

Pupil Premium Strategy Update for St James CE Primary School 2026-2027



PPG Lead – Miss F Brady PPG Governor – Mr P Adnitt

1. Summary Information

School	St James CE Primary School, Regent Street, Haslingden, BB4 5HQ				
Academic Year	2026-2027	Total PPG budget 26-27	£112,940	Date of most recent PP Review	Summer 2026
Total number of pupils	182 with 23 Nursery	Number of pupils eligible for PPG 26-27	69 with 2 CLA and 1 PLAC	Date for next internal review of this strategy	December 2026

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Literacy Support – focusing on Reading into Writing
B.	Intervention Support – for both educational, social and emotional needs

External barriers *(issues which also require action outside school, such as low attendance rates)*

C.	Breakfast Club and winter snacks
D.	Parent Support and Learning including SEND Development and Liaison
E.	Essential Learning Experiences (trips, visitors, opportunities and experiences)
F.	Attendance Monitoring

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make at least good progress in Reading and Writing and the gap is closed at ARE together with ambitious outcomes for GDS	PPG children achieve well compared to their peers in school and Nationally Progress for PPG children each term is accelerated PPG children achieve ARE confidently and securely with more PPG children achieving GDS at year end
B.	Children are happy and settled in school. They behave well and have excellent behaviours for learning. They achieve well in all areas compared to their peers	Assessment data together with monitoring by SLT as a focus to compare responses and provision in class illustrates good comparative data. Pupil conferencing with PPG children indicates that they are happy, they are thriving and can speak confidently about their learning

C.	Breakfast Club ensures a nutritional start to the day with emotional support for a settled and learning ready beginning to the school day. Daily toast to support energy levels in winter months. After School Club subsidies to support key families to develop partnership and key skills with children.	Children who attend breakfast club make a good start in class and learn well. Children are nourished and healthy Children experience support after school to drive forward ambition and key relationships to support families
D.	Parents attend key workshops to support Reading, Phonics and Writing. Maths workshops promote mastery approach Key parents for various reasons including SEND attend extended supportive appointments with family liaison team	Outcomes for PPG children improved due to parental confidence to support homework through improved knowledge and understanding of literacy. Key children feel supported and happy with a deeper relationship between school and parents thereby impacting on outcomes. Needs of key children met through regular, successful support for families where needs identified.
E.	Children experience a wide and varied curriculum which is enriched by essential learning experiences and widened horizons based on new curriculum. All children access wider opportunities in learning.	All children's aspirations are widened. Children understand the wider world and are able to apply personal experiences to learning. Embedded new curriculum is more creative and meaningful as a result.
F.	Attendance improves through timely intervention and support for families. Attendance and lateness figures evaluated each week. Individual children tracked and referred to PAST if required	Attendance for all meets Governors target of 96% with PPG children attending well compared to their peers.

4. Planned expenditure					
Academic year		2026-2027			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Costing	Staff lead	When will you review implementation?
All children supported for Reading and Writing (including phonics) throughout school, with specific interventions for PPG children where appropriate	Each class has a full time TA for consistency and to ensure interventions are successful TAs have regular, bespoke training to support identified needs Adaptive teaching	Outcomes for Reading have improved and progress made by PPG children overall is good compared to their peers, to ensure this impacts on writing, further support in English across school is required daily. Support staff need to be highly skilled and receive bespoke training for the needs of the children in our school	Full time support staff in every class Monitoring and evaluation systems across school together with termly PPM Regular assessments for phonics (RWInc) led by EYFS and KS1 Lead Great teaching strategies employed by teachers in collaboration with support staff, (e.g. pre-teach, vocabulary rich lessons)	Class teachers with support staff	Termly in PPM

Small team approach to target identified needs. Specialist trained support staff are highly skilled and impact on outcomes	SEN Specific TA hrs to provide a team across school specialising in specific needs Wellcomm and other assessments in collaboration with SENCO with ILP therefrom where required	Children have varied needs across school which impact on outcomes – educationally, socially and emotionally. Bespoke team of support staff who are highly trained to complete targeted work with key children in this regard to ensure all children achieve well. Led by SENCO to ensure provision is appropriate, monitored and impacts on outcomes	Regular training and meetings for small team approach across school which focuses on various aspects of need including SEN, EAL, Emotional, Sensory, SPLD and family support To support this school provides bespoke SEN room led by SENCO, Forest School area and trained ELSA to provide emotional literacy support together with EAL specialist TA.	SENCO with key support staff	Half Termly with SLT
Anticipated Spend 24-25	TA Salary Contribution £30,000 TA Training £1,500 Additional Resources £3,500				
Total budgeted cost					£35,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Costing	Staff lead	When will you review implementation?
Intervention Support for Literacy and Emotional wellbeing Social skills developed and improved Targeted core subjects together with emotional literacy. Children enjoy coming to school, are happy and thriving in all areas thereby ensuring the potential of the individual is achieved	SEN Specific TA hrs EAL Specific TA hrs Forest School TA hrs Learning Mentor TA hrs and training to maintain ELSA qualification Family Liaison Support (Joint approach from new SEN team above)	Children to feel happy in school and are ambitious for their own learning. This will be supported through high attendance levels and engagement in lessons. Termly outcomes for English for key identified children – completion of set programmes with experienced support staff to measure impact. Learning Mentor and support staff are able to improve the emotional literacy of children through time spent 1-1 and in small groups with specific activities to support this work. Programmes have successfully illustrated progress for identified key children and will help others to catch up to ARE	Attendance celebrated through regular monitoring in school office. Experienced ELSA trained Learning Mentor Experiences EAL specialist TA Fully trained Forest School TA SENCo leads work in this area with SLT support Key identified staff to complete programmes over the term and report outcomes to class teachers. Overseen by Class teachers with support staff.	SENCO with DHT and SLT	Termly in Pupil Progress Meetings Learning Mentor referral forms SENCO monitoring and evaluation of programmes and interventions Pupil Conferencing and CPOMS entries
Anticipated Spend 23-24	ELSA SENCO and TA Salaries contribution £45,000				
Total budgeted cost					£45,000
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Costing	Staff lead	When will you review implementation?
Good start to the day, support nutrition and emotional wellbeing End of day club supports key skills and experiences are planned to drive ambition and allow children to explore their individual talents	Breakfast Club TA salaries 10 hrs per week Daily Toast Nov – March ASC Club TA with subsidies for PPG families where appropriate	Children settle well into class when they attend the club. They are able to talk to their peers and experienced, known staff who they share their worries and concerns about the day to ensure these are allayed and resolved thereby facilitating a good start to the day. Children are fed so they learn	2 experienced support staff with training. Value for money purchasing of food. Support from charities where appropriate. Mid morning energy boost to support nutrition and learning. Staff and resources required 9.30-11.00 ASC charged at a minimum for key families	Support Staff School Business Manager	Half Termly
Parental Support and Learning with Family Liaison Team Parents are welcome in school and feel supported through timely referrals, etc where required	Parent workshops and learning opportunities organised by DHT SEND Development team organised by SENCO Attachment and Trauma training for support staff impacts on relationships and understanding of impact of background and need.	Family workshops, Adult Learning workshops with key staff – release time to be provided for this purpose. Staff present workshops planned and therefore bespoke to needs of school Conversations with key parents in a supportive, helpful and friendly environment. Liaison with outside agencies, e.g. foodbank	FLO team directs and supports with SENCo lead Workshops led by experts in school and opportunities for parents to explore T&L in school through open events. Class teachers organise follow up work and embed where identified with support staff input	SENCO Class Teachers Support Staff TA Team	Weekly meetings with SLT by SENCO Half Termly updates and summary of impact with TA Team and SENCO
Wider Curriculum Development: widen horizons and experiences for all children Improve provision with additional resources to engage and motivate learners	Trip subsidies and Visitors to school Additional resources budget	Widen horizons and experiences for our children. Enhance the curriculum, bringing learning to life within restrictions in place at the time of teaching. Work to be completed from personal experiences to enhance outcomes.	Class teachers to plan over the year Targeted trips subsidised. Resources purchased to boost curriculum provision	Class teachers	Annual curriculum plan together with occasional additional opportunities where appropriate
Improve attendance for all learners	Attendance Monitoring – additional hours for office staff	Improved learning will be facilitated with good progress if children attend regularly and consistently	Senior Leadership meetings review attendance each week and weekly assemblies ensure this is a high profile issue and is celebrated Actions are taken daily and issues escalated for support in a timely manner	Office Staff	Weekly with SLT
Anticipated Spend 23-24	Breakfast club Supplies and Staffing £9000 Mid Morning Toast supplies and staffing £2000 Trip subs £2200 with additional £700 for rising costs of fuel, etc = £3000				

	TA Salaries contribution £14,940 Office Attendance Salary contribution £4,000 (FSM Lunches cost to school)
Total budgeted cost	
£32,940	

Previous Academic Year: 2025-2026 - Impact				
Desired outcome	Cost	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Reading and Writing Support, including phonics Speaking and Listening support and development across the curriculum	£34,500	Experienced, quality support staff in each class CPD for all staff with support from consultants Wellcomm assessments Staff training and curriculum embedding of S&L techniques Workshops for children	Outcomes at year end are below for attainment compared to all children	Continue to support with Literacy to ensure at least good progress. Additional specialised support staff for ELSA, EAL, Forest School, SEN will be additional to PPG ongoing support in class.
Intervention Support for Literacy and Emotional wellbeing Social skills developed and improved Targeted core subjects together with emotional literacy.	£34,925	Learning Mentors Support staff complete targeted interventions to support accelerated progress Intervention programmes, e.g. Racing to English, Wellcomm, Lucid Rapid, together with S&L programmes with specialist input		
Good start to the day, support nutrition and emotional wellbeing Parental Support and Learning with Family Liaison Team Wider Curriculum Development: widen horizons and experiences for all children Improve provision with additional resources to engage and motivate learners Improve attendance for all learners	£43,000	Breakfast Club and possible mid-morning toast Family Learning Opportunities Structured Conversations ELE: Trips (contributions to educationally linked trips together with Robinwood) Visitors Creative Curriculum Close monitoring with home visits and termly rewards Monitor attendance of PPG children to close the gap.	Attendance is a high priority with robust monitoring, home visits, penalty notices where appropriate Children experience a variety of learning opportunities and widen their horizons Key families are supported with a healthy breakfast and a good start to the day – thereby improving attendance together with outcomes	Continue with all strategies

OUTCOMES AT YEAR END 2026

Yr	No of PPG Chn	R%	W%	M%	Phonics/ GPS
EYFS	8	38%	50%	38%	38%
Y1	2	0%	0%	0%	0%
Y2	12	58%	33%	58%	58%
Y3	9	67%	22%	78%	44%
Y4	13	62%	46%	62%	46%
Y5	7	27%	27%	47%	47%
Y6	11	64%	64%	64%	73%
	62				

Attendance Outcomes Ac Yr to end of June 2026

Year	No of PPG Chn	PPG Attendance	Non PPG	Whole cohort
EYFS	8	89.1%	89.7%	89.5%
Y1	3	90.2%	94.5%	93.7%
Y2	12	87.5%	95.7%	91.8%
Y3	9	90.3%	93.9%	92.4%
Y4	13	93.6%	95.4%	94.6%
Y5	7	93.4%	96.5%	95.6%
Y6	11	90.0%	94.9%	93.0%
TOTAL	63	90.6%	94.4%	92.9%