

**Ted Wragg** TRUST

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Our Values**

**How will we succeed?**



**Selflessness**

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

**Ambition**

- **work hard**
- **strive** to be even better
- be the **best** we can

**Collaboration**

- build **trust**
- build **strong relationships**
- be **stronger together**



## Our Ted Wragg Standard



## Equity in Education (PP) Strategy Statement – St James School

This statement details our school’s use of Pupil Premium (and Recovery Premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils – known as EiE (Equity in Education) students in our school community.

It outlines our EiE 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 School
Number of pupils in school	996
Proportion (%) of EiE eligible pupils	255
Academic year/years that our current EiE strategy plan covers (3-year plans are recommended)	September 2023 – September 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emily Harper
EiE lead	Caitlin Cornwell
Governor / Trustee lead	Pino Butler

### Funding overview

Detail	Amount
EiE funding allocation this academic year	£9084
Recovery EiE funding allocation this academic year	£0
EiE funding carried forward from previous years	£2900
<b>Total budget for this academic year</b>	<b>£274,125</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: EiE Strategy Plan

### Statement of Intent

St James is a thriving, diverse and ambitious community that is consistently one of the highest performing in the area. We perform so well because from the moment they join us, we ask our pupils to work hard and be kind. These two behaviours epitomise what we think is important for both pupils and staff alike.

Our open-minded, receptive, and kind individuals develop into open-minded, receptive and kind people, who embrace new ideas and change, and who enjoy life and want to explore it by experiencing new things. We empower our students to use their education to be kind and community-minded, to lead happy and healthy lives and to thrive in life's opportunities. At St James School, PP students are known as EiE (Equity in Education) students, as we believe this is a more positive framing that mirrors the ethos and pillars of our school community and mindset.

At the core of our ambitious learning culture is a broad, knowledge-rich curriculum, which is cohesive, cumulative and effectively sequenced. Our curriculum for all pupils is academic, rigorous and challenging, and designed with long-term memory in mind; pupils' knowledge, skills and understanding are cemented by frequent and systematic revisiting.

When making decisions about using EiE pupil funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for EiE children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all"; EiE students are not a homogenous group. We will ensure that all teaching staff are involved in the analysis of data, identification and bespoke intervention of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Network and contributes to the termly review of impact and the sharing of best practice.
- Have a named Governor for EiE.
- Have a costed EiE Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to EiE peer reviews and will also undertake an external review every 3 years.
- Provide funding for EiE to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPIs have a reporting mechanism for EiE analysis.

In addition, we will use the following guiding principles as part of our work in supporting EiE children:

- We understand that excellent attendance is fundamental to pupil success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.
- All staff are aware of the EiE pupils they teach, tutor or champion: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We know that excellent teaching is at the heart of EiE learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations, and a strong knowledge of individuals can and do make a difference to our most vulnerable pupils.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.

- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our mind, we remember that we are powerful advocates: we have a responsibility to ensure that every EiE pupil is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them. Each EiE student at St James has a dedicated champion to advocate on their behalf.
- We develop EiE pupils as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills for them to be successful.
- We build positive relationships with all the families of EiE pupils. We appreciate how timely and consistent contact strengthens the bond between home and school, developing the trust needed to ensure positive communication and, ultimately, outcomes.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for EiE pupils. We have a school community larder, offering fresh and non-perishable produce, built through the generosity of the community and that can be accessed by all.
- We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered. EiE pupils are prioritised for careers advice and work experience, as well as receiving an additional session, to ensure a smooth transition. We develop strong links with universities and businesses to encourage all pupils to broaden their horizons.

## Challenges

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

Challenge Number	Detail of Challenge																																																																																				
1	<p><b>The progress of EIE students compared with their non-EiE peers.</b></p> <p>Educational qualifications are the key to social mobility; the capacity to move out of poverty and other forms of socioeconomic disadvantage. In 2024, this gap between our EIE pupils and their non-EiE peers was -0.45, a huge improvement from -1.24 in 2023. In 2025 we did not have Progress 8 data, so instead used attainment 8 to gauge and assess our gap. Our data now shows that:</p> <ul style="list-style-type: none"> <li>● Overall A8 was 46.83. For EIE students this was 31.51.</li> <li>● In English the attainment score for non-Eie pupils was 9.58 whilst the attainment score for EIE pupils was 6.69.</li> <li>● In Maths for 2024-25, the attainment score for non EIE students was 9.79 and EIE students it was 6.67.</li> <li>● In EBACC subjects there was a gap between EIE and non-EiE students; EIE students accounted for 14% of the cohort. Attainment scores for non-EiE were 14.09 whilst the EIE score was 9.15.</li> <li>● 35.42% of our EIE students achieved 5 GCSE'S grade 4-9 (compared with 65.66% for non-EiE)</li> <li>● 29.17% of our EIE students achieved 5 GCSE'S grade 5-9 (compare with 51.52% for non-EiE)</li> </ul> <p><b>Disadvantaged pupils - Overall A8</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> <th colspan="3">School disadvantaged compared to national non-disadvantaged</th> <th rowspan="2">Year group context</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>National (non dis)</th> <th>Gap</th> <th>Gap Trend</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>38</td> <td>40.1</td> <td>34.6</td> <td>Above (non-sig)</td> <td>50.0</td> <td>-9.9</td> <td>Narrowing</td> <td>High - SEN</td> </tr> <tr> <td>2023</td> <td>58</td> <td>27.2</td> <td>35.0</td> <td>Below (sig-)</td> <td>50.3</td> <td>-23.1</td> <td>Not applicable</td> <td>High - SEN</td> </tr> <tr> <td>2022</td> <td>51</td> <td>42.3</td> <td>37.6</td> <td>Close to average (sig+)</td> <td>52.8</td> <td>-10.4</td> <td>Not available</td> <td>High - SEN</td> </tr> </tbody> </table> <p><b>Disadvantaged pupils - English A8</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> <th colspan="3">School disadvantaged compared to national non-disadvantaged</th> <th rowspan="2">Year group context</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>National (non dis)</th> <th>Gap</th> <th>Gap Trend</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>38</td> <td>8.6</td> <td>7.7</td> <td>Close to average (non-sig)</td> <td>10.6</td> <td>-2.0</td> <td>Narrowing</td> <td>High - SEN</td> </tr> <tr> <td>2023</td> <td>58</td> <td>5.9</td> <td>7.7</td> <td>Below (sig-)</td> <td>10.6</td> <td>-4.7</td> <td>Not applicable</td> <td>High - SEN</td> </tr> <tr> <td>2022</td> <td>51</td> <td>9.7</td> <td>8.3</td> <td>Above (sig+)</td> <td>11.1</td> <td>-1.4</td> <td>Not available</td> <td>High - SEN</td> </tr> </tbody> </table>	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	2024	38	40.1	34.6	Above (non-sig)	50.0	-9.9	Narrowing	High - SEN	2023	58	27.2	35.0	Below (sig-)	50.3	-23.1	Not applicable	High - SEN	2022	51	42.3	37.6	Close to average (sig+)	52.8	-10.4	Not available	High - SEN	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	2024	38	8.6	7.7	Close to average (non-sig)	10.6	-2.0	Narrowing	High - SEN	2023	58	5.9	7.7	Below (sig-)	10.6	-4.7	Not applicable	High - SEN	2022	51	9.7	8.3	Above (sig+)	11.1	-1.4	Not available	High - SEN
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### Disadvantaged pupils - English and mathematics grade 4 plus

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	
2024	38	50.0%	43.4%	Close to average (non-sig)	72.8%	-22.8	Narrowing	High - SEN
2023	58	34.5%	43.4%	Close to average (non-sig)	72.8%	-38.3	Not applicable	High - SEN
2022	51	68.6%	48.4%	Above (sig+)	76.1%	-7.5	Not available	High - SEN

### Disadvantaged pupils - English and mathematics grade 5 plus

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	
2024	38	36.8%	25.8%	Above (non-sig)	53.1%	-16.3	Narrowing	High - SEN
2023	58	17.2%	25.2%	Close to average (non-sig)	52.4%	-35.2	Not applicable	High - SEN
2022	51	41.2%	29.6%	Above (non-sig)	57.0%	-15.8	Not available	High - SEN

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#### Weaker literacy skills.

On average, EiE students have reading age below chronological age on entry causing poorer attainment and progress across the curriculum.

- There remains a significant disparity between EiE and non EiE students who have a SAS of below 85, across the year groups:
  - Year 7: 13% whole population have SAS <85. EiE: 17% (4% difference)
  - Year 8: 18% whole population SAS <85. EiE: 32% (12% difference)
  - Year 9: 12% whole population SAS <85. EiE: 18% (6% difference)
  - Year 10: 10% whole population SAS <85. EiE: 0% (10% difference)
- EiE pupils were overrepresented in literacy groups last year, making up 27% of pupils.
- 16% of EiE students were awarded distinction in the spoken language endorsement; an increase of 10% from last year (6 EiE students out of a total of 47 distinctions overall)
- EiE students are less likely to read for pleasure compared with non-EiE students; only 24% of books taken out of the library last year were from EiE pupils.

3

#### More frequent behaviour difficulties.

Historically EiE pupils have been more likely to receive behaviour points (BPs), spend time in Reset and receive a suspension. This has had an effect on their academic progress and is being tracked to ensure parity between non EiE students and EiE students sanctions and rewards. For the academic year 2024-25::

- Number of permanent exclusions: 0 pupils.

- EiE students account for 23% of the HP awarded; EiE students account for an average of 33% of the BPs given (a sustained decrease of 7% from last academic year)
- EiE students accounted for 39% of the pupils in Reset over the course of 2024-25 – a staggering decrease of 18% from the previous year.
- Number of suspensions per student: 53% of suspensions made during 2024-25 were EiE students, meaning they are over-represented in this category. This is, however, a decrease of 23% from the previous year (190 suspensions, of which 101 were EiE)
- Number of suspensions per student: 76% of suspensions made last year were EiE students. (208 EiE V 344 non-EiE)

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**Attendance issues.**

EiE students are more likely to have attendance below the national average. Additionally, EiE pupils are disproportionately persistently absent from school.

- 41% of persistently absent (under 90%) are EiE
- 51% of severely absent (under 50%) EiE
- Attendance of EiE pupils improved in 2024/25 to 85.3%. This is an increase from 83.6% in 2023/24.

**FSM6 - Persistent absence**

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	277	30.3%	34.5%	Close to average (non-sig)	Sig decrease	High - SEN
2023/24	263	43.0%	42.5%	Close to average (non-sig)	No sig change	High - SEN
2022/23	296	48.3%	43.8%	Close to average (non-sig)	Sig increase	High - SEN

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**Parental engagement and contact with home.**

Relationships have been continuously highlighted as, arguably, the most important element when addressing educational disadvantage in schools. We must connect to reach and impact on the lives of our EiE families.

Year 7 EiE Progress Evening	68%
Year 8 EiE Progress Evening	77%
Year 9 EiE Progress Evening	43%
Year 10 EiE Progress Evening	78%
Year 11 EiE Progress Evening	75%

Of note, Progress Evening attendance for EiE families 2023-24 was an average of 63%.

6

**Accumulation of skills and experiences needed to improve social capital and aspirations.**

EiE students are almost twice as likely to drop out of their post-16 course compared with non-EiE peers. Opportunities to build resilience and skills beyond the classrooms must be ensured for all EiE pupils.

- Eight students applied for the Reach Academy; two of these were EiE (25% EiE representation)
- Our Year 11 student leadership team is made up of 27% EiE pupils. Our Year 10 student leadership team is made up of 32% EiE pupils.
- 50% of our House Captains are EiE.

- In line or above representation of EiE students in theatre opportunities: 24% of the students taken on the English 'An Inspector Calls' trip were EiE; 58% of the 'Switch Up' Youth Crime workshop were EiE; and 25% EiE attendance for the Romeo and Juliet theatre trip.
- EiE students are increasing in representation over our outdoor education pursuits
  - Gold Duke of Edinburgh – 100% EiE
  - Silver Duke of Edinburgh – 9% EiE.
  - Bronze Duke of Edinburgh - 13% EiE.
  - Ten Tors - 18% EiE
  - Jurassic Coast Challenge - 20% EiE
- EiE students are prioritised for the 'highest value' enrichment opportunities (where the school invests more money):
  - 40% EiE in Bike Maintenance.
  - 42% EiE in Latin.
  - 41% EiE in Models and Games.
  - 57% EiE in Swimming.
- 45% EiE in The Rock Project.
- Fewer EiE students are involved in our sporting extra-curricular activities. The table below is reflective of our EiE representation rates:

Sport	2023-24 EiE	2024-25 EiE
Football KS4 boys	33%	28%
Girl's X-Country		20%
Boy's X- Country		7%
Netball	18%	11%
Athletics	15%	24%
Badminton	28%	10%
Basketball KS3	18%	19%
Girl's cricket	26%	14%
Rugby KS3	14%	0%
Table tennis	20%	22%
Girl's football	33%	7%
Dodgeball	31%	19%
Basketball KS4	34%	24%
Football KS3 boys		27%

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**Economic hardship.**

Our school serves an incredibly comprehensive community with some of our families relying on our hardship funds more now than ever; our students fundraise on a half-termly basis to donate to this fund.

- 90% of families accessing the Hardship Fund are EiE.
- FSM families account for 74% of those accessing the fund.
- 74% of the hampers given to the community last year were for EiE families.

8	<p><b>Challenging home life situations.</b></p> <ul style="list-style-type: none"> <li>• 100% of our pupils under Child Protection (CP) were EiE pupils.</li> <li>• 89% of Children In Need (CIN) last academic year were EiE pupils.</li> <li>• 65% of pupils in receipt of Early Help (EH) last academic year were EiE pupils.</li> <li>• 100% of CIC (Children in Care) are in receipt of EiE funding.</li> </ul>
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### Intended Outcomes and Review

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>To average attainment and progress between EiE pupils and their non-EiE peers by 2026.</p>	<p>The gap will continue to narrow between our EiE and non EiE students whilst EiE pupils attainment consistently rises.</p> <p>45% of our EiE pupils will achieve a grade 9-4 in English and Maths in 2026 seeing a raise in attainment of over 10%.</p> <p>35% of our EiE pupils will achieve a grade 9-5 in English and Maths in 2026 seeing a raise in attainment of over 10%.</p> <p>45%+ of EiE pupils will achieve a grade 5+ in English Language, seeing a raise in attainment by 2026.</p> <p>55%+ of EiE pupils will achieve a grade 4+ in English Language, seeing a raise in attainment by 2026.</p> <p>40%+ of EiE pupils will achieve a grade 5+ in Maths seeing a raise in attainment of over 10% by 2026.</p> <p>60% of EiE pupils achieve a grade 4+ in Maths, seeing a raise in attainment of over 10% by 2026.</p> <p>Reduce the progress gap between EiE and non-EiE pupils to below national average by 2026.</p> <p>There will be at least a proportionate number of pupils in receipt of EiE undertaking the EBACC by 2026.</p>

	<p>Across the Open Bucket subjects, the EiE gap will reduce to below that of national average between PP and non-EiE pupils by 2026.</p>
<p>Improve oracy and literacy skills.</p>	<p>The number of EiE pupils achieving the higher grades (distinction and merit) in the Spoken Language Endorsement will increase in line with non-EiE peers. Book looks across the year groups will show that EiE students are using academic sentence starters, or as appropriate for higher level.</p> <p>EiE pupils who are part of the Literacy Intervention Pathway will improve their SAS (Standardised Assessment Score) in line with their chronological age.</p> <p>There will be an increase in the number of EiE pupils taking books from the library to read for pleasure.</p> <p>All pupils will read at least three books per year in Canon</p>
<p>Improve behaviour.</p>	<p>We will continue to see a reduction in behaviour points for pupils in receipt of EiE.</p> <p>We will also maintain the trajectory of an overall reduction in Resets/recovery time for pupils in receipt of EiE.</p> <p>We will continue to see a reduction in suspensions for pupils in receipt of EiE.</p> <p>There will continue with the reduction of EiE pupils being permanently excluded from school. We have not had an EiE pupil permanently excluded in the last 3 years.</p>
<p>Improve attendance.</p>	<p>Persistent absence for EiE students will reduce.</p> <p>EiE attendance will continue to improve, with an aim to meet that of national average(88.2%).</p>
<p>Improve parental engagement and contact with home.</p>	<p>The number of parents of pupils eligible for EiE attending Progress Evenings will be in line with their peers who are not in receipt of EiE.</p> <p>Families of all EiE students will be contacted half termly as a minimum, with close monitoring to ensure parity.</p> <p>There will be an increase in attendance at the 'Family Support Evenings' for EiE pupils, in line with non-EiE families.</p>

<p>Facilitate the accumulation of skills and experiences needed to improve social capital and aspirations.</p>	<p>There will be an increase of a third in the amount of participation in exercise for our EiE pupils through our elective programme.</p> <p>There will be an increase in the amount of participation in exercise for our EiE pupils through extra-curricular clubs, reflective of the EiE population</p> <p>The number of EiE pupils participating in the DofE Award Scheme will be 24%, reflective of the EiE student population.</p> <p>The number of EiE pupils undertaking the Ten Tors challenge will be 24%, reflective of the EiE student population.</p> <p>Every EiE pupil will take part in at least one elective activity per week, in line with non-EiE students.</p> <p>Every EiE pupil will attend at least 1 educational off-site visit each year, in line with non-EiE students.</p> <p>Every EiE student in Year 7-10 will have at least one meaningful encounter with an employer every year.</p> <p>There will be at least a proportionate number of pupils in receipt of EiE in leadership positions.</p> <p>Every pupil will be given a KS4 Careers appointment, with EiE and SEND pupils being prioritised. Pupils identified as needing further support will receive a follow-up appointment to ensure clarity and consistency of chosen pathway.</p> <p>At least 70% of those entitled to EiE will attend a high-quality work experience placement; those remaining in school will participate in employer workshops.</p>
<p>Tackling economic hardship.</p>	<p>All families of EiE pupils will be contacted regarding the Household Support Fund.</p> <p>EiE pupils in need of additional funding will be given money from the school's Hardship Fund.</p> <p>Food poverty will decrease, demonstrated by delivering of hampers, use of the on-site Community Larder.</p> <p>EiE pupils will be given free stationary and revision guides, with uptake monitored and highlighted to those not partaking.</p> <p>Fully funded places for the DofE Award Scheme will be allocated to EiE pupils via a scholarship programme.</p>
<p>Supporting challenging home life situations.</p>	<p>EiE pupils with complex family situations will be supported through Early Help and will meet at least three times each academic year.</p> <p>Mental health support will be available through more avenues: the mentoring programme, CBT referrals and anger management.</p> <p>Pupil Passports created for EiE pupils, reviewed termly in order to remove barriers to learning.</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.

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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Intended Outcome	Success Criteria	2023 -2024	2024 -2025	2025 -2026
<b>To average attainment and progress between EiE pupils and their non-EiE peers by 2026</b>	Ensure that 45%+ of EiE pupils achieve a grade 5+ in English Language, seeing a raise in attainment by 2026.			
	Ensure that 40%+ of EiE pupils achieve a grade 5+ in Maths, seeing a raise in attainment of over 10% by 2026.			
	Ensure 55%+ of EiE pupils achieve a grade 4+ in English Language, seeing a raise in attainment of over 10% by 2026.			
	Ensure 60% of EiE pupils achieve a grade 4+ in Maths, seeing a raise in attainment of over 10% by 2026.			
	Reduce the progress gap between EiE and non-EiE pupils to below national average by 2026.			
	There will be at least a proportionate number of pupils in receipt of EiE undertaking the EBACC by 2026.			
	Across the Open Bucket subjects, the EiE gap will reduce to 0 between EiE and non-EiE pupils by 2026.			
<b>Improve literacy skills.</b>	The number of pupils achieving the higher grades (distinction and merit) in the Spoken Language Endorsement will increase in line with non-EiE peers.			
	Book looks show that EiE students are using academic sentence starters, or as appropriate for higher level.			
	EiE pupils who are part of the Literacy Intervention Pathway will improve their SAS (Standardised Assessment Score) in line with their chronological age.			
	EiE pupils who take part in the University of Exeter tutoring programme will demonstrate improvement in their end of course test.			

	There will be an increase in the number of EIE pupils taking books from the library to read for pleasure.			
	All pupils will read at least 3 books per year in Canon.			
<b>Improve behaviour.</b>	There will be a reduction in behaviour points for pupils in receipt of EIE.			
	There will be a reduction in Resets for pupils in receipt of EIE.			
	There will be a reduction in suspensions for pupils in receipt of EIE.			
	There will be a reduction in the number of EIE pupils permanently excluded from school.			
<b>Improve attendance.</b>	Persistent absence for EIE students will reduce.			
	Overall EIE attendance will continue to improve each year.			
<b>Improve parental engagement and contact with home.</b>	The number of EIE families attending parent/carer evenings will be in line with their peers who are not in receipt of EIE.			
	Families of all EIE students will be contacted termly as a minimum, with close monitoring to ensure parity.			
	There will be an increase in attendance at the 'Family Support Evenings' for EIE pupils.			
<b>Facilitate the accumulation of skills and experiences needed to improve social capital and aspirations.</b>	There will be an increase of a third in the amount of participation in exercise for our EIE pupils through our elective programme.			
	There will be an increase in the amount of participation sport team representation for our EIE pupils			
	The number of EIE participating in the DofE Award will be 24%, reflective of the EIE student population.			
	The number of EIE pupils undertaking the Ten Tors challenge will be 24%, reflective of the EIE student population.			

	Every Year 7 – 10 EiE pupil will take part in at least one elective activity per week, in line with non-EiE students.			
	Every Year 7 – 10 EiE pupil will attend at least 1 educational off-site visit each year, in line with non-EiE students.			
	Every Year 7 – 10 EiE student will have at least one meaningful encounter with an employer every year they are at school.			
	At least 70% of those entitled to EiE funding will attend a high-quality work experience placement; those remaining in school will participate in employer workshops.			
	Every pupil will be given a KS4 Careers appointment, with a follow-up appointment for any EiE pupils identified as needing more support. This will ensure clarity and consistency of chosen pathway.			
	There will be at least a proportionate number of pupils in receipt of EiE in leadership positions.			
	EiE pupils will have the opportunity to have lessons and graded examinations in a musical instrument.			
<b>Tackling economic hardship.</b>	All families of EiE pupils will be contacted regarding the Household Support Fund.			
	EiE pupils in need of additional funding will be given money from the school's Hardship Fund.			
	Food poverty will decrease through the Community Larder and parents using the booking system.			
	EiE pupils will be given free stationary and revision guides, with uptake monitored and highlighted to those not partaking.			
	Fully funded places for the DofE Award Scheme will be allocated to EiE pupils via a scholarship programme.			
<b>Supporting challenging home life situations.</b>	EiE pupils with complex family situations will be supported through Early Help and will meet at least three times each academic year.			
	Various mental health support will be available: mentoring programme, CBT referrals and anger management.			
	Pupil Passports created for EiE pupils who are CP, reviewed termly in order to remove barriers to learning.			

## 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

**Budgeted cost: £137,062.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental coaching programme of teacher development.	High-quality teaching is sustained by ensuring professional development remains embedded in our everyday practice. Our use of incremental coaching is a key driver of teacher growth based on a cycle of one to one observation and feedback, as advocated by Paul Bambrick-Santoyo in 'Leverage Leadership'	1, 3
Innovative and robust Teaching and Learning model.	Our model of teaching and learning has been informed by the Great Teaching Toolkit (2020) by Rob Coe et al, published by Evidence Based Education. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the WALKTHRU series to ensure that we have a shared pedagogical understanding and practice.	1, 3
A targeted additional literacy curriculum	Myhill (2012) showed grammar in context teaching improved test scores: 'a simple two-sample t-test suggests a highly significant ( $p < 0.001$ ) positive effect size of 5.11 percentage marks for the intervention in terms of improvement in writing attainment.' The EEF found that reading comprehension strategies have a 'high average impact of 6 months additional progression over the course of a year.' The EEF found that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific need. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 3
Cyclical assessment and feedback week model.	Roediger et al state that 'regular retrieval practice is important, because active retrieval aids later retention. Testing will also identify gaps in knowledge, lead to more learning on the next study session and produce better organisation of knowledge. Ebbinghaus' model of the forgetting curve demonstrates that active recall is an effective means of retaining long term knowledge. Sweller's cognitive load theory has implications for learning materials which must, if they are to be effective, keep cognitive load of learners at a minimum during the learning process.	1, 2
Investment in Canon	Developing students' ability to read complex academic texts' is one of the key strands of the EEF's <i>Improving Literacy in Secondary Schools</i> . Reading strategies such as activating prior knowledge, prediction, and questioning can strengthen students' comprehension.  Our school canon enhances reading skills through a range of culturally diverse and thought-provoking texts, creating a shared experience and	1, 2

	<p>building cultural capital: <i>'Schools can re-create this idea that we are going to set up our own standards of greatness: an internal canon that serves our school community.'</i> (Lemov, 2021). Furthermore, in 2024 the Children's and Young Person's Reading Report stated that only 1 in 3 young people enjoyed reading in their spare time. Through our daily focus on reading and by removing barriers to literacy, we are working to change this for our students and foster a genuine love of reading.</p>	
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## Targeted academic support

**Budgeted cost: £68,531.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use Lexia Literacy as a targeted intervention.	Based on the strength of existing studies, Lexia’s large user base across England and a strong alignment to their guidance reports on improving Literacy, the EEF identified Lexia as a promising program to investigate and are currently evaluating its effectiveness in 50+ primary schools.  Lexia UK sent various datasets in 2007 and again in 2012. Three studies (Norfolk, York, Cumbria) were based on the computer-installed system. Norfolk and York showed useful to substantial gains in comprehension, Cumbria demonstrated useful gains in reading accuracy, and York and Cumbria showed useful gains in spelling. A project in Darlington using the web-based system showed a useful gain in reading	1, 2
All pupils will take the NGRT 3 times per academic year.	The EEF found that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.	1, 2
A daily Homework Club for 1.5 hours after school each day led by trained staff.	The EEF found that programmes which extend school time have a positive impact on average. Before and after programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1, 2
Targeted support delivered by trained Teaching Assistants.	The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.	1, 2

Budgeted cost: £68,531.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Manager.	<p>The EEF found that the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Evidence from the EEF suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills, which can lead to poorer mental health and lower academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Furthermore, Rowland (2021) highlighted a relational approach as the greatest tool schools can use to 'connect with pupils and families on an individual basis in order to understand their context.'</p>	3, 4, 5, 7, 8
School Mentor– Delivering Early Help and counselling as well as signposting wider interventions.	<p>The EEF found that mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds.</p> <p>Marc Rowland (2021) stated 'the most effective approaches to tackling disadvantage are not about big interventions but countless small interactions, discussions and individual moments that create a sense of belonging', with our School Mentor being the front line of this intervention.</p>	4, 5, 7, 8
Re-engagement Hub	<p>The EEF acknowledges that universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended.</p> <p>The behaviour or learning conceptual framework adapted from Powell and Tod 2004, recognises the need for three learning elements, if a student is to be successful: increasing engagement, improving access and ensuring participation.</p>	3, 4, 5, 6
Electives: Compulsory enrichment for 1 ½ hours each week: creativity, activity & service.	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills are more important in determining life chances.</p> <p>Darling-Hammond, Linda; Cook-Harvey, Channa M. 2018) stated that 'effective learning depends on rich, hands-on learning experiences and explicit integration of social, emotional, and academic skills' whilst David Schoem, Christine Modey, Edward P. St. John (2023) went so far as to suggest 'educational outcomes include deep learning, individual well-being and academic success that extends to all students, including those who are usually underrepresented in educational achievement'.</p>	4, 6
Breakfast Club.	<p>In the 2022 impact report from the government backed National School Breakfast Programme, breakfast clubs have far-reaching benefits for pupils. Of the Headteachers surveyed, 99% said they felt the readiness to learn of their students improved, whilst 93% said they felt the social skills of their</p>	4, 7

	students improved as a result of the breakfast club. Anecdotally, Headteachers reported that punctuality across KS3 increased as a result of the provision.	
Targeted use of external providers who help pupils to remain in mainstream education.	The EEF acknowledge that some pupils require more specialist support to help manage their self-regulation or social and emotional skills; it is at pains to emphasise the need for quality and timely provision for these students. Research from the EEF discovered that the average impact of behaviour interventions is four additional months progress over the course of a year. This was particularly the case when considering off-site community provision, which was highlighted as having a particularly positive impact on pupils returning to mainstream education.	6, 7
All pupils receive high quality careers advice.	The EEF found that 'young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need'. The EEF looked at a number of studies and 60% of these provided largely positive findings of educational outcomes, 67% provided evidence of positive economic outcomes and 62% of these provided evidences of positive social outcomes.	6
A school minibus.	Research for The Social Mobility Commission by the University of Bath has reported that household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extracurricular activities, but especially music and sport. The Ofsted framework has identified three barriers to participation in extra – curricular activities: <ul style="list-style-type: none"> <li>• The direct cost of an activity and /or the associated costs of equipment or transport.</li> <li>• Difficulties managing family logistics (timings and schedules)</li> </ul> Concerns about physical safety of children travelling unaccompanied from school to another venue	4, 6, 7
Home Liaison Officer.	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. 'Improving Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.	4, 5, 8
Careers South West.	Sim, Dr A-M and Major, Professor L. (2022) in 'Social Mobility in the South West: Levelling up through Education' cited 'a low skill equilibrium for young workers...of low-wage, part-time, casual and seasonal work and offer poor opportunities for progression' in the Devon area, highlighting the need for aspirational and supported transition work.	6

**Total budgeted cost: £**

## Part B: Review of Outcomes in the Previous Academic Year

### EiE Strategy Outcomes

This details the impact that our EiE activity had on pupils in the 2024 to 2025 academic year.

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

The data demonstrated that the gap between EiE and non-EiE pupils overall remains. Our Attainment 8 scores show that 23% of our EiE Pupils achieved 5+ in English and Maths and 38% achieved 4+ in English and maths. 53% of non EiE pupils achieved 5+ English and Maths and achieved 69% 4+ English and Maths. Of 122 EBacc entries, 17 of these were EiE students. 9 of these students achieved a standard pass. 4 EiE students achieved a strong pass. 2 of the students entered were EiE+ (Both PP and SEN), 1 of these students achieved a standard pass.

To help us gauge the performance of our EiE pupils, we compared their 2025 results to those for EiE and non-EiE pupils at national and local level and to results achieved by our non-EiE pupils.

The data demonstrates that there remains a gap between our EiE pupils and our non-EiE pupils; this gap has increased slightly following a period of improvement. The gap was -1.24 in 2023-24 and -0.45 in 2024-25. The disparity had decreased between EiE and non-EiE pupils previously. We have credited our initial reduction as the result of having a robust three-stranded approach, encompassing high quality teaching, targeted intervention and wider strategies. New initiatives have included a whole school focus on raising the visibility of EiE students through staff briefings and our pupil passport and staff champion scheme, using whole staff CPD as a mechanism to raise awareness of EiE students and ensure pedagogy best reflects effective strategies for supporting EiE students in the classroom, establishing an on-site community larder, and having a greater focus on bringing our EiE families into school to build those important foundations of trust and confidence (coffee mornings, English and maths information evenings (Y11), COG [Community Opportunities Group] events). These initiatives are still embedding and have been designed with long term impact in mind. We recognise we are investing in long term strategies that take time to embed and sustainably raise attainment for all EiE pupils.

Furthermore, we have drawn on school data and observations to assess wider issues that continue to impact on the performance of our EiE students including attendance, behaviour and wellbeing. Attendance, in line with the national picture, remains under pre-Covid levels for EiE students however 2023-24 saw the gap closing between EiE and non-EiE groups, moving from 5% to 4% to 1% across the terms. In 2024-25 we saw a decline in EiE attendance towards the final term.

Exclusions for EiE students continue to decrease (a reduction from 208 in 23/24 to 117 in 24/25). This equated to a significant reduction from 134 days lost to 77.5 days lost. EiE students remain over-represented in the number of behaviour points and lesson removals. However, this still shows a reduction over time. No student has been PEXed from St James for the last three academic years.

Students are well represented across the student leadership teams and this has increased consistently over the last two academic years. 50% of our House captains are EiE students and there is positive representation in many of the school sport teams. Representation is growing in outdoor education opportunities and our scholarship program has now begun supporting EiE students to participate both in Ten Tors and The Duke of Edinburgh awards. Representation in extracurricular clubs and outdoor learning remains a focus for staff leading these groups and support for this engagement is being encouraged via our EiE champions program.

We are committed to raising the attainment of our EiE pupils and by continuing to address the performance gap between EiE and non EiE students we will continue to make strong progress toward the intended outcomes for September 2026.

To do this we have identified the following areas of focus for the coming academic year (2025-2026):

- Continue to embed incremental coaching as a mechanism to improve teaching and learning for EiE students and continuously strengthen classroom practice.
- Expand the use of our literacy interventions (Sparx reader, NGRT, Lexia and phonics), ensuring these are supported by robust cyclical assessments to accelerate reading progress for EiE students.
- Continue to improve attendance by deepening our work with families and the community through strengthened communications, home delivery of FSM and increase access to the community larder.
- Implement a rigorous quality assurance process to ensure pupil passports for EiE students are effective.
- In order to fully assess the effectiveness of these strategies, more rigorous data analysis will be completed following each assessment period (Autumn, Spring and Summer) and to assess the effectiveness of each intervention initiative. Additionally, more robust tracking of academic and pastoral interventions alongside extra-curricular involvement will ensure we have a clear understanding of the offer each EiE student is receiving, leading to greater EiE representation.
- We will continue to invest in specialised and timely intervention for those EiE students who are struggling in their lessons, always with a view to them re-joining the right aspirational academic pathway when it is time. Our EiE lead will work with the pastoral and inclusion team to ensure the appropriate curriculum and pastoral interventions are identified early and students are supported to re-join school having experienced reintegration support.
- Our Personal Development program is a strength and we are ensuring our EiE pupils benefit fully from this through additional well-timed careers appointments (with Exeter College) and high-quality work experience placements. We are also building aspirations early through our careers in context programme, ensuring all students are receiving information about careers opportunities throughout Y7 – 11.

## 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
Sparx Reader	Sparx
Sparx Maths	Sparx
Sparx Science	Sparx
Lexia	Lexia
Little Wandle	Little Wandle. (No cost. Pilot school)
Educake	Educake
NGRT (New Group Reading Test)	GL Assessment
Chances (Dawlish)	SPACE
Torland's Medical Provision	Wave Multi Academy Trust
SupportEd	SupportEd
Nature's Challenge	Nature's Challenge CIC
South West Intervention Service	South West Intervention Service
Team Educate	Team Educate
121 Mentors	121 Mentors
Kerboodle	Oxford University Press
Quizlet	Quizlet Inc
Up Learn	Up Learn Ltd

TES	TES Global
Mathsbox	Mathsbox Ltd
PiXL	The PiXL Club
Exampro	AQA
Lablogger	Room 40 Ltd
PE Scholar	PE Scholar
Twinkl	Twinkl Global HQ
Acorn	Acorn Alternative Provision
SWAP	South West Alternative Provision
Exam Wizard	Pearson
Springboard Science	Hachette Learning
Academy 21	Academy 21

### Service EiE Funding

We have no service children on roll at present (December 2025).

### Further Information (optional)

Additional initiatives we are currently engaging in to support our EiE pupils include the Community Exe Programme run by Exeter University. We currently have 13 EiE pupils involved in their pilot. Alongside this St James is also involved in the Equity Score card pilot with Exeter University. We completed phase one in 24/25.