

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 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	James Watt Primary School
Number of pupils in school	442 (inc 34Nursery)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carole Hammond Headteacher
Pupil premium lead	Pelego Powell Deputy Headteacher
Governor lead	Mr A Spence & Mrs F Cave

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,610
Recovery premium funding allocation this academic year	£41,798
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£299,408

# Part A: Pupil premium strategy plan

## Statement of intent

At James Watt Primary School, we recognise through our internal assessments and monitoring, that those children in receipt of pupil premium funding, have achieved lower than their peers in the last twelve months, although this gap is closing significantly. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.

In addition to this, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, as we believe for these children to make progress; it is not just about supporting them academically, but their wider well-being too.

We are two-form entry primary school in Handsworth, Birmingham, in an area of significant deprivation and children can start school with us from 3 years of age. 77% of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills.

At James Watt Primary, our vision is to prepare all pupils for lifelong learning and to equip them with the skills and knowledge to be part of our global community. We encourage them to succeed and be the best that they can be, through the exploration of new skills and experiences. We nurture resilience, curiosity and creativity, whilst promoting confident, self-motivated pupils, who are eager to learn.

We encourage them to succeed and be the best that they can be, through the exploration of new skills and experiences.

We nurture resilience, curiosity and creativity, whilst promoting confident, self-motivated pupils, who are eager to learn.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (Education Endowment Foundation 2021). In addition, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Parental Capacity</b> Pupils have limited access to and experience of high quality spoken and written vocabulary outside the school setting. These are evident from on entry to school through to KS2 but in general, are more prevalent among our disadvantaged pupils.
2	<b>Attendance</b> The attendance of pupils in receipt of pupil premium (92.6%) is below the national average (95%) and a proportion are classed as persistent absentees. There are an increasing number of families requesting extended and term-time overseas holidays. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	<b>Attainment</b> Assessments and observations indicate that Phonics and Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Particularly for Writing within KS2. Assessments and observations indicate that Maths attainment among disadvantaged pupils is also below that of non-disadvantaged pupils across the whole school.
4	<b>Community and City Facilities</b> The school meets the deprivation indicator for one of the most deprived areas in the country and therefore the children have limited access to rich experiences outside of the schools curriculum.
5	<b>Parental Engagement</b> Disadvantaged pupils' parental engagement (e.g. attendance at parent's evenings and workshops) is on average lower than their peers.
6	<b>Enrichment Activities Engagement</b> Disadvantaged pupils are not accessing extra-curricular activities compared to their peers.
7	<b>Resilience and Wellbeing</b> Children's social and emotional skills are not secure and they currently lack the confidence to become adventurous learners. This is mainly due to the limited opportunities.

## 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><b>Parental Capacity</b> Improve language acquisition across the school and support parental capacity to support pupils learning outside of the school day.</p>	<ul style="list-style-type: none"> <li>• Ensure disadvantaged pupils are not disadvantaged because of parent's capacity to support and consolidate learning outside of school.</li> <li>• Oracy project (Voice 21) will be embedded into all teaching and learning experiences across the school.</li> <li>• Provide ESOL classes for parents.</li> <li>• Termly parent workshops.</li> <li>• Use of technology, particularly in phonics to further support parents.</li> </ul>
<p><b>Pastoral</b> To achieve and sustain improved attendance for disadvantaged children and reduce the number of families requesting extended, term-time, overseas holidays.</p>	<ul style="list-style-type: none"> <li>• Ensure attendance of disadvantaged pupils is at least 95%. (Currently stands at 92.6%)</li> <li>• Weekly tracking of attendance, actions and interventions. Regular meetings between the school's inclusion and pastoral support officer to ensure children are being correctly identified for actions.</li> <li>• Pastoral officer will complete home visits for these children.</li> <li>• Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the inclusion manager, followed by a meeting with the schools pastoral support officer.</li> <li>• Continue to enforce strategy around term time holidays.</li> <li>• Identify key children in Pupil Progress Meetings and pastoral team to target.</li> </ul>
<p><b>Lifting Limits to reach ARE and beyond in Reading</b> Raised attainment for all pupils, particularly our disadvantaged pupils in Reading so that</p>	<ul style="list-style-type: none"> <li>• Summative and formative assessments will show that disadvantaged pupil's gaps are</li> </ul>

<p>the proportions of pupils working at ARE and beyond are closer to or broadly in line with other pupils.</p>	<p>closing.</p> <ul style="list-style-type: none"> <li>• 2025 Data - percentage of disadvantaged pupils achieving the ARE and beyond is broadly in line with the percentage of other pupils (to narrow gap within 5%).</li> <li>• Introduce vocabulary initiatives.</li> </ul>
<p><b>Lifting Limits to reach ARE and beyond in Writing</b> Raised attainment of disadvantaged pupils in Writing so that the proportions of disadvantaged pupils working at ARE and beyond are closer to or broadly in line with other pupils, particularly in KS2.</p>	<ul style="list-style-type: none"> <li>• Summative and formative assessments will show that disadvantaged pupil's gaps are closing.</li> <li>• 2025KS2 Data - percentage of disadvantaged pupils achieving the ARE and beyond is broadly in line with the percentage of other pupils (to narrow gap within 5%). It is currently 12+%</li> </ul>
<p><b>Parental Engagement</b> Increase parental engagement(e.g. attendance at parents evenings and workshops), particularly among disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Close the attendance/engagement gap between disadvantaged parents and non-disadvantaged parents during school events.</li> </ul>
<p><b>Enrichment Activities</b> An increase in participation of disadvantaged pupils to enjoy the wide range of enrichment activities we have on offer at James Watt Primary.</p>	<ul style="list-style-type: none"> <li>• A wide range of extra-curricular activities will be offered. PP pupils to be targeted.</li> <li>• A significant increase in participation in enrichment, particularly among disadvantaged pupils.</li> <li>• Disadvantaged pupils who chose not to join a club in the autumn term will be prioritised in the spring and summer terms.</li> <li>• Support in line with our charging policy will continue to apply to disadvantaged families for all enrichment opportunities to include trips visits and residential etc.</li> </ul>
<p><b>Wellbeing</b> Disadvantaged pupils develop resilience and positive attitude towards becoming more adventurous learners with confidence.</p>	<ul style="list-style-type: none"> <li>• An experienced nurture/pastoral team will support children.</li> <li>• School values (3C's) opportunities to allow disadvantaged pupils to have a positive outlook and aspirations for life beyond Year 6.</li> <li>• James Watt Primary School will continue to support children with morning toasts at break times.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £228,878**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to monitor, update and train staff in our 'Phonics Bug' programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure all relevant staff (including new staff) have received training to deliver the Bug Club phonics scheme effectively and to include new phonic books to send home/ share in class.</p> <p>Implementation and embedding of Accelerated Reader across KS2. All teachers to be trained in this area.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Strong evidence base shows that AR improves reading ages, comprehension and understanding of all pupils particularly pupil premium pupils.</p>	<p>1, 3</p>
<p>New implementation of JWP new curriculum doubling from 3 topics to 6 ensuring connection to the National Curriculum but also local community.</p> <p>JWP funds and ensures that each subject leader is given</p>	<p>A new and a purposeful curriculum ensures high engagement and good progress for every pupil including disadvantaged pupils.</p>	<p>3</p>

<p>protected time (a leadership day) to 'deep dive' and monitor their subjects ensuring high quality provision.</p>		
<p>Embedding of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Maths Lead release time to embed key elements of guidance in school and to access Maths CPD with a focus on securing knowledge of number and arithmetic.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics Guidance Key Stage 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Early Years and Key Stage 1</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Purchase of standardised diagnostic assessments and analysis.</p> <p>Assessment lead allocation to ensure consistency in training for staff to ensure assessments are interpreted accurately and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p>	<p>3</p>
<p>Staff CPD</p> <p>Subject leaders to be given release time once a term.</p>	<p>High quality staff CPD is essential to follow EEF principles. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. This is followed up during staff meetings and INSET days.</p>	<p>1, 3</p>

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

**Budgeted cost: £10954.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Phonics sessions targeted to pupils who identified as requiring further support. Delivered by an intervention specialist 3 days a week.</p> <p>Specialist will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</p> <p>TA's are trained and upskilled in reading interventions and deliver these every dinnertime to targeted individuals including disadvantaged pupils.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. <a href="#">Phonics Toolkit - EEF</a></p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. <a href="#">Oral Language Toolkit - EEF</a></p>	<p>1, 3</p>
<p>Termly 1:1 pupil progress meetings with teachers, headteacher, deputy headteacher (Curriculum) and Cadmus CEO.</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority.</p> <p>Disadvantaged pupils are always highlighted and there is a collected responsibility for disadvantaged pupils to make accelerated progress.</p> <p>Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	<p>1, 3, 7</p>
<p>Provide school-led tutoring for pupils in years 6 who has been</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p>	<p>1, 3, 7</p>



<p>identified in Pupil Progress meetings.</p>	<p>or those falling behind, both one-to-one.</p> <p><a href="#">One to One Tuition - EEF</a></p> <p>And in small groups.</p> <p><a href="#">Small Group Tuition - EEF</a></p> <p>Interventions with class teachers are more effective where skills can be transferred back to whole class teaching and can be addressed quickly. Pre-teaching also supports disadvantaged pupils to build resilience and long-term memory.</p>	
<p>Purchase web based programs to be used in school at home E.g. Bug Club, Class Dojo, Accelerated Reader.</p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF guide to disadvantaged – targeted academic support states, “Parental engagement has a positive impact on average of 4 months’ additional progress”.</p> <p>Strong evidence base shows that AR improves reading ages, comprehension and understanding of all pupils particularly pupil premium pupils.</p>	<p>1, 3, 5, 7</p>
<p>Teaching assistants to provide targeted support in small groups including one to one interventions.</p> <p>Interventions directed by class teachers.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p><a href="#">Targeted Support - EEF</a></p>	<p>1, 3, 7</p>
<p>Individual PAT (Precision Teaching) and Dyslexia Gold interventions for Reading CPD.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1, 3, 7</p>

Soundswell Limited supports targeted children Speaking and listening over a detailed intervention.	A qualified speech specialist is employed 1 day per week to deliver targeted interventions to ensure children are developing in key speaking and listening skills.	1, 7
--	--	------

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

**Budgeted cost: £17777.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Workshops for all age ranges to support parents have an understanding of the learning of their child as they progress through school as well as subject specific workshops for reading (including early reading), maths, handwriting and new developments in school.</p> <p>Parent support guides and advice on the school website.</p> <p>Using shared drive, google classroom, Dojo's and Tapestry platform to share communication, targets and achievements.</p>	<p>EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p><a href="#">Parental Engagement Toolkit - EEF</a> Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.</p> <p>The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p>	1, 5
<p>Embed the principles of good practice set out in the DfE's <a href="#">Improving School Attendance advice</a>. This involves training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2

<p>Continue to work with pastoral support officer to work with our vulnerable families to improve attendance.</p> <p>Increased rewards for improving good attendance.</p>		
<p>Resources to ensure all wider opportunities are accessible to disadvantaged pupils (Swimming kits, extra uniform, PE kits, Coats, Hats, book bags)</p> <p>Reduction in cost of trips for disadvantaged pupils</p>	<p>Public Health England released a report called 'there is emerging evidence of an association between physical activity and attainment.</p> <p>Physical activity can increase self-esteem and reduce depression and anxiety in children.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for learning and a stimulus to trigger their interest.</p>	4
<p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.</p> <p>Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>EEF states, there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. After school clubs, can forge lifelong character traits such as discipline, time management, thoughtfulness, resilience, determination, fair-mindedness and support for others.</p>	6, 7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £257,610**

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

From the results, it's clear that our non-pupil premium children are out performing that of our pupil premium children however that gap is significantly closing year on year. On average, there is 20%+ progress within pupil premium children and that improves each year.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was above our expectations. Some of the approaches we used to boost outcomes for disadvantaged pupils had the intended impact.

At the end of Key Stage Two (2022-2023), children in receipt of pupil premium attained lower in reading, writing and maths compared to non-premium children. The trends however show that the gap is closing.

We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to provide breakfast for every single pupil in the form of toasts during break times. Our strong after club provision targets our pupil premium children and we ensure that each child receives First Quality education. A rigorous monitoring cycle exemplifies key areas for development for every teacher which is then targeted and developed through effective coaching.

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

<b>Context Group</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>All Year Groups</b>
<b>Cohort</b>	54 pupils	58 pupils	61 pupils	61 pupils	61 pupils	62 pupils	58 pupils	415 pupils
<b>Contextual Pupil Data %</b>								
<b>Pupils Eligible for Pupil Premium</b>	30% (16 pupils)	36% (21 pupils)	48% (29 pupils)	46% (28 pupils)	57% (35 pupils)	55% (34 pupils)	57% (33 pupils)	47% (196 pupils)
<b>Non Pupil Premium Pupils</b>	70% (38 pupils)	64% (35 pupils)	52% (32 pupils)	54% (33 pupils)	42% (25 pupils)	45% (28 pupils)	43% (25 pupils)	53% (219 pupils)
<b>EAL</b>	57% (31 pupils)	76% (44 pupils)	79% (48 pupils)	89% (54 pupils)	80 (48 pupils)	77% (48 pupils)	97% (56 pupils)	79% (329 pupils)
<b>SEND Support</b>	9% (5 pupils)	19% (11 pupils)	30.0 (18 pupils)	30% (18 pupils)	28% (17 pupils)	26% (16 pupils)	14% (8 pupils)	22% (93 pupils)
<b>EHCP</b>	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	2% (1 pupils)	0 (0 pupils)	0 (0 pupils)	0.2 (1 pupil)
<b>In Care</b>	0 (0 pupils)	2% (1 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0 pupils)	0 (0pupils)

## 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
Rockstar Maths	Maths Circle Ltd
Science Bug	Active Learn Pearson
Bug Club	Active Learn Pearson
O'Track Data analysis	Optimum
CPOMS Safeguarding online tool	CPOMS Systems Limited
Accelerated Reader	Renaissance Reader
NTS Tests	Rising Stars

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A