Pupil premium strategy statement

This statement details St James' 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 outcomes for disadvantaged pupils last academic year.

2026-2027

School overview

Detail	Data
Number of pupils in school Rec-Y6	347
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	D Stitcher, Headteacher
Pupil premium lead	V Moore, Deputy headteacher
Governor / Trustee lead	E Holmes C Coombes M Battersby, leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,900
Recovery premium funding allocation this academic year	Funding for the recovery premium grant finished at the end of 2023-2024 academic year
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£120,900

Part A: Pupil premium strategy plan

Statement of intent

St James' Blackburn Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes. The Pupil Premium Strategy will be reviewed annually in September. The impact of proposed actions will be monitored regularly to ensure effective implementation. This document details the proposed spend of the Pupil Premium 2024-2027.

St James' will focus its efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds and implement practices and programmes are most likely to deliver the greatest impact.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

1. Quality teaching – To improve outcomes by addressing gaps in learning for disadvantaged children.
2. Quality teaching –To improve outcomes in all subjects by ensuring that disadvantaged pupils have an increased range of vocabulary.
3. Targeted Support – To provide individualised intervention and support for disadvantaged children.
4. Attendance and Engagement - to improve curriculum engagement and academic achievement for disadvantaged children.
5 Emotional well-being-To support the social, emotional health of disadvantaged pupils

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, new arrivals and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted 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	Gaps in learning due to school absence and new arrivals to school.
2	Limited vocabulary and word level knowledge.
3	Low attainment or aspirations.
4	Limited experiences outside the home and school.
5	Social and emotional needs

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
To improve outcomes by addressing gaps in learning due to school absence including new arrivals to school.	Gap to have closed between disadvantaged and non-disadvantaged pupils
To improve outcomes in all subjects by ensuring that disadvantaged pupils have an increased range of vocabulary.	Disadvantaged pupils will have increased word level knowledge and use a range of vocabulary in the correct context.
To provide individualised intervention and support for disadvantaged children.	Focused interventions to close gaps in learning
To improve curriculum engagement and academic achievement for disadvantaged children.	All children will have opportunities to experience a range of activities that they may not otherwise encounter.
To support the social, emotional health of disadvantaged pupils	Children to have access to Emotional Literacy Support groups to develop their interaction with their peers, and to have the opportunity to talk about their worries/concerns

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: **£49,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of Support staff in classes based on the needs of the pupils. Additional phonics sessions and use of Accelerated reader resource. Staff receive English and Maths CPD and additional resources support learning.	Sustained support will be needed to help disadvantaged pupils catch up. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1 -Gaps in learning. 3 -Low attainment or aspirations.
CPD for all teaching Staff and TAs to ensure that teachers plan in order that the curriculum effectively promotes progression in language, and strategies for developing vocabulary. New disadvantaged children assessed by the EAL Lead. Early intervention given through EALIP (English Additional Language Intervention Programme.) Support given to disadvantaged EAL and newly arrived parent's at Parents' Evenings and support staff given key points to help with translation at	The Ofsted EIF Jan 2019 (page 22) states 'There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers. 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: Oral language interventions | Teaching and Learning Toolkit | EEF Research demonstrates gaps in vocabulary already established for pu-	2- Limited vocabulary and word level knowledge.

Parent's Evenings. Training for all staff in EYFS to deliver language intervention.	pils from low income households be-fore primary education. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum.	

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

Budgeted cost: **£37,170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children in receipt of Pupil Premium receive 1:1 individual and small group targeted intervention sessions from Teachers and HLTAs	The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF)	1 -Gaps in learning. 2- Limited vocabulary and word level knowledge. 3- Low attainment or aspirations.

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

Budgeted cost: **£34,730**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club – free for all pupil premium children to attend	'The funding is also commonly used to enable eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits'	5- Social and emotional needs
Attendance meetings and monitoring held weekly		1- Gaps in learning.
School Pastoral Team following up attendance issues, liaising with families, offering emotional	Embedding principles of good practice set out in the DfE's	1- Gaps in learning.

support to children following CPOMs logs from staff	guidance on working together to improve school attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The research indicates the need to support pupils' social and emotional needs, address individual pupils' learning needs; help all staff to use data effectively and improve engagement with families. DFE (2015:13). .	
Emotional Literacy Support sessions for identified children with ELSA staff		5- Social and emotional needs 3 -Low attainment or aspirations.
Subsidising School visits to enable disadvantaged children to take full advantage of opportunities that are offered.		4- Limited experiences outside the home and school.

Total budgeted cost: £120,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Data taken from BWD Primary School Profile 2026

Foundation Stage Pupil Premium Gap Analysis

66.7% of St James' Pupil Premium Foundation Stage children achieved expected standard in GLD, ,Literacy, Maths, which was slightly below all other pupils in school but more than LA pupil premium children.

66.7% of St James' Pupil Premium Foundation Stage children achieved expected standard in Physical Development and Personal,Social and Emotional Development this was below other children.

83.3 % of Pupil Premium children reached the expected standard in communication and language, Understanding the World and Expressive arts and design it in line or above above all other pupils in school and above LA children.

Phonics Pupil Premium Gap Analysis

88.9% of St James' Pupil Premium Pupils were working at the required standard which was higher than all other pupils in school and above all LA Pupils.

MTC Pupil Premium Gap Analysis

The average MTC score for Pupil Premium Children was 24.5% which was above other pupils in school and above LA pupils.

Key Stage 2 Pupil Premium Gap Analysis

92.9% of St James' Pupil Premium children achieved expected standard in Reading which was higher LA children.

85.7% of St James' Pupil Premium children achieved expected standard in writing which was higher than all other pupils and LA children.

100% of St James' Pupil Premium children achieved expected standard in GPS which was above all other pupils and LA Pupils.

100% of St James' Pupil Premium children achieved expected standard in maths which was above all other pupils and above LA Pupils.

78.6% of St James' Pupil Premium children achieved expected standard in RWM which was below all other pupils but above LA Pupils.

All Pupil Premium Children had opportunities to experience a range of activities that they may not otherwise encounter including Residential and daytime trips.

All Pupil Premium Children were invited to attend Breakfast Club.

The Majority of Pupil Premium Children attended Emotional Literacy Support groups to develop their interaction with their peers, and to have the opportunity to talk about their worries/concerns.