



Pupil premium strategy statement

Our Vision is taken from Luke's Gospel, "We treat each other as Jesus teaches us". This is reflected in our statement through careful consideration of how the funds are spent, therefore enabling all to flourish, especially our disadvantaged pupils. This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St James' Catholic Primary School, Hebburn
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	16.41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Francesca Heslop
Pupil premium lead	Francesca Heslop
Governor / Trustee lead	Sharon Grewcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,400
Recovery premium funding allocation this academic year	£6,090
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	£61,490

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
Improve maths and English skills in EYFS and KS1	Our data 2022/2023, shows that 50% of disadvantaged children attained GLD at the end of EYFS. 0% of Pupil Premium children achieved EXP+ in all subjects in KS1 SATs.
Improve the percentage of pupils achieving EXP+ in reading	Our data 2022/2023, shows that the end of KS2 50% achieved EXP+. Access to a wider range of reading books in school library promoted 'reading for pleasure' and challenge for boys. This increased pupil engagement within the targeted group.
Improve the percentage of pupils achieving EXP+ in writing	Our data 2022/2023, shows that the end of KS2 30% achieved EXP+. School closure in March 21 impacted on actual outcomes as this was the area hardest hit by remote teaching. Shared practice and external moderations have helped to raise expectations of writing.
Improve the percentage of pupils achieving EXP+ in maths	Our data 2022/2023, shows that the end of KS2 50% achieved EXP+. The embedding of 'White Rose Maths' to teach maths via a Mastery approach has led to a greater consistency across the school and improved standards.
To increase children's self-esteem and resilience	HMT working directly with families, Friends programme and HMT targeting individual Year groups had a positive impact and will continue to be a focus.
Continue to improve attendance rates	Working with the Trust on Traffic Light System and Attendance Officer had a

	significant impact on persistent absentees. It will continue to be a priority.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds-Write	Sounds-Write
Utilising a DfE grant to train a senior mental health lead.	Anna Freud