

Pupil Premium Strategy Statement including Recovery Premium

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic years) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. James' (C of E) Junior School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	59
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	10.09.2025
Date on which it will be reviewed	31.08.2026
Statement authorised by	
Pupil premium lead	Mr. D. Walls
Governor / Trustee lead	Mrs. A. Cruickshank

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,755
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	£267,755

School Context

	2023	2024	2025
School number on roll	Close to average 282	Close to average 301	Close to average 299
School % FSM6	Well above average 61.35	Well above average 58.47	Well above average 61.54
Local area % FSM6	Well above average 49.58	Well above average 48.96	Well above average 55.75
School % SEN support	Above average 18.09	Close to average 14.62	Above average 20.74
Local area % SEN support	Close to average 13.43	Close to average 13.50	Close to average 15.37
School % EHC plan	Close to average 3.55	Close to average 2.99	Close to average 3.34
Local area % EHC plan	Close to average 2.59	Close to average 2.79	Close to average 3.73
School % EAL	Well above average 77.30	Well above average 83.40	Well above average 75.90
Local area % EAL	Well above average 74.80	Well above average 75.60	Well above average 77.80
School % CIN	Above average 6.03	Above average 5.32	Above average 5.02
Local area % CIN	Close to average 4.84	Close to average 5.07	Close to average 3.92
School % stability	Close to average 82.27	Close to average 78.41	Close to average 82.61
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Well above average	Well above average	Well above average

Part A: Pupil premium strategy plan

Statement of intent

At St. James' Junior School, we are deeply committed to ensuring that every child, regardless of background or circumstance, has the opportunity to flourish academically, socially, and emotionally. As an inner-city school, 84% of our pupils speak English as an additional language, representing 48 spoken languages. 59% of pupils are eligible for Pupil Premium funding - a figure that continues to rise, increasing by 14% from 2021 to 2022. Additionally, 4.5% of pupils have an Education Health and Care Plan (EHCP) and 21% are on the SEND register. These figures highlight both the rich diversity and the level of challenge within our school community.

The core aim of our Pupil Premium and Recovery Strategy Plan is to ensure that all pupils - particularly those who are disadvantaged - receive the highest quality of education and provision possible. We are determined to diminish the differences in attainment between disadvantaged and non-disadvantaged pupils, both within school and nationally, and to remove barriers to learning that may hinder academic or personal success.

Our strategy aligns closely with the school's Development Priorities for 2025–26 and is structured around the following key intentions:

1. Curriculum, Teaching and Learning

We will ensure all children access a high-quality, inclusive and well-sequenced curriculum that enables them to know more, remember more, and apply their learning across subjects. Pupil Premium funding will be used to strengthen teaching and learning practices, with a focus on:

- Accelerating progress in English through a structured focus on vocabulary, oracy, and fluency in reading and writing.
- Embedding disciplinary thinking so that pupils can communicate their understanding with confidence and precision.
- Providing staff with high-quality professional development to ensure teaching is responsive, evidence-informed, and tailored to the needs of disadvantaged learners.

2. Inclusion

We recognise that many of our pupils face multiple barriers to learning, including language acquisition, SEND needs, and socio-economic challenges. Our strategy will:

- Enhance SEND leadership and capacity to ensure well-planned, adaptive provision informed by accurate assessments.
- Adopt a relational approach to behaviour and learning, fostering intrinsic motivation, self-regulation, and a culture of belonging.
- Invest in targeted resources and online learning tools to enable personalised intervention and remote access for all pupils—ensuring no child is disadvantaged by a lack of digital access.

3. Outcomes

We will continue to focus on improving outcomes across all areas of the curriculum, with specific emphasis on:

- Improving fluency in Reading, Writing and Mathematics to reduce cognitive load and deepen comprehension and reasoning.
- Ensuring that pupils make good or accelerated progress from their starting points and meet or exceed FFT targets by July 2026.
- Targeting improvements in writing across the curriculum and mathematical fluency, including achievement in the Multiplication Tables Check.
- Embedding early language and phonics support so that all pupils pass the Phonics Screening Check within two years of starting full-time education.

4. Attendance

Attendance and punctuality are key to success. Through targeted intervention and relational support, we will:

- Ensure that all pupils attend school regularly, with a target of 95%+ attendance, and that persistent absence is swiftly and sensitively addressed.
- Recognise and celebrate improvements in attendance to promote positive habits.
- Provide catch-up provision and academic mentoring for pupils who have experienced disrupted learning, ensuring gaps are closed rapidly.

5. Personal Development and Flourishing Schools

We believe that education extends far beyond the classroom. To ensure all pupils flourish, our strategy will:

- Provide enrichment and 'real-life' experiences to broaden horizons and develop cultural capital, enabling pupils to understand and engage with the wider world.
- Promote spiritual, moral, social and cultural development, rooted in our Christian vision and GROW values – *Grateful, Respectful, Outstanding, and Welcoming*.
- Embed teaching of British Values and Protected Characteristics, ensuring pupils develop respect for diversity and the confidence to challenge discrimination.
- Foster aspiration and ambition, equipping pupils with the knowledge, skills, and confidence to achieve their life goals.

Our Vision

Our Pupil Premium Strategy is driven by our school's vision 'Every Child, Every Chance, Every Day.' We believe that every child deserves to thrive - academically, emotionally and spiritually. By focusing on high-quality teaching, targeted support, and the removal of barriers to learning, we aim to empower all pupils to be the very best they can be.

Through this approach, St. James' Junior School will continue to nurture resilient, confident, and articulate learners who are ready to contribute positively to their community and the wider world.

Challenges

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

Challenge number	Detail of challenge
1	Many children have gaps in their learning, arrive in school not at normal transition points, with no prior schooling, and are generally well below age related expectations when they start school. Therefore, our strategies will focus on ensuring all disadvantaged children receive consistently high quality personalised teaching and learning that ensures they make accelerated progress.
2	Many children do not speak English as a first language, have gaps in their vocabulary and are not as confident to take on new challenges or overcome barriers to learning difficulties. Our school has high mobility of children. Therefore, our strategies will focus on improving disadvantaged children's independence, resilience, confidence and vocabulary.
3	Many children have limited access to wider life and extracurricular activities further limiting their vocabulary and confidence to take part in new activities and take on board new ideas. Therefore, our strategies will focus on improving disadvantaged children's access to a wide variety of life experiences and extracurricular activities.
4	Many parents and families are new arrivals to the country and find it difficult to know and understand how best to support their children. Therefore, our strategies will focus on improving parental knowledge and strategies to support disadvantaged children as well as improving the parents' and children's attendance and engagement.
5	Many children need support in their mental health and wellbeing in order to be able to access and participate in learning and find it increasingly difficult to access outside support services. Therefore, our strategies will focus on improving the mental health and wellbeing of all children and in particular support for disadvantaged children and families.
6	Many of our families have not been able to access any form of Home Learning remotely. The main reason behind this is due to a lack of technology and/or internet connectivity. Therefore, our strategies will focus on ways to make home learning more accessible to all families, enabling children to work from home which will result in an increase in attainment particularly for disadvantaged families and children.
7	Due to Covid-19 and nationwide lockdowns many children have gaps in their learning and spoke little or no English during this time.

Research for ensuring high-quality, personalised teaching for pupils with gaps, late arrivals, low prior attainment.

- **EEF “High-Quality Teaching”** - widely recognised as the most important lever for improving outcomes for all pupils, especially disadvantaged. [EEF+1](#)
- **Teaching and Learning Toolkit** - the Toolkit summarises international evidence on 30+ approaches (explicit instruction, scaffolding, formative assessment, small-group tuition etc.) and rates their likely impact. [EEF+2EEN+2](#)
- **EEF Guidance Reports on Literacy and Mathematics** - e.g. **Improving Literacy in Key Stage 1, Improving Literacy in Key Stage 2, Improving Mathematics in Key Stages 2 and 3** - these provide evidence-based recommendations for structured teaching, modelling, guided practice, systematic teaching sequences and targeted support. [EEF+1](#)
- **EEF “Guidance Report: Teacher Feedback to Improve Pupil Learning”** - effective, timely feedback supports closing gaps, correcting misconceptions, guiding pupils on next steps. [CLF Professional Development Platform+1](#)

Research for supporting children with English as an Additional Language, vocabulary gaps, building confidence, resilience and independence.

- The Teaching and Learning Toolkit highlights **oral language and vocabulary development** as crucial, and structured talk, modelling, scaffolded discussion are strong “best bets”. [EEF+1](#)
- **Metacognition and Self-Regulated Learning** - strategies from this report help pupils plan, monitor and evaluate their learning, build independence, confidence, self-regulation. [EEF+1](#)
- **Improving Social and Emotional Learning in Primary Schools (SEL)** - for children with confidence or language barriers, SEL supports social skills, self-belief, emotional regulation, which underpin learning and resilience. [EEF+1](#)

Research for increasing access to enriched experiences, extracurricular activities, broadening vocabulary and confidence

- The Toolkit’s approach to **enrichment / extended learning programmes** (in combination with strong teaching) is often cited as beneficial for disadvantaged pupils - broadening experience supports vocabulary, motivation, engagement. [EEN+1](#)
- Oral language / communication-rich interventions - embedded talk, discussion, varied life-experience vocabulary - are especially valuable for pupils with limited exposure outside school contexts. (Aligned with Toolkit guidance.) [EEF+1](#)

Research for engaging and supporting parents/families (especially new arrivals) so they can help children’s learning, attendance and engagement

- **Working with Parents to Support Children’s Learning** - the EEF offers guidance on how to build effective parent-school partnerships, provide practical advice, support home learning, increase parental knowledge. [EEF+1](#)
- The broader Toolkit supports use of parent/carer involvement as an effective low-cost strategy that, when used well, helps improve outcomes for disadvantaged pupils. [EEN+1](#)

Research for supporting mental health, wellbeing, social & emotional needs so children can access learning

- The SEL report (“Improving Social and Emotional Learning in Primary Schools”) shows that social and emotional learning strategies can lead to ~ +3 months’ additional progress, while also improving behaviour, relationships and emotional wellbeing. [EEF+1](#)
- The Toolkit emphasises that SEL is particularly important for disadvantaged and vulnerable pupils who may begin with weaker SEL skills. [EEF+1](#)

Research for overcoming barriers to home learning caused by lack of digital access / remote learning constraints

- **Using Digital Technology to Improve Learning** - guidance on how technology can be used effectively to support learning, especially when in-person teaching is limited or in remote/home-learning contexts. [EEF+1](#)
- The updated Teaching and Learning Toolkit recognises digital technology as valuable *only when it supplements high-quality teaching*, not as a substitute - highlighting the importance of combining technology with good pedagogy. [EEF+1](#)
- For equity, using digital tools and ensuring connectivity helps disadvantaged pupils engage with home learning, reducing the risk of widening gaps. (Based on EEF's digital learning guidance.) [EEF+1](#)

Research for addressing post-COVID learning loss, reduced English exposure - especially for disadvantaged and EAL children

- The Teaching and Learning Toolkit - especially entries on oral language interventions, reading comprehension strategies, small-group or one-to-one tuition - provides evidence-based "best bets" for accelerating recovery. [EEF+2](#)[EEF+2](#)
- Explicit instruction, scaffolded teaching, retrieval practice and structured vocabulary/grammar work (as recommended by EEF's literacy and language guidance) help rebuild foundational skills lost during pandemic disruption. [EEF+1](#)

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
<p>Improve the attainment and progress of disadvantaged pupils by improving teaching and learning across the school. Strategies promote and support fluency, comprehension, independence and development of vocabulary for all learners.</p>	<ul style="list-style-type: none"> • All children will access consistently good quality first teaching in school. • The difference between disadvantaged children and non-disadvantaged children nationally in Reading, Writing and Maths closes by 5% over the year. • 5% more children achieve age related expectations in Reading, Writing and Maths compared to July 2023. <ul style="list-style-type: none"> • All children will show an improved scale score in Reading, Writing and Maths attainment. • All children will show an improvement in fluency of Reading.
<p>Improve children's knowledge and understanding of the English language, improving their vocabulary and confidence in speaking English. Children will develop independence and resilience when attempting to overcome challenges.</p>	<ul style="list-style-type: none"> • Children speak fluently and with confidence. • They know the vocabulary used on their knowledge organisers and in lessons and can use this to help articulate their thinking and understanding. • Children show perseverance and resilience in everything they do.
<p>A whole school curriculum is delivered that meets the requirements of the National Curriculum, is broad and balanced, develops children's oracy and vocabulary and increases cultural capital through memorable learning, extra-curricular clubs and the St.James' 40 Challenge.</p>	<ul style="list-style-type: none"> • All children have taken part in at least 2 school visits and 2 extra-curricular activities. • Children use knowledge organisers to extend their vocabulary, enable them to articulate their learning and to show that they know more and remember more.
<p>Attendance for disadvantaged children improves when compared to last year. Parents are actively engaged in their child's learning.</p>	<ul style="list-style-type: none"> • Disadvantaged children's attendance improves so that it is in line with national non disadvantaged children. • Continued high attendance (above 75%) in parents attending TLC (Teaching and Learning Consultation) meetings and events, where possible. • All families signed up to Class Dojo and Parent Pay. • Family engagement with New Communities and School improves by 5%.

<p>All children will recover lost learning and gaps in learning caused by Covid-19 lockdowns.</p>	<ul style="list-style-type: none"> • All children will have accessed at least one after school Catch-up session. • Children will have caught up lost learning by the end of the academic year so that their attainment is in line with pre Covid levels.
<p>Children who do not have the technology at home to access remote home learning will still make the same progress and benefit from the same high quality provision as their peers.</p>	<ul style="list-style-type: none"> • All children will access consistently good quality first teaching in school and at home. • Disadvantaged children will have access to remote learning and the gap between their attainment and that of non-disadvantaged pupils nationally will narrow by 5%. • All children and families will engage in home learning and complete at least 2 tasks per term.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of additional adult to ensure quality first education.</i>	The EEF Guide to Pupil Premium. High Quality Teaching – Page 5. https://d2tic4wvo1iusb.cloudfront.net/documents/guidancefor-teachers/pupilpremium/EEF-Guide-to-the-PupilPremium-Autumn-2021.pdf	1, 2 & 7
<i>Phonics training for all staff.</i>	EEF Phonics research - https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/phonics?utm_source=/education-evidence/teachinglearning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=pho	2
<i>Oracy training for staff</i>	The EEF and Sheffield Hallam University – Oracy Curriculum, Culture and Assessment Toolkit. https://shura.shu.ac.uk/10828/1/EEF%20Oracy%20School_21.pdf	2
<i>Mental Health Awareness and strategy training for staff</i>	EEF – Prioritise social and emotional learning to avoid “Missed Opportunity” to improve children’s outcomes - https://educationendowmentfoundation.org.uk/news/prioritise-social-andemotionallearning EEF – Social and Emotional Learning - https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotionallearning	5
<i>Remote learning and Computing training for staff.</i>	EEF – Remote Learning, Rapid Evidence Assessment - https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Rapid_Evidence_Assessment_summary.pdf	6

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics intervention groups</i>	EEF Phonics research - https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/phonics?utm_source=/education-evidence/teachinglearning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=pho	2
<i>School led tutoring</i>	EEF – Small Group Tuition - https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/small-group-tuition EEF – Low cost tutoring - https://educationendowmentfoundation.org.uk/news/eefevaluation-ofaffordable-tutoring	1 & 7

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch-up and Recovery Sessions</i>	EEF – Small Group Tuition - https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/small-group-tuition EEF – Low cost tutoring - https://educationendowmentfoundation.org.uk/news/eefevaluation-of-affordable-tutoring	1 & 7
<i>Derby Cathedral Music Programme</i>	EEF – Evaluation of an arts based curriculum - https://educationendowmentfoundation.org.uk/news/neweefpublishesevaluation-of-arts-based-educationprogrammes	1 & 3
<i>Wider Opportunities Clubs</i>	See evidence listed above.	3
<i>Subsidising School Trips</i>	See evidence listed above.	3
<i>Providing free uniform / PE kit</i>	See evidence listed above.	3
<i>St. James' 40</i>	See evidence listed above.	3

<p><i>Family Engagement sessions.</i></p>	<p>EEF – How schools can support parents’ engagement in their children’s learning - https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_Evidence_from_Research_and_Practice.pdf EEF – Parental Engagement - https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parentalengagement</p> <p>EEF – Working with parents to support children’s learning - https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</p>	<p>4</p>
<p><i>Class Dojo for communication</i></p>	<p>EEF – Communicating effectively with parents - https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf</p> <p>EEF – Working with parents to support children’s learning - https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</p>	<p>4</p>
<p><i>ELSA sessions</i></p>	<p>EEF – Prioritise social and emotional learning to avoid “Missed Opportunity” to improve children’s outcomes - https://educationendowmentfoundation.org.uk/news/prioritisesocial-and-emotional-learning</p> <p>EEF – Social and Emotional Learning - https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/social-and-emotionalllearning</p>	<p>5</p>

<p><i>Free Breakfast Club for all children and families.</i></p>	<p>EEF – Evaluation of school breakfast clubs - https://educationendowmentfoundation.org.uk/news/eefstatementpublication-of-the-evaluation-of-schoolbreakfastclubs</p> <p>EEF - Breakfast clubs found to boost primary pupils' reading writing and maths results - https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-readingwritingandmaths-res</p>	<p>5</p>
<p><i>Chromebooks and network provided for all children.</i></p>	<p>EEF – Remote Learning, Rapid Evidence Assessment - https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidancefor-teachers/covid-19/Rapid_Evidence_Assessment_summary.pdf</p> <p>EEF - Using Digital Technology to Improve Learning - https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/digital</p>	<p>6</p>

Total budgeted cost: £280,000

How this looks in action

We embed research based, high quality teaching principles from the Education Endowment Foundation across our provision to ensure every pupil - including those eligible for pupil premium - benefits from high-quality, evidence-informed practice. Teachers plan learning carefully to avoid cognitive overload by breaking down complex concepts, using worked examples, modelling each step explicitly and chunking information so pupils can process it securely. Daily retrieval practice and opportunities to revisit prior knowledge help all children build strong, connected understanding, while particularly supporting pupil premium pupils who may have had fewer enrichment or consolidation opportunities outside school. Staff anticipate likely misconceptions in advance - for example in maths place value or grammar choices in writing - and address them through targeted modelling and scaffolded practice.

We design sequences that balance exposition, repetition, practice and retrieval so that pupils move from guided tasks to independent mastery. Scaffolding is used thoughtfully: sentence stems, visual prompts, manipulatives and structured frameworks help pupils access tasks without reducing the level of challenge. For pupil premium children, this means they can engage with the same ambitious curriculum as their peers, with the right support at the right time. Effective questioning is planned into lessons, with teachers using wait time, cold calling and re-framing to promote deeper thinking and ensure all pupils are drawn into discussion, not just the most confident. Peer talk, structured partner work and collaborative learning routines give every child - including those who may lack confidence or vocabulary - opportunities to rehearse ideas and strengthen understanding.

Ongoing formative assessment underpins all practice. Teachers use mini-whiteboards, hinge questions and quick checks to identify who is secure and who needs further support, allowing timely intervention before misconceptions become embedded. Teaching assistants are deployed strategically, delivering pre-teaching of key vocabulary, reinforcing learning during guided groups and supporting retrieval for pupils who need more overlearning. Flexible grouping is used so that pupils move fluidly based on need, not fixed ability labels, ensuring pupil premium children have full access to high-quality interactions, challenge and adult support. Through this consistent, structured approach, we ensure that high-quality teaching is the primary driver of improved outcomes for all pupils.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

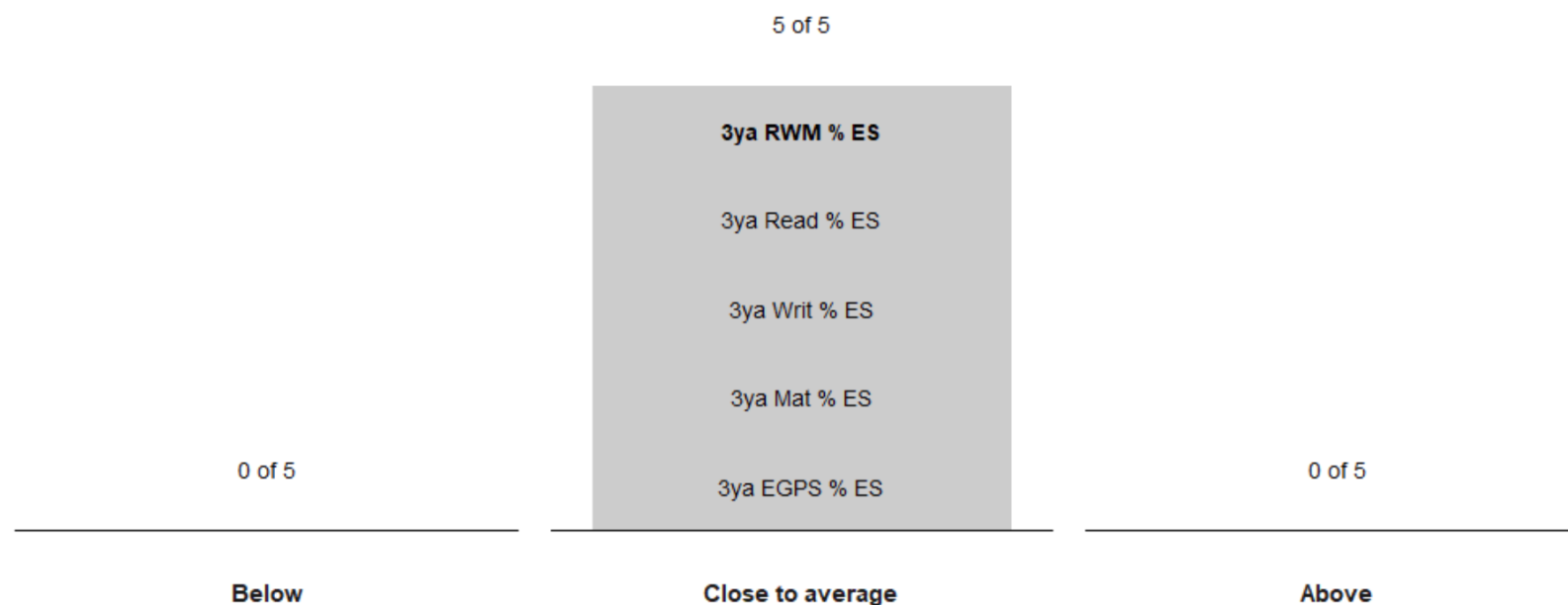
- Parental Engagement increased from 96% of parents connected to Class Dojo to 98% of parents connected over the academic year. This meant that more parents were able to access information from school, including information about classroom learning, school trips, special events and home learning tasks. In addition to this, parents were informed about parenting classes and other useful links, for example, mental health support. (Barrier A & D)
- Parent consultation meetings were conducted in person and were well attended with 89% of parents attending at least one consultation, an increase of 3% from the previous year. In addition to this, a number of workshops were provided for parents, including Reading, Maths, Phonics, Transition, RHE and SATs. These meetings were also well attended. (Barrier A, D & G)
- Subject Leaders received high quality training and support throughout the year and were involved in rigorous monitoring of their subject. As a result, subject leaders had a better understanding of the monitoring process and the need for consistently high expectations within their subject. Throughout the monitoring, it became evident that children could talk confidently and accurately about what they had learnt throughout the year and there was effective coverage of the National Curriculum. (Barrier A, B & G)
- The number of children achieving the expected level in phonics was 88% throughout the year due to interventions. This has remained in line with the previous year.
- Children's use of enhance vocabulary has been evident in Pupil Voice sessions. Children referred to their Knowledge Organisers, Vocabulary Lists and Oracy skills when talking about their learning.
- Children's books show evidence of more ambitious vocabulary being used accurately and within context. (Barrier A, B & G)
- Children requiring support with Social, Emotional and Mental Health were able to access a variety of provision throughout the year, including an Emotional Literacy Support Assistant, Bridge the Gap, Changing Lives and School Mental Health First Aiders. As a result of this, 100% of children stated that they felt safe in school during the most recent survey. 100% of children also stated that if they had a worry or a concern that they knew who they could talk to.
- There were no exclusions and two suspensions recorded in the academic year 2024-25 (Barrier E)
- All children from Year 3 to 6 were given a personal Chromebook that they were able to take home to access learning - 100% of children accessed learning at home. (Barrier A, B, C, F & G)

- All children in Years 3 to 6 had access to a Chromebook and internet access at evenings, weekends and school holidays, ensuring that children could access remote learning. (Barrier A, B, C, F & G)
- The incidents of bullying, racism and negative behaviours decreased compared to 2023-24. (Barrier E)
- Children have received a range of experiences throughout the school year such as: visit to the Peak District; visit to the seaside; visits to museums; visit to see Santa; visit to a wildlife park; residential visit with adventurous activity. (Barrier B and C)

Outcomes 2024-25:

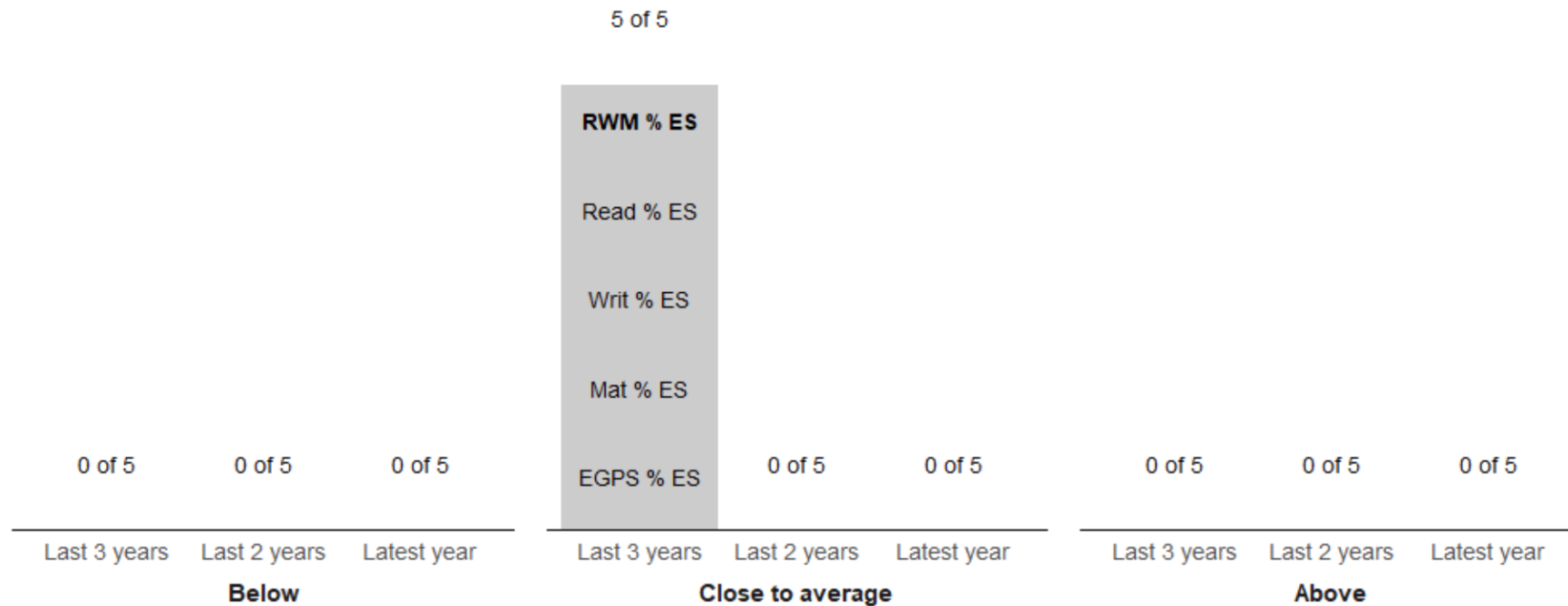
The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The data shows that on average, over an three year period, disadvantaged children at St. James' Junior School are in line with national average in Reading, Writing, Maths, GPS and Reading Writing Maths combined.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	114	-	-



The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The data shows that disadvantaged children at St. James' Junior School are in line with national average in Reading, Writing, Maths, GPS and Reading Writing Maths combined over the last 3 years.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2025	43	High - FSM	-	-	-	-
2024	33	High - FSM	-	-	-	-
2023	38	High - FSM	-	-	-	-



The following data shows the outcomes in Reading, Writing and Maths combined for disadvantaged pupils against those nationally and those children who are non-disadvantaged.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	114	53%	46%	Close to average (non-sig)	68%	-15	Not applicable	Not applicable
2025	43	49%	47%	Close to average (non-sig)	69%	-20	Widening	High - FSM
2024	33	55%	46%	Close to average (non-sig)	67%	-13	Widening	High - FSM
2023	38	55%	44%	Close to average (non-sig)	66%	-11	Not available	High - FSM

The following data shows the outcomes for Reading for disadvantaged pupils against those nationally and those children who are non-disadvantaged.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	115	62%	62%	Close to average (non-sig)	80%	-18	Not applicable	Not applicable
2025	43	65%	63%	Close to average (non-sig)	81%	-16	Narrowing	High - FSM
2024	34	62%	62%	Close to average (non-sig)	80%	-18	Narrowing	High - FSM
2023	38	58%	60%	Close to average (non-sig)	78%	-20	Not available	High - FSM

The following data shows the outcomes for Writing for disadvantaged pupils against those nationally and those children who are non-disadvantaged.

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	114	65%	59%	Close to average (non-sig)	78%	-13	Not applicable	Not applicable
2025	43	65%	59%	Close to average (non-sig)	78%	-13	Widening	High - FSM
2024	33	67%	58%	Close to average (non-sig)	78%	-11	Narrowing	High - FSM
2023	38	63%	58%	Close to average (non-sig)	77%	-14	Not available	High - FSM

The following data shows the outcomes for Maths for disadvantaged pupils against those nationally and those children who are non-disadvantaged.

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	115	63%	60%	Close to average (non-sig)	80%	-17	Not applicable	Not applicable
2025	43	60%	61%	Close to average (non-sig)	81%	-20	Widening	High - FSM
2024	34	62%	59%	Close to average (non-sig)	79%	-18	Widening	High - FSM
2023	38	66%	59%	Close to average (non-sig)	79%	-13	Not available	High - FSM

The following data shows the outcomes for Grammar, Punctuation & Spelling for disadvantaged pupils against those nationally and those children who are non-disadvantaged.

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	115	60%	59%	Close to average (non-sig)	78%	-18	Not applicable	Not applicable
2025	43	60%	60%	Close to average (non-sig)	79%	-18	Widening	High - FSM
2024	34	68%	59%	Close to average (non-sig)	78%	-11	Narrowing	High - FSM
2023	38	53%	59%	Close to average (non-sig)	78%	-26	Not available	High - FSM

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25	49%	47%	Close to average
2023/24	55%	46%	Close to average
2022/23	55%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average
2024/25	65%	63%	Close to average
2023/24	62%	62%	Close to average
2022/23	58%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25	65%	59%	Close to average
2023/24	67%	58%	Close to average
2022/23	63%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25	60%	61%	Close to average
2023/24	62%	59%	Close to average
2022/23	66%	59%	Close to average