

**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**



## Pupil Premium (EiE) Strategy Statement – St James School

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 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	981
Proportion (%) of EiE eligible pupils	270 (27.5%)
Academic year/years that our current EiE strategy plan covers (3-year plans are recommended)	September 2023 – September 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emily Harper
EiE lead	Sarah Lasker
Governor / Trustee lead	Pino Butler

### Funding overview

Detail	Amount
EiE funding allocation this academic year	£284,025
Recovery EiE funding allocation this academic year	£0
EiE funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£284,025

## 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.

We ensure that all of our pupils are empowered and enjoy a full range of experiences and opportunities whilst they are at St James. Our focussed and thoughtful classrooms enable them to 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 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 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 KPI's 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 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 minds 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 in order 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 smooth transition. We develop strong links with universities and businesses in order 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. Although pleased the gap is narrowing, we recognise that we must close this gap to ensure the greatest parity for our learners.</p> <ul style="list-style-type: none"> <li>• The gap between EiE and non-EiE pupils in English Language is -0.49.</li> <li>• In Maths for 2023-24, the progress gap between EiE and non-EiE students was -0.7</li> <li>• In EBACC subjects there was an overall difference of -1.12 between EiE and non-EiE students; EiE students accounted for 17% of the cohort.</li> <li>• In the Open Bucket subjects last academic year, there was a -0.131 difference in the progress between EiE and non-EiE pupils.</li> </ul>
2	<p><b>Weaker literacy skills.</b></p> <p>On average, EiE students have reading age below chronological age on entry causing poorer attainment and progress across the curriculum.</p> <ul style="list-style-type: none"> <li>• 21% of pupils who have a standardised reading score of below 85 are EiE pupils, compared to 14% of non-EiE students.</li> <li>• EiE pupils were over represented in literacy groups last year making up 37% of pupils.</li> <li>• Proportionally fewer pupils achieved a distinction in the spoken language endorsement last academic year: 6% of EiE students were awarded distinction, in comparison to 23% of non EiE students.</li> <li>• EiE students are less likely to read for pleasure compared with non-EiE students; only 11% of books taken out of the library last year were from EiE pupils.</li> </ul>
3	<p><b>More frequent behaviour difficulties.</b></p> <p>More frequent behaviour difficulties. EiE pupils are more likely to receive behaviour points (BPs), spend time in Reset and receive a suspension. This has an effect on their academic progress. For the academic year 2023-24:</p> <ul style="list-style-type: none"> <li>• Number of suspensions per student: 76% of suspensions made last year were EiE students. (208 EiE V 344 non-EiE)</li> <li>• Number of permanent exclusions: 0 pupils.</li> <li>• EiE students account for 24% of the HP awards; EiE students account for an average of 40% of the BPs given.</li> <li>• EiE students accounted for 57% of the pupils in Reset over the course of 2023-24.</li> </ul>
4	<p><b>Attendance issues.</b></p> <p>EiE students are more likely to have attendance below the national average. Additionally, EiE pupils are disproportionately persistently absent from school.</p> <ul style="list-style-type: none"> <li>• 59% of severely absent (under 50%) EiE</li> <li>• 47% of persistently absent (under 90%) are EiE</li> </ul>
5	<p><b>Parental engagement and contact with home.</b></p> <p>Relationships have been continuously highlighted as, arguably, the most important element when addressing educational disadvantage in schools. We must connect in order to reach and impact the lives of our EiE families.</p>

	<ul style="list-style-type: none"> <li>● Progress evening attendance – 63% of EiE families attended Progress Evenings last year, with year 7 having the greatest turnout (69%) and year 9 the lowest (57%)</li> </ul>
6	<p><b>Accumulation of skills and experiences needed to improve social capital and aspirations.</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>● Eight students applied for the Reach Academy; three of these were EiE PP. Six students were accepted for the Reach Academy; two of these were EiE (33% EiE representation)</li> <li>● EiE pupils account for 22% of the Student Leadership team, which is a slight under-representation of our EiE population. In Year 10, 44% of the student leadership team is EiE.</li> <li>● 50% of our House Captains are EiE.</li> <li>● Other areas of successful EiE representation included: <ul style="list-style-type: none"> <li>○ Electives program (Physical, Community and Creative) 100%</li> <li>○ Ten Tors: 25%</li> <li>○ Lego Robotics competition: 26%</li> <li>○ Rome trip (Oct 24): 33%</li> <li>○ Boy’s football team: 33%</li> <li>○ Badminton team: 28%</li> <li>○ KS3 basketball team: 34%</li> <li>○ Girl’s cricket team: 26%</li> <li>○ Girl’s football team: 33%</li> <li>○ Dodgeball team: 31%</li> </ul> </li> <li>● Significantly far fewer EiE students undertake the Duke of Edinburgh Award Scheme.</li> <li>● Fewer EiE students are involved in other areas of extra-curricular activities.</li> </ul>
7	<p><b>Economic hardship.</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>● 90% of families accessing the Hardship Fund are EiE.</li> <li>● FSM families account for 80% of those accessing the fund.</li> <li>● 72% of the hampers given to the community last year were for EiE families.</li> <li>● In 2023-24, 23% of our FSM students are long term under-resourced (80% of their life on FSM)</li> </ul>
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 PP pupils.</li> <li>● 76% of Children In Need (CIN) last academic year were PP pupils.</li> <li>● 68% of pupils in receipt of Early Help (EH) last academic year were PP pupils.</li> <li>● 86% of CIC (Children in Care) are in receipt of PP funding.</li> </ul>
9	<p><b>School experience of EiE students compared with their non-EiE counterparts.</b></p> <p><b>EiE students highlighted the following areas as successes in their school life, in line with non-EiE student feedback:</b></p> <ul style="list-style-type: none"> <li>● It is easy to seek support from staff.</li> <li>● That learning builds on their previous knowledge.</li> <li>● Teachers expect them to review their work.</li> <li>● Behaviour expectations are clear.</li> <li>● They feel safe in class.</li> </ul>

- The overwhelming majority (91%) would report sexual harassment.

**EiE students highlighted the following areas as areas for improvement, scoring between -7% and -13% difference between them and their non-EiE counterparts:**

- How clearly teachers explain the work
- How confident they feel studying independently
- How well they feel physically and mentally
- How often they behave well in class
- If they felt their teachers treat them fairly
- Participation in extracurricular activities



## 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>60%+ of EiE pupils will achieve a grade 5+ in English Language, in line with their non-EiE peers by 2026.</p> <p>60%+ of EiE pupils will achieve a grade 5+ in Maths, in line with their non-EiE peers by 2026.</p> <p>80%+ of EiE pupils will achieve a grade 4+ in English Language, in line with their non-EiE peers by 2026.</p> <p>80% of EiE pupils achieve a grade 4+ in Maths, in line with their non-EiE peers by 2026.</p> <p>Reduce the progress gap between EiE and non-EiE pupils to 0 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 0 between PP and non-EiE pupils by 2026.</p> <p>Continued embedding of EiE T&amp;L strategies, delivered to staff via regular CPD opportunities and QA.</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.</p> <p>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>EiE pupils who take part in the University of Exeter tutoring programme will demonstrate improvement in their end of course test.</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>There will be a reduction in behaviour points for pupils in receipt of EiE.</p> <p>There will be a reduction in Resets for pupils in receipt of EiE.</p> <p>There will be a reduction in suspensions for pupils in receipt of EiE.</p> <p>There will be a reduction in the number of EiE pupils permanently excluded from school.</p>
<p>Improve attendance.</p>	<p>Persistent absence for EiE students will reduce.</p> <p>Overall EiE attendance will be above national (92.8%)</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 26%, reflective of the EiE student population.</p> <p>The number of EiE pupils undertaking the Ten Tors challenge will be 26%, 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 will have at least one meaningful encounter with an employer every year they are at school.</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 a follow-up appointment for all EiE pupils 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 60%+ of EiE pupils achieve a grade 5+ in English Language, in line with their non-EiE peers by 2026.			
	Ensure that 60%+ of EiE pupils achieve a grade 5+ in Maths, in line with their non-EiE peers by 2026.			
	Ensure 80%+ of EiE pupils achieve a grade 4+ in English Language, in line with their non-EiE peers by 2026.			
	Ensure 80% of EiE pupils achieve a grade 4+ in Maths, in line with their non-EiE peers by 2026.			
	Reduce the progress gap between EiE and non-EiE pupils to 0 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 be above national (92.8%)			
<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, in line with non-EiE families.			
<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 EiE pupil will take part in at least one elective activity per week, in line with non-EiE students.			
	Every EiE pupil will attend at least 1 educational off-site visit each year, in line with non-EiE students.			
	Every 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 all EiE pupils to 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: £142,012**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental coaching programme of teacher development.	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in 'Leverage Leadership' by Paul Bambrick-Santoyo.	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	<p>Myhill (2012) showed grammar in context teaching improved test scores: 'a simple two-sample t-test suggests a highly significant (<math>p &lt; 0.001</math>) positive effect size of 5.11 percentage marks for the intervention in terms of improvement in writing attainment.'</p> <p>The EEF found that reading comprehension strategies have a 'high average impact of 6 months additional progression over the course of a year.'</p> <p>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.</p>	1, 2, 3
Cyclical assessment and feedback week model.	<p>Roediger et al state that 'regular retrieval practice is important, because active retrieval aids later retention.</p> <p>Testing will also identify gaps in knowledge, lead to more learning on the next study session and produce better organisation of knowledge.</p> <p>Ebbinghaus' model of the forgetting curve demonstrates that active recall is an effective means of retaining long term knowledge.</p> <p>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.</p>	1, 2
Investment in Canon	<p>'Developing students' ability to read complex academic texts' is one of the key strands of the EEF's 'Improving Literacy in Secondary Schools'. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students comprehension.</p> <p>A school's canon enhances students' reading skills through a range of culturally diverse and thought-provoking texts, ultimately creating a sense of shared experience and cultural capital: 'Schools can re-create this idea</p>	1, 2

	<p>that we are going to set up our own standards of greatness: an internal canon that serves our school community.’ (Lemov, 2021). Furthermore, in 2024 the Children’s and Young Person’s Reading Report, stated that only 1 in 3 enjoyed reading in their spare time. We must tackle barriers to reading in order to change this for our young people.</p>	
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## Targeted academic support

**Budgeted cost: £71,006**

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



## Wider strategies

Budgeted cost: £71,006

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: £284,025**

## 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 2023 to 2024 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 was -0.45. In English Language, the gap between EiE and non-EiE pupils was -0.49 and in maths for 2023-24 the progress gap was -0.7. In EBACC subjects there was an overall difference of -1.12 between EiE and non-EiE students; EiE students accounted for 17% of the cohort. In the Open Bucket subjects last academic year, there was a -0.131 difference in the progress between EiE and non-EiE pupils.

To help us gauge the performance of our EiE pupils, we compared their 2024 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; however, this gap has improved significantly from the previous year where there was a -1.24 disparity between EiE and non-EiE pupils. We credit this reduction by 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 students through targeting teaching and learning strategies, launching the EiE Pupil Passport system, establishing an on-site community larder, an acute awareness of EiE representation across the school community and a greater focus on bringing our EiE families into school to build those important foundations of trust and confidence (coffee mornings, English and maths evenings, COG [Community Opportunities Group] events)

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 last year saw the group closing between EiE and non-EiE groups moving from 5% to 4% to 1% across the terms. EiE students saw a decrease in the number of exclusions they received throughout the year (reduced by 14% in the final term) however EiE students received an increasingly number of Resets as the year progressed and they remain over-represented in the number of BPs awarded (40% whilst making up only 26%). No student was PEXed from St James last academic year. Students are well represented across the leadership teams, many of the sport teams and cultural opportunities, such as the English theatre trip and Latin trip to Rome. Students remain underrepresented in extracurricular clubs and outdoor learning.

Based on all the information above, we are proud of the performance of our EiE pupils this past academic year and if we continue to address the disparity between EiE and non EiE performances, we will achieve the outcomes we set out to achieve by September 2026, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to embed the core teaching cornerstones of incremental coaching alongside EiE T&L strategies, timely literacy intervention (Sparx Reader, NGRT, Lexia) and robust cyclical assessments, but that these must be underpinned by a stronger focus on raising attendance and by strengthening work within the community (positive communication tracking/FSM home delivery with personalised notes/St James Community Food Larder). The EiE Pupil Passport system must continue to flourish and quality assured. In order to fully appreciate the effectiveness of these strategies, more vigorous data collection must take place of EiE students across academic subjects, interventions and activities; we must ensure parity of representation. We must 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 Personal Development program is strong and we need to make sure our EiE pupils get the most out of this by having double careers appointments and powerful works experience placements.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## 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
Pinpoint Learning	Pinpoint Learning 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
Active Learn	Pearson

**Service EIE Funding**

We have no service children on roll at present (October 2024)

**Further Information (optional)**

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