number patterns, reading and handwriting.	Tutoring: Guidance for education settings Small group tuition EEF – Teaching and Learning Toolkit Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind.	1,2,
Teaching Assistants train up in the delivery of a phonics and reading fluency program 'Little Wandle'	Guidance and grant offered from local English Hub to implement this Dfe Validated Synthetics phonics programme. Phonics approaches have a strong evidence base that indicates a positive impact on accuracy of word reading EEF Teaching and Learning Toolkit.	1,2,

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

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training (Positive Regard) on behavioural management and how this aligns with school behaviour policy.	Behavioural Interventions – Teaching and Learning Toolkit.	1,2
ELSA – training of two adults with allocated time offered to support wellbeing of students.	EEF guidance: Improving social and emotional learning in Primary Schools. Agreed focus are on managing aggression, developing communication to build friendships and building resilience	1,2,3,4
Varied program of enrichment activities (sometimes targeted) to support and promote positive wider development of students.	EEF guidance: Improving social and emotional learning in Primary Schools. School identify that some families are not always able to afford additional opportunities so actively subsidise and target identified families. Poverty proofing our engagement with The Cumbrian Award, Craze-It Crew and Sensory Circuits Including more staff-run after-school clubs. Prioritising disadvantaged pupils for participation in School Games events	1,2,3,4
Offer additional external support from local organisations who offer therapy sessions for referred children	EEF guidance: Improving social and emotional learning in Primary Schools.	1,2,3,4

Total budgeted cost: £ 33,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aims	Success Criteria	Annual Review 2024-25																																																																					
<p>All Pupil Premium children will make good progress from their relative starting points</p>	<p>Internal and external attainment data shows good progress between end of KS2 and end of KS1. End of KS2 figures show consistent figures close to and above 0 in reading, writing and maths</p>	<p>Progress figures removed from last years KS2 outcomes but previous progress figures show positive results. Writing progress does still remain an issue however attainment of school across the past 3 years is rising so provision for teaching of writing remains high.</p> <div data-bbox="708 748 1362 792" style="border: 1px solid black; padding: 5px;"> <p>Disadvantaged pupils - Reading progress</p> <table border="1" data-bbox="724 831 1362 1137"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2-year</td> <td>9</td> <td>-0.1</td> <td>-0.8</td> <td>Close to average (non-sig)</td> </tr> <tr> <td>2023</td> <td>4</td> <td>-3.5</td> <td>-0.9</td> <td>Small cohort</td> </tr> <tr> <td>2022</td> <td>5</td> <td>2.5</td> <td>-0.8</td> <td>Small cohort</td> </tr> </tbody> </table> </div> <div data-bbox="708 1182 1362 1227" style="border: 1px solid black; padding: 5px;"> <p>Disadvantaged pupils - Writing progress</p> <table border="1" data-bbox="724 1256 1362 1563"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2-year</td> <td>9</td> <td>-2.3</td> <td>-0.7</td> <td>Below (non-sig)</td> </tr> <tr> <td>2023</td> <td>4</td> <td>-3.1</td> <td>-0.7</td> <td>Small cohort</td> </tr> <tr> <td>2022</td> <td>5</td> <td>-1.7</td> <td>-0.8</td> <td>Small cohort</td> </tr> </tbody> </table> </div> <div data-bbox="708 1608 1362 1653" style="border: 1px solid black; padding: 5px;"> <p>Disadvantaged pupils - Mathematics progress</p> <table border="1" data-bbox="724 1682 1362 1989"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2-year</td> <td>9</td> <td>3.3</td> <td>-1.1</td> <td>Above (non-sig)</td> </tr> <tr> <td>2023</td> <td>4</td> <td>3.9</td> <td>-1.0</td> <td>Small cohort</td> </tr> <tr> <td>2022</td> <td>5</td> <td>2.8</td> <td>-1.1</td> <td>Small cohort</td> </tr> </tbody> </table> </div>	Year	Cohort	School disadvantaged compared to national disadvantaged			School	National	National distribution banding	2-year	9	-0.1	-0.8	Close to average (non-sig)	2023	4	-3.5	-0.9	Small cohort	2022	5	2.5	-0.8	Small cohort	Year	Cohort	School disadvantaged compared to national disadvantaged			School	National	National distribution banding	2-year	9	-2.3	-0.7	Below (non-sig)	2023	4	-3.1	-0.7	Small cohort	2022	5	-1.7	-0.8	Small cohort	Year	Cohort	School disadvantaged compared to national disadvantaged			School	National	National distribution banding	2-year	9	3.3	-1.1	Above (non-sig)	2023	4	3.9	-1.0	Small cohort	2022	5	2.8	-1.1	Small cohort
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Attainment of disadvantaged students in 2024/25 shows positive increase when comparing to their equivalent KS1 outcomes.

	St James 24/25 SATS	Cumberland Dis Average	National Dis Average	KS1 Outcomes
Reading EXP standard	75%	58.4%	63.1%	25%
Reading Higher Standard	12.5%	16.4%	21.2%	0%
Reading Scaled Score	101.5	101.5	103	
Writing EXP standard	50%	48.7%	59.3%	12.5%
Writing higher standard	0%	4.4%	6.5%	0%
SPAG Exp Standard	62.5%	54%	59.7%	12.5%
SPAG Higher standard	25%	11.4%	18.5%	0%
SPAG scaled score	105.5	101.1	102.6	
Maths EXP standard	50%	49%	60.5%	12.5%
Maths Higher Standard	0%	8.8%	15%	0%
Maths Scaled Score	99.6	99.4	102.3	

Individual progress of disadvantaged outcomes was tracked and discussed in scheduled progress check meetings. This allowed intervention and support to be added following this feedback from teachers and progress was rag rated each term

To diminish the difference between disadvantaged and non-disadvantaged children in core subjects.

An increase in % of pupil premium children meeting expected standard and greater depth standards across core subjects. Figures for disadvantaged pupils fall broadly in line with national average.

Children perform well in comparison to local and national disadvantaged outcomes. Our disadvantaged outcomes also compare well when comparing to other whole school data in Copeland.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	20	70%	62%	Above (non-sig)
2025	8	75%	63%	Above (non-sig)
2024	8	88%	62%	Above (non-sig)
2023	4	25%	60%	Small cohort

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	20	60%	59%	Close to average (non-sig)
2025	8	50%	59%	Close to average (non-sig)
2024	8	88%	58%	Above (non-sig)
2023	4	25%	58%	Small cohort

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	20	75%	59%	Above (non-sig)
2025	8	63%	60%	Close to average (non-sig)
2024	8	100%	59%	Above (sig+)
2023	4	50%	59%	Small cohort

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	20	75%	60%	Above (non-sig)
2025	8	50%	61%	Close to average (non-sig)
2024	8	88%	59%	Above (non-sig)
2023	4	100%	59%	Small cohort

Strong tracking of progress using various assessments helped identify gaps and prioritise disadvantaged students for a variety of interventions including phonics, spelling, daily maths feedback and SATs tuition.

Support the mental well-being of our school cohort, particularly

High levels of well-being demonstrated in pupil/parent survey and well-being questionnaires

School ensured that all children participated in after school sports event. This allowed the school to attain Platinum Schools Games Status in 2023 and maintain this status in 2024. Coordinator is tracking participation and ensuring costings of enrichment

disadvantaged children.	Increase in participation of our disadvantaged pupils in enrichment opportunities, clubs, trips and visit	<p>allow stronger participation for disadvantaged students.</p> <p>Successful cohort of Forest School, made up solely of SEND and disadvantaged cohorts helped support wellbeing as well as social and team building skills. Alongside daily sensory circuits sessions and further wellbeing support from Howgill and Family Action helped reduce behavioural incidents, improve attendance and aided academic support for our most needy students.</p> <p>Chn supported by playing lead roles of school responsibilities such as school librarians, lunch time helpers and craze it crew. Chn benefitted</p>																				
To diminish the difference in attendance between disadvantaged and non-disadvantaged students.	<p>An increase in attendance of disadvantaged students</p> <p>Figures for disadvantaged students attendance sits above national average.</p>	<p>Strong attendance message shared amongst teaching staff to identify patterns and refer concerns into leadership team.</p> <p>School leader and business manager attended local training of new framework. Children quickly identified and invited parents to engage in attendance plans. Barriers identified and supported in some cases with inclusion in sensory circuits or modified entrance plans.</p> <p>Close tracking allowed timely comms to go out so that parents were informed of picture and in potential consequences of term time holidays.</p> <p>FSM6 - Attendance</p> <table border="1" data-bbox="721 1429 1353 1624"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>24</td> <td>96.9%</td> <td>92.6%</td> <td>Above</td> </tr> <tr> <td>2023/24</td> <td>26</td> <td>94.6%</td> <td>92.0%</td> <td>Above</td> </tr> <tr> <td>2022/23</td> <td>21</td> <td>94.0%</td> <td>91.6%</td> <td>Above</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	2024/25	24	96.9%	92.6%	Above	2023/24	26	94.6%	92.0%	Above	2022/23	21	94.0%	91.6%	Above
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2024/25	24	96.9%	92.6%	Above																		
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle phonics	Wandle Learning Trust

The Cumbrian Award	The Cumbrian Award
Positive Regard	Positive Regard
White Rose Maths	White Rose
Nfer Assessments	Nfer
Maximising Impact of Teaching Assistants	Sally Franklin (funded by WELL Project West Cumbria)
NNW Maths Hub – Sustaining Mastery	NNW Maths Hub