

Pupil premium strategy statement – Altham St. James' CE Primary School

This statement details our school's 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.

School overview

Detail	Data
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	7.4%
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)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Carol Woods, Headteacher
Pupil premium lead	Carol Woods Headteacher
Governor	Chantelle Pratt, lead for attendance/ disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,265
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£16,265

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils, regardless of background or challenges, to make strong progress and achieve high attainment across all subjects. The strategy prioritises disadvantaged pupils, including high attainers, while also supporting vulnerable groups such as EAL pupils, young carers, summer born and those with S&L issues.

High-quality teaching is central, benefiting all pupils. Additional support addresses learning and wellbeing impacts from such things as COVID-19. Approaches are based on robust assessment, not assumptions, and include complementary actions to close attainment gaps and sustain improvement for all pupils.

Key Principles

- High expectations for all
- Challenging disadvantaged pupils in their work.
- Early intervention through targeted support, such as small-group or one-to-one tutoring, pre-teaching key concepts, and structured catch-up programs.
- A whole-school approach where all staff share responsibility and raise expectations

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps for some pupils. We have a low number of PP pupils, but we also look at significant groups within school e.g. summer born, S&L and consider the impact.</p> <p>Due to the small number of disadvantaged pupils, data is suppressed.</p>
2	<p>Assessments, observations, and discussions with pupils suggest some disadvantaged pupils, together with summer born and S&L generally have greater difficulties with reading than their peers.</p> <p>Early assessments (e.g. Nuffield Early Language Intervention assessment – NELI and Cambridge Formative Assessment – CEM) are carried out to identify those in need of early intervention. Due to the small numbers, it may be that there are no PP children in a cohort, but interventions are put in place to support the lowest 20% of pupils.</p>
3	<p>Assessments indicate that maths attainment among disadvantaged pupils can be below that of non-disadvantaged pupils, but again, due to very low numbers, this data is non significant</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably lack of resilience. These challenges can affect disadvantaged pupils, including their attainment.</p> <p>School have accessed support from the Children & Family Wellbeing Service (Inside out Groups) and Barnardos My Time to Thrive, as well as putting in place staff training and internal support.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between approximately 3% lower than for non-disadvantaged pupils.</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 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 100% of disadvantaged pupils met the expected standard or above.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 100% of disadvantaged pupils met the expected standard or above.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£1,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	3

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4

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

Budgeted cost: £15,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support..</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2

Delivery of NELI and 'Drawing Club' programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	<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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
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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.

24/25 Disadvantaged (FSM6): 100% met expected standards in reading, writing, maths, and GPS at KS2.

Effective Interventions

NELI in EYFS supports speech and language; 93.3% met expected standards in communication and language.

- Statutory and summer 2024–2025 data shows good progress, with outcomes meeting or exceeding national expectations.
- Early intervention contribute to readiness for KS1/ KS2.

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

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 25/26 and 27/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that early and focused intervention, together with staff CPD is effective and this is how we intend to use our budget this academic year.