



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Southbroom
St James Academy
'We belong, we believe, we'



Pupil Premium Strategy 2025 - 2028

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southbroom St James Academy
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gareth Bailey
Pupil premium lead	Gareth Bailey
Governor / Trustee lead	Claire Dunford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,002
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,002

Part A: Pupil premium strategy plan

Statement of intent

At Southbroom St James Academy, we are committed to ensuring that all pupils, regardless of background or disadvantage, have the opportunity to succeed and thrive. Our Pupil Premium Strategy is fully aligned with our Academy Improvement Plan, ensuring a cohesive and strategic approach to raising attainment, removing barriers, and providing every child with the tools, experiences, and support they need to flourish academically, socially, emotionally, and spiritually.

Objectives for Disadvantaged Pupils

- Close the attainment and progress gaps between disadvantaged pupils and their peers in reading, writing, and mathematics
- Improve attendance to at least 96%, with persistent absence reduced to below 10%
- Develop strong literacy and language skills to unlock the full curriculum
- Support mental health and wellbeing to build resilience and readiness to learn
- Broaden horizons and raise aspirations through enriched experiences and opportunities
- Ensure early intervention, particularly for pupils with speech, language and communication needs
- Strengthen parental engagement and partnerships to support learning at home

Key Principles of Our Strategy

Strategic Alignment: Our Pupil Premium Strategy is embedded within the Academy Improvement Plan, ensuring that actions to support disadvantaged pupils are central to our whole-school improvement journey.

Equity over Equality: We provide what each pupil needs to succeed, not just the same for all. We recognise that needs and costs will differ depending on the barriers to learning being addressed.

Evidence-Informed Practice: Our actions are guided by research from the Education Endowment Foundation (EEF), Department for Education, and other credible sources, with impact rigorously evaluated.

Whole-School Responsibility: All school stakeholders accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within our Christian values-based environment. Every member of staff is accountable for disadvantaged pupils' success.

Personalised and Proactive: We respond to individual needs with timely, tailored support, identifying barriers early through regular assessment and intervention.

Sustainable Improvement: We build capacity through high-quality professional development and embed long-term change that benefits all pupils.

In summary, our Pupil Premium Strategy ensures that the needs of disadvantaged pupils are at the heart of our school's vision and practice. Through a relentless focus on high-quality teaching, targeted support, and the enrichment of cultural capital, we are determined to break down barriers and unlock the potential of every child. By working collaboratively with staff, families, and the wider community, we will ensure that all pupils are equipped with the skills, knowledge, and aspirations they need to succeed and live out our school vision both now and in the future.

Challenges

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

Challenge number	Detail of challenge
1a	<p>Poor Attendance and Punctuality</p> <p>Impact: Our disadvantaged pupils often have lower attendance rates than their peers (current PP attendance: 92% vs non-PP: 95%), which directly affects their access to consistent, high-quality teaching and widens attainment gaps.</p> <p>Action: Early identification of attendance concerns, personalised support plans, EBSA (Emotionally Based School Avoidance) intervention, and strong home-school partnerships through dedicated Family Liaison support.</p>
1b	<p>Low Literacy Levels - Reading</p> <p>Impact: 50% of Y6 PP pupils achieved ARE in reading compared to 66% non-PP (16% gap). Many disadvantaged pupils enter school with underdeveloped reading and language skills, making it harder to access the curriculum.</p> <p>Action: Prioritising systematic phonics, early reading fluency, reading comprehension strategies, and regular additional reading support for PP pupils across all key stages.</p>
1c	<p>Low Literacy Levels - Writing</p> <p>Impact: 60% of Y6 PP pupils achieved ARE in writing compared to 75% non-PP (15% gap). Writing outcomes show persistent gaps,</p>

	<p>particularly in transcription skills and sustained composition.</p> <p>Action: Focused CPD on explicit writing instruction, structured sequences of lessons, transcription skills, and The Ethic of Excellence approach to raise expectations for final outcomes.</p>
1d	<p>Mathematics Attainment Gap</p> <p>Impact: 65% of Y6 PP pupils achieved ARE in maths compared to 75% non-PP (10% gap). While narrower than literacy gaps, this still represents significant barriers to accessing age-appropriate curriculum.</p> <p>Action: Mastery approaches, number fluency interventions, problem-solving strategies, and manipulative-rich teaching.</p>
2	<p>Limited Parental Engagement in Learning</p> <p>Impact: Research shows parental engagement can lead to +4 months additional progress (EEF), yet many of our disadvantaged families face barriers to supporting learning at home, including work commitments, confidence in academic subjects, and access to resources.</p> <p>Action: Targeted workshops, one-to-one support, regular communication through multiple channels, provision of home learning resources, and building trusting relationships through Family Liaison Officer.</p>
3	<p>Mental Health and Wellbeing Challenges</p> <p>Impact: Emotional and social difficulties can hinder concentration, engagement, and resilience in learning. Approximately 35% of our PP pupils have identified SEMH needs affecting their readiness to learn.</p> <p>Action: Providing targeted pastoral support, ELSA interventions, Thrive approach, counselling, nurture provision, and whole-school Zones of Regulation framework.</p>
4	<p>Limited Cultural Capital and Aspirations</p> <p>Impact: Disadvantaged pupils may lack exposure to enriching experiences, vocabulary, and background knowledge that support academic success. Financial barriers prevent participation in trips, clubs, and music tuition.</p> <p>Action: Subsidising enrichment activities, offering a rich programme of cultural visits, extracurricular opportunities including music tuition, and developing pupil leadership roles</p>
5	<p>Speech, Language and Communication Needs</p> <p>Impact: Research shows 25% of children starting school have poor speech or language skills, rising sharply among those from</p>

	<p>disadvantaged backgrounds (Speech and Language UK, 2024). These delays affect literacy, behaviour, mental health, and long-term outcomes.</p> <p>Action: Early identification through baseline assessments, targeted speech and language interventions, staff training on language development strategies, and referrals to specialist services.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved Attendance <i>AIP Priority 3.3 (Behaviour & Attitudes - Attendance)</i></p> <p>Ensuring PP pupils have consistent access to high-quality teaching</p>	<p>PP pupil attendance increases to 96% (currently 92%)</p> <p>Year-on-year improvement targets:</p> <ul style="list-style-type: none"> • 2026: 94% • 2027: 95% • 2028: 96%
<p>Close Attainment Gaps in Reading <i>AIP Priority 2.1b (Quality of Education - Reading)</i></p> <p>Supporting disadvantaged pupils to achieve reading outcomes in line with peers</p>	<p>By July 2028, 80% of PP pupils achieve ARE in reading at KS2 (currently 50%), narrowing the gap to within 5% of non-PP peers.</p> <p>Year-on-year improvement targets:</p> <ul style="list-style-type: none"> • 2026: 60% • 2027: 70% • 2028: 80%
<p>Close Attainment Gaps in Writing <i>AIP Priority 2.1c (Quality of Education - Writing)</i></p> <p>Ensuring PP pupils develop strong writing skills across the curriculum</p>	<p>By July 2028, 75% of PP pupils achieve ARE in writing at KS2 (currently 60%), narrowing the gap to within 5% of non-PP peers.</p> <p>Year-on-year improvement targets:</p> <ul style="list-style-type: none"> • 2026: 65% • 2027: 70% • 2028: 75%

<p>Close Attainment Gaps in Mathematics <i>AIP Priority 2.1a (Quality of Education - Maths)</i></p> <p>Developing mathematical confidence and mastery for PP pupils</p>	<p>By July 2028, 75% of PP pupils achieve ARE in maths at KS2 (currently 65%), narrowing the gap to within 5% of non-PP peers.</p> <p>Year-on-year improvement targets:</p> <ul style="list-style-type: none"> • 2026: 70% • 2027: 73% • 2028: 75%
<p>Improved Parental Engagement <i>AIP Priority 1.8 (Leadership & Management - Home-School Partnerships)</i></p> <p>Building strong home-school partnerships to support learning</p>	<p>75% of PP families attend at least two engagement events per year; home reading compliance increases to 80%</p> <p>Year-on-year improvement targets for event attendance:</p> <ul style="list-style-type: none"> • 2026: 55% • 2027: 65% • 2028: 75%
<p>Enhanced Wellbeing <i>AIP Priority 3.5 (Behaviour & Attitudes - Pastoral Support)</i></p> <p>Ensuring PP pupils are emotionally ready to learn</p>	<p>90% of PP pupils accessing ELSA/wellbeing support show measurable improvement in identified areas (e.g., emotional regulation, anxiety, self-esteem)</p>
<p>Increased Enrichment Participation <i>AIP Priority 4.1 (Personal Development - Enrichment)</i></p> <p>Broadening horizons and building cultural capital for PP pupils</p>	<p>100% of PP pupils participate in at least one extracurricular club; 80% participate in educational visits; 50% access music tuition</p> <p>Year-on-year improvement targets for clubs:</p> <ul style="list-style-type: none"> • 2026: 80% • 2027: 90% • 2028: 100%
<p>High-Quality Teaching for All PP Pupils <i>AIP Priority 1.4 (Leadership & Management - Quality First Teaching)</i> <i>AIP Priority 2.3 (Quality of Education - Mastery Instruction)</i></p> <p>Ensuring consistent access to quality first teaching and targeted support</p>	<p>All PP children receive:</p> <ul style="list-style-type: none"> • High quality first teaching daily (WalkThrus embedded) • Pupil conferencing 3 times per year • Additional weekly reading support • Targeted intervention at key assessment points • Full access to trips, clubs, visits, uniform support • ELSA/Thrive intervention where needed

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. All activities are strategically aligned with our Academy Improvement Plan 2025-26.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,400 (40%)

This allocation directly supports AIP Priority 1 (Leadership & Management) and Priority 2 (Quality of Education)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-Quality Professional Development Programme</p> <ul style="list-style-type: none"> • Deliver evidence-informed CPD based on EEF guidance, Walkthrus (AIP 1.4), and research-based teaching strategies • Focus on explicit instruction, scaffolding, modelling, metacognitive strategies, and effective feedback • Quarterly training on supporting disadvantaged learners specifically • Instructional coaching and collaborative lesson planning focused on PP pupil outcomes (AIP 1.3) • All staff training on identifying and addressing barriers to learning 	<p>The Education Endowment Foundation (EEF) identifies high-quality teaching as the most powerful lever for improving outcomes for disadvantaged pupils, with effect sizes of +8 months when implemented effectively.</p> <p>Professional development focused on explicit instruction has shown significant positive effects on academic performance (Department for Education guidance on teaching disadvantaged pupils).</p> <p>Collaborative lesson planning and peer coaching increase teachers' use of effective practices, with one-to-one coaching particularly effective in embedding new teaching approaches (EEF Implementation Guidance).</p> <p>A systematic review by Sims et al. (2021) found that teacher professional development is most effective when it includes sustained support, active learning, and alignment with school priorities.</p>	<p>Challenges: 1a, 1b, 1c, 1d, 2, 5</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.3 (Strategically planned CPL) • Priority 1.4 (Quality first teaching - WalkThrus) • Priority 1.5 (Growing leaders)

<p>Systematic Synthetic Phonics Programme</p> <ul style="list-style-type: none"> • Maintain validated systematic phonics programme (aligned with AIP 2.6) • Ensure all staff teaching phonics receive high-quality training • Daily discrete phonics sessions in Year 3 • Immediate catch-up interventions for pupils falling behind • Regular assessment and grouping by phonic knowledge • Phonics lead monitors delivery and PP pupil progress monthly 	<p>The EEF's Teaching and Learning Toolkit shows that systematic phonics teaching leads to an average of +5 months' progress over a year, with the impact being especially strong for disadvantaged pupils.</p> <p>The Department for Education and Ofsted both require schools to use validated, systematic synthetic phonics programmes and to monitor the progress of disadvantaged pupils closely.</p> <p>Research shows that immediate, targeted same-day catch-up for pupils falling behind in phonics is crucial for preventing gaps widening.</p>	<p>Challenges: 1b, 5</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.1b (Reading outcomes) • Priority 2.6 (Phonics intervention for KS2)
<p>Reading for Pleasure and Comprehension Development</p> <ul style="list-style-type: none"> • Invest in high-quality diverse texts for class libraries and guided reading • Implement structured reading comprehension strategies (prediction, clarification, questioning, summarising) • Reading fluency focus across KS2 (AIP 2.6) • Teacher modelling of reading strategies • Book talk and oracy embedded in reading lessons 	<p>The Reading Framework (DfE, 2021) emphasises that reading comprehension requires both word reading skills and language comprehension, with explicit teaching of comprehension strategies being crucial.</p> <p>The EEF's Literacy guidance reports that reading comprehension strategies can lead to +6 months' additional progress when taught explicitly and systematically.</p> <p>Reading fluency development is essential for comprehension, particularly for disadvantaged pupils who may have less exposure to reading at home (Rasinski, 2017).</p>	<p>Challenges: 1b, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.2 (Implement reading curriculum and TLA) • Priority 2.1b (Reading outcomes) • Priority 2.6 (Accelerated fluency development)

<ul style="list-style-type: none"> • PP pupils prioritised for additional reading with adults (minimum 3x weekly) 		
<p>Writing Excellence Programme</p> <ul style="list-style-type: none"> • CPD on structured sequences of writing lessons (AIP 2.1c) • Focus on transcription skills (handwriting, spelling, grammar) • Ethic of Excellence approach to raise expectations • Live marking and immediate feedback • Modelling and scaffolding techniques • Explicitly linking phonics knowledge to spelling and writing • Subject leader monitoring with specific focus on PP pupil outcomes 	<p>Research shows that effective writing instruction requires explicit teaching of transcription, composition, and planning skills (EEF Literacy Guidance).</p> <p>The Ethic of Excellence approach (Ron Berger) demonstrates that high expectations combined with multiple drafts and critique significantly improves final outcomes.</p> <p>Live marking and immediate feedback have been shown to accelerate progress when focused and actionable (EEF feedback guidance, +8 months).</p>	<p>Challenges: 1c, 5</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.1c (Writing outcomes) • Priority 2.2 (Writing Deficit Model)
<p>Mathematics Mastery Approach</p> <ul style="list-style-type: none"> • Mastery curriculum ensuring depth before breadth (AIP 2.1a) • CPA (Concrete, Pictorial, Abstract) approach • Number fluency and automaticity focus 	<p>The EEF reports that mastery learning approaches can lead to +5 months' additional progress when implemented with fidelity.</p> <p>Well-chosen textbooks and structured mathematics resources can lead to significant learning gains (EEF Guidance on Mathematics).</p> <p>Number sense and fluency are foundational for mathematical success, particularly for disadvantaged pupils (National Centre for Excellence in Teaching Mathematics).</p>	<p>Challenges: 1d</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.1a (Y6 maths results through mastery) • Priority 2.3 (Mastery-based instruction) • Priority 1.1 (Maths SL Hub support)

<ul style="list-style-type: none"> • Problem-solving and reasoning skills development • CPD on addressing misconceptions through questioning • Use of manipulatives across all year groups • PP pupils receive targeted number fluency interventions where needed 		
<p>Curriculum Resources Investment</p> <ul style="list-style-type: none"> • High-quality curriculum resources and materials across all subjects • Age-appropriate texts that provide challenging vocabulary • Manipulatives and practical equipment for mathematics and science • Online learning platforms and resources accessible at home • Knowledge organisers and retrieval practice resources 	<p>High-quality curriculum resources ensure consistent access to engaging and well-structured learning materials, particularly beneficial for PP children (EEF Implementation Guidance).</p> <p>Well-chosen resources can lead to significant learning gains (EEF), especially in subjects like mathematics where structured materials support teacher planning and pupil understanding.</p>	<p>Challenges: 1b, 1c, 1d, 2, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.1 (Precise knowledge specification) • Priority 2.5 (Comprehensive curriculum maps)
<p>Subject Leader Release Time and Monitoring</p> <ul style="list-style-type: none"> • Subject leaders monitor and report on 	<p>Rigorous monitoring ensures that strategies are implemented with fidelity and impact is evaluated regularly (EEF Implementation Guidance).</p> <p>Schools that consistently monitor PP outcomes and adapt provision</p>	<p>Challenges: All challenges</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.1 (Subject leaders track

<p>disadvantaged pupil outcomes in all curriculum areas (AIP 1.1)</p> <ul style="list-style-type: none"> • Termly book looks with PP pupil focus • Lesson observations with focus on PP pupil engagement and progress • Data analysis meetings focusing on PP pupil progress • SLT link meetings include PP pupil outcomes as standing agenda item 	<p>accordingly demonstrate improved outcomes (Ofsted Research, 2019).</p>	<p>progress effectively)</p> <ul style="list-style-type: none"> • Priority 1.3 (M&E schedule)
<p>Staff Training on Speech, Language and Communication</p> <ul style="list-style-type: none"> • All staff trained in supporting language development • Strategies for vocabulary development embedded across curriculum • Tier 2 and Tier 3 vocabulary explicitly taught • Oracy and talk for learning prioritised 	<p>The EEF reports that oral language interventions can lead to an average of +6 months' progress, with greater impact for pupils from lower socioeconomic backgrounds.</p> <p>Speech and Language UK (2024) reports that 75% of children with speech and language difficulties find school and learning difficult, emphasising the need for universal staff training.</p>	<p>Challenges: 1b, 1c, 5</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.6 (Comprehensive reading curriculum implementation)

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

Budgeted cost: £28,400 (40%)

This allocation directly supports AIP Priority 2 (Quality of Education) with focus on closing gaps and accelerated progress

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured One-to-One and Small Group Tutoring</p> <ul style="list-style-type: none"> • One-to-one tutoring for pupils significantly below ARE in reading, writing, or maths • Small group teaching (max 4 pupils) for targeted skills development • Delivered by experienced teachers or trained teaching assistants (AIP 1.9) • Minimum 3 x 30-minute sessions weekly per pupil • Clear entry and exit criteria based on assessment • Progress monitored fortnightly through assessments • Explicit links made between intervention and classroom learning 	<p>The EEF's Teaching and Learning Toolkit shows that one-to-one tuition leads to +5 months of progress, while small group tuition leads to +4 months of progress.</p> <p>These interventions are most effective when targeted using assessment data, delivered by trained staff, and closely linked to classroom teaching (EEF Recommendation 5).</p> <p>A systematic review found that high-quality one-to-one and small group tuition can significantly boost progress for disadvantaged pupils (Education Endowment Foundation, 2021).</p>	<p>Challenges: 1b, 1c, 1d, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.1 (Pupils catch up against deficit) • Priority 2.2 (Immediate, targeted interventions)

<p>Phonics Catch-Up Interventions</p> <ul style="list-style-type: none"> • Daily 15-minute keep-up phonics sessions for any pupils falling behind in daily lessons • Bespoke intensive 1:1 phonics for pupils significantly behind (daily 20-minute sessions) • Systematic tracking of phonics progress for all PP pupils • Rigorous monitoring by phonics lead and SLT • All intervention delivered by phonics-trained staff • Intervention delivery timetabled and protected time 	<p>EEF research shows systematic phonics has +5 months impact, particularly when catch-up interventions are immediate rather than delayed.</p> <p>Same-day phonics catch-up prevents gaps widening and maintains pupil confidence (DfE guidance on supporting struggling readers).</p> <p>Keep-up interventions are more effective than catch-up, emphasising the importance of immediate support (Rose Review, 2006).</p>	<p>Challenges: 1b, 5</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.1b (Catch up phonics leading to ARE by Y3) • Priority 2.6 (Systematic phonics intervention)
<p>Reading Fluency and Comprehension Interventions</p> <ul style="list-style-type: none"> • Targeted reading fluency interventions for pupils reading below chronological age (AIP 2.6) • Reciprocal reading strategies taught in small groups 	<p>The EEF's Improving Literacy in KS2 guidance reports that targeted reading comprehension strategies can lead to +6 months' additional progress.</p> <p>Reading fluency development accelerates comprehension and overall reading progress, particularly for disadvantaged pupils (Rasinski, 2017).</p> <p>Additional reading practice with skilled adults improves outcomes, especially when texts are carefully matched to pupil ability (DfE Reading Framework, 2021).</p>	<p>Challenges: 1b, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.6 (Accelerated fluency development across all year groups) • Priority 2.1b (Reading outcomes)

<ul style="list-style-type: none"> • Additional reading practice with trained adults (minimum 3x weekly for PP pupils) • Use of high-interest, age-appropriate texts • Reading Plus or similar online reading programme • Tracked through reading ages and comprehension assessments 		
<p>Writing Intervention Programme</p> <ul style="list-style-type: none"> • Small group writing interventions focusing on transcription and composition • Explicit teaching of sentence structure, punctuation, and grammar • Pre-teaching of writing concepts before class lessons • Additional time for editing and improving writing • Handwriting and spelling interventions where needed • Writing Deficit Model implementation (AIP 2.2) 	<p>Writing interventions focusing on transcription, composition, and editing skills have been shown to improve outcomes (EEF Literacy Guidance).</p> <p>Pre-teaching key concepts before class lessons helps disadvantaged pupils access whole-class teaching more successfully.</p>	<p>Challenges: 1c, 5</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.2 (Writing Deficit Model producing measurable progress) • Priority 2.1c (Enhanced writing outcomes)

<p>Mathematics Intervention - Number Fluency</p> <ul style="list-style-type: none"> • Daily number fluency practice for pupils below ARE • Times tables intervention (focusing on Y4 Multiplication Check preparation) • Pre-teaching of mathematical concepts • Use of concrete manipulatives and visual representations • Problem-solving and reasoning intervention groups 	<p>EEF reports that mastery learning approaches in mathematics can lead to +5 months' additional progress.</p> <p>Number fluency and automaticity of times tables facts free up working memory for more complex problem-solving (National Centre for Excellence in Teaching Mathematics).</p> <p>Pre-teaching prevents pupils falling behind and increases confidence in whole-class lessons.</p>	<p>Challenges: 1d</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.1a (Mastery lesson design and guided practice) • Priority 2.3 (Guided practice and responsive teaching)
<p>Early Language and Communication Support</p> <ul style="list-style-type: none"> • Baseline assessment of all new pupils using age-appropriate screening tools • Targeted vocabulary intervention programmes (e.g., Word Aware, Colourful Semantics) • Speech and language therapy referrals for pupils with significant needs • Small group oral language interventions • Daily story time with quality texts and vocabulary focus 	<p>The EEF's Early Years Toolkit shows that communication and language approaches in early years settings can lead to +7 months' progress.</p> <p>Early oral language intervention can have lasting effects on children's reading comprehension, extending well into their later school years (Law et al., 2017).</p> <p>Speech and Language UK (2024) reports that early intervention prevents 6-11x likelihood of falling behind in key subjects.</p>	<p>Challenges: 5, 1b</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.6 (Comprehensive reading curriculum implementation)

<p>Teaching Assistant Deployment for Interventions</p> <ul style="list-style-type: none"> • TAs trained specifically to deliver evidence-based interventions (AIP 1.9) • Structured intervention programs with clear scripts and resources • TAs supervised by teachers with regular review meetings • TA training on questioning, scaffolding, and avoiding over-support • Clear protocols for feeding back pupil progress to class teachers • TA time protected for intervention delivery 	<p>EEF Recommendation 5: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 additional months' progress (effect size 0.2-0.3).</p> <p>These positive effects are only observed when TAs work in structured settings with high quality support and training (EEF Making Best Use of Teaching Assistants).</p>	<p>Challenges: All academic challenges</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.9 (Enhanced TA development for guided practice)
<p>Diagnostic Assessment and Data Analysis</p> <ul style="list-style-type: none"> • Termly standardised assessments (reading ages, spelling ages, arithmetic tests) • Half-termly formative assessments to identify gaps • Regular pupil progress meetings with PP pupils as priority • Intervention impact tracking and evaluation 	<p>Diagnostic assessments play a key role in identifying pupil needs and informing teaching practices (DfE Assessment Guidance).</p> <p>Formative assessment techniques have shown significant positive effects on student learning (EEF +8 months when implemented well).</p> <p>Regular evaluation of student progress is one of the most influential factors in enhancing student achievement (Hattie, 2009).</p>	<p>Challenges: All challenges</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.1 (Pupils catch up against deficit) • Priority 1.3 (M&E schedule)

<ul style="list-style-type: none"> • Early identification of pupils falling behind • Clear intervention entry and exit criteria 		
<p>Transition Support</p> <ul style="list-style-type: none"> • Y6 to Y7 transition program with secondary schools • Summer school or additional sessions for vulnerable pupils • Information sharing about successful strategies • Early identification of pupils needing enhanced transition support 	<p>Effective transitions can help mitigate the 'dip' in academic progress often seen when moving to KS2 (DfE Transition Research).</p> <p>Well-designed transition programs can significantly reduce pupils' anxiety and increase their engagement with school.</p> <p>Children who experience well-planned transitions tend to have better social and academic outcomes (Evangelou et al., 2008).</p>	<p>Challenges: All challenges</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 2.1 (Supporting pupils off track)

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

Budgeted cost: £14,202 (20%)

This allocation directly supports AIP Priority 3 (Behaviour & Attitudes), Priority 4 (Personal Development), and Priority 1.8 (Home-School Partnerships)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Liaison Officer Role</p> <ul style="list-style-type: none"> • Dedicated Family Liaison Officer (0.5 FTE minimum) 	<p>The EEF Guide to the Pupil Premium promotes a tiered approach including wider strategies such as family liaison and pastoral care.</p> <p>The DfE's Pupil Premium Guidance encourages schools to use PP funding for wider strategies, including family engagement and pastoral</p>	<p>Challenges: 1a, 2, 3, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.8 (Strong home-school partnerships)

<ul style="list-style-type: none"> • Building trusting relationships with PP families (AIP 1.8) • Early identification of attendance concerns (AIP 3.3) • Home visits where appropriate • Signposting to external agencies and support services • Coordinating with local authority attendance team • EBSA (Emotionally Based School Avoidance) trained support • Regular drop-in sessions for parents • Parenting support and workshops 	<p>support, especially in schools with high levels of disadvantage.</p> <p>Family engagement interventions have shown positive effects on attendance, wellbeing, and academic outcomes (EEF +4 months impact).</p>	<ul style="list-style-type: none"> • Priority 3.3 (Targeted attendance intervention)
<p>ELSA (Emotional Literacy Support Assistant) Provision</p> <ul style="list-style-type: none"> • Two trained ELSA practitioners • One-to-one and small group sessions for identified pupils • Focus on emotional regulation, anxiety, self-esteem, resilience 	<p>A 2024 evaluation summary of ELSA in UK schools found that both ELSAs and Headteachers report positive impacts on pupils' emotional wellbeing, confidence, and ability to manage emotions.</p> <p>The EEF rates social and emotional learning (SEL) interventions as having a moderate positive impact (+4 months' progress) for disadvantaged pupils.</p> <p>Schools noted improvements in behaviour, relationships, and readiness to learn, especially for disadvantaged pupils.</p>	<p>Challenges: 3, 1a</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 3.5 (Targeted pastoral support through safe spaces)

<ul style="list-style-type: none"> • Regular supervision from educational psychologist • Pre and post intervention assessments (SDQ, Boxall Profile) • Clear referral and review processes • 6–8-week intervention blocks with evaluation 		
<p>Zones of Regulation Whole-School Approach</p> <ul style="list-style-type: none"> • All staff trained in Zones of Regulation framework • Consistent language and strategies across school (AIP 3.1) • Visual supports in all classrooms • Pupils taught self-regulation strategies • Zones embedded in behaviour policy • PP pupils prioritised for additional support 	<p>Zones of Regulation is an evidence-based SEL framework helping children identify and regulate emotions (Kuypers, 2011).</p> <p>Self-regulation skills are crucial for learning readiness and academic success, particularly for disadvantaged pupils who may face additional stressors.</p> <p>Whole-school consistent approaches to emotional regulation show greater impact than isolated interventions (EEF behaviour approaches +4 months).</p>	<p>Challenges: 3, 1a</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 3.1 (Behaviour curriculum rooted in Christian values) • Priority 3.2 (Consistent behaviours across year groups)

<p>Thrive Approach</p> <ul style="list-style-type: none"> • Thrive-trained practitioners • Individual Thrive assessments for pupils with SEMH needs • Targeted Thrive activities and interventions • Action plans shared with staff and parents • Regular review of progress 	<p>Thrive is a whole-school approach to supporting social and emotional development based on neuroscience and attachment theory.</p> <p>Schools using Thrive report improved emotional regulation, behaviour, and readiness to learn.</p> <p>The approach is particularly effective for pupils who have experienced trauma or adverse childhood experiences.</p>	<p>Challenges: 3, 1a</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 3.5 (Pastoral support for complex needs)
<p>Attendance Strategy and Monitoring</p> <ul style="list-style-type: none"> • Weekly attendance tracking with PP pupils highlighted (AIP 3.3) • First-day response for absences • Attendance meetings with parents when attendance drops below 95% • Early help referrals where appropriate • Rewards and incentives for improved attendance • Persistent absence action plans • Close liaison with local authority attendance team 	<p>Regular attendance has a strong link to academic achievement, with pupils who attend consistently being significantly more likely to achieve good outcomes (DfE Attendance Research).</p> <p>Well-designed attendance strategies can lead to significant improvements in overall attendance rates.</p> <p>Chronic absenteeism in primary school negatively affects both math and reading achievement (Gottfried, 2014), highlighting the importance of addressing this issue early.</p>	<p>Challenges: 1a, all academic challenges</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 3.3 (Achieve 97% attendance with targeted intervention for disadvantaged pupils)

<ul style="list-style-type: none"> • Attendance data analysed and reported to governors termly 		
<p>Enrichment Activities and Cultural Capital Development</p> <ul style="list-style-type: none"> • All PP pupils fully subsidised for educational visits (AIP 4.1) • Priority access to after-school clubs (free or subsidised) • Music tuition offered and subsidised • Residential trips subsidised • Visiting authors, musicians, and other cultural experiences • Exposure to diverse careers and role models • Opportunities to perform, exhibit, compete • Cultural Passport programme implementation 	<p>Arts participation can have a positive impact on academic outcomes (+3 months progress, EEF).</p> <p>The Valuing Enrichment Project (Association of Colleges, 2023) found that enrichment activities are vital for developing social and cultural capital, self-confidence, and essential life skills, especially important for disadvantaged pupils.</p> <p>Ofsted School Inspection Handbook (2019) requires schools to show how they are building pupils' cultural capital, based on research showing this helps disadvantaged pupils access the curriculum and succeed in later life.</p>	<p>Challenges: 4, 3</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 4.1 (Strategically planned enrichment broadening horizons - disadvantaged pupils benefit)
<p>Music Tuition Programme</p> <ul style="list-style-type: none"> • Funded individual or small group music tuition for interested PP pupils • Instruments provided 	<p>Music training has been shown to enhance cognitive and academic skills (EEF Arts Participation +3 months).</p> <p>Music participation is often associated with improved math and reading achievement.</p>	<p>Challenges: 4, 3</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 4.1 (Enrichment and cultural capital programme)

<ul style="list-style-type: none"> • Performance opportunities in school and wider community • Links to local music services and opportunities 	<p>Extracurricular activities have positive associations with academic performance, school engagement, and social-emotional development.</p>	
<p>Parental Engagement Programme ("Parent Academy")</p> <ul style="list-style-type: none"> • Termly curriculum workshops for parents (AIP 1.8) • Meet the teacher sessions at start of year • Regular parent consultations with focus on how to support at home • Parent reading workshops (phonics, reading with your child) • Maths workshops (calculation methods, supporting at home) • Open classroom sessions • Communication through multiple channels (Dojo, newsletters, text, phone) • Celebration events inviting parents 	<p>Parental engagement can lead to +4 months additional progress (EEF).</p> <p>The DfE emphasises the importance of tailored communication and practical support in engaging parents effectively.</p> <p>Training parents to teach specific skills, such as reading to their children can be highly effective (EEF Parental Engagement Guidance).</p>	<p>Challenges: 2, all academic challenges</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.8 (Families actively participate as collaborative partners)
<p>Home Learning Resources and Support</p> <ul style="list-style-type: none"> • Reading books sent home with all pupils 	<p>Providing parents with specific information about their child's progress has been linked to increased student achievement (EEF).</p> <p>Providing practical resources and support removes barriers to home</p>	<p>Challenges: 2, all academic challenges</p>

<ul style="list-style-type: none"> • Online learning platform subscriptions (accessible at home) • Practical guidance for parents on supporting learning • Homework support sessions • Knowledge organisers sent home • Loan of books, equipment where needed • Regular information about child's progress 	<p>learning and enables parents to support their children effectively (DfE Parental Engagement Guidance).</p>	<p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.8 (Home-school partnerships supporting educational journey)
<p>Pupil Leadership and Voice Opportunities</p> <ul style="list-style-type: none"> • PP pupils actively encouraged and supported to take on leadership roles • School council, digital leaders, reading ambassadors, sports leaders • Pupil conferencing 3x per year for all PP pupils • Voice of PP pupils sought in school improvement planning • Celebration of PP pupil achievements in assemblies and newsletters • Opportunities to represent school in competitions and events 	<p>National Foundation for Educational Research (NFER) case studies confirm that structured opportunities for pupil leadership and voice are particularly impactful for disadvantaged groups, supporting both confidence and attainment.</p> <p>Pupil conferencing allows pupils to articulate their learning needs and feel ownership of their progress, particularly important for PP pupils.</p>	<p>Challenges: 3, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 4.1 (Enrichment broadening horizons)

<p>Breakfast Provision</p> <ul style="list-style-type: none"> • Free breakfast club for all PP pupils • Nutritious start to the day • Early arrival opportunity for working parents • Calm, settled start to learning • Social interaction and relationship building 	<p>Research shows that breakfast provision improves attendance, punctuality, and readiness to learn (DfE Breakfast Research).</p> <p>Removing barriers to attendance through breakfast provision particularly benefits disadvantaged pupils.</p> <p>A nutritious breakfast improves concentration and behaviour throughout the school day.</p>	<p>Challenges: 1a, 3, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 3.3 (Improve attendance)
<p>Uniform and Equipment Support</p> <ul style="list-style-type: none"> • Financial assistance with uniform costs • PE kit provided where needed • Free/subsidised school meals promoted and supported • Stationery and equipment provided • Book bags and water bottles provided • Removal of financial barriers to participation 	<p>The DfE Pupil Premium Guidance explicitly states that schools can use PP funding to support families with costs for uniform and other barriers to participation.</p> <p>Removing financial barriers promotes inclusion, raises self-esteem, and develops a sense of belonging (EEF Wider Strategies).</p>	<p>Challenges: 3, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 3.1 (Positive school environment)

<p>Signposting to Community Resources and Support Services</p> <ul style="list-style-type: none"> • Information about local support services • Food bank referrals where appropriate • Links to mental health support services • Signposting to family support charities • Holiday activities and food programme information • Local enrichment opportunities • Benefits advice and support 	<p>The EEF and Unity Research School highlight that signposting families to community resources can help address non-academic barriers that limit participation and aspiration for disadvantaged pupils.</p> <p>The NFER and DfE recommend schools work in partnership with local agencies and charities to provide wraparound support, linked to improved attendance, wellbeing, and engagement.</p>	<p>Challenges: 1a, 2, 3, 4</p> <p>AIP Links:</p> <ul style="list-style-type: none"> • Priority 1.8 (Home-school partnerships) • Priority
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Total budgeted cost: £71,002

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Academic Performance Overview

National assessments were carried out at Southbroom St James Academy in 2025. Pupils were assessed using the 2025 SATs Papers in Reading, SPAG and Maths. The summary of these assessments can be seen below:

National assessments were carried out at Southbroom St James Academy, pupils were assessed using the 2025 SATS Papers in Reading, SPAG and Maths. The summary of these assessments can be seen below:

	<i>Pupil Premium working within ARE</i>	<i>Non-Pupil Premium working within ARE</i>	<i>Gap</i>
<i>Y6 Reading</i>	<i>50%</i>	<i>66%</i>	<i>-16%</i>
<i>Y6 GPS</i>	<i>55%</i>	<i>66%</i>	<i>-11%</i>
<i>Y6 Maths</i>	<i>65%</i>	<i>75%</i>	<i>-10%</i>
<i>Y6 Writing</i>	<i>60%</i>	<i>75%</i>	<i>-15%</i>
<i>Y6 Combined (R/W/M)</i>	<i>50%</i>	<i>64%</i>	<i>-14%</i>

The disparity between PP and non-PP children remains in all areas of the curriculum. The gap however is narrower in Reading, Maths and Writing.

Analysis of Outcomes

Reading: The 16% gap in reading represents a significant barrier to curriculum access. While 50% of PP pupils achieved ARE, this is below our target of 75%. The gap has narrowed slightly from previous year but remains our most pressing challenge. Positive impact was seen from additional reading sessions, but consistency and parental engagement with home reading remains an issue affecting progress.

Writing: The 15% gap in writing shows persistent challenges, particularly in transcription skills and sustained composition. CPD on explicit writing instruction has been delivered but needs further embedding and monitoring for impact. The Ethic of Excellence approach has been introduced but is not yet consistently implemented across all year groups.

Mathematics: The 10% gap in mathematics is narrower than literacy gaps, demonstrating some success of mastery approaches and manipulative-rich teaching. Number fluency interventions have shown positive impact. However, the gap still represents significant room for improvement, particularly in problem-solving and reasoning.

GPS: The 11% gap in GPS indicates that explicit grammar teaching is having some impact but needs to be more systematically linked to writing outcomes.

Combined: Only 50% of PP pupils achieved ARE in all three areas, indicating that while some pupils succeed in individual subjects, achieving across all areas remains challenging.