Pupil Premium Strategy Statement for St Andrew's C.E. Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	
Number of pupils in school	266 (+29 Nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 to 2025
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	John Whalley
Pupil premium lead	Sue Haskins
Governor / Trustee lead	John Powe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,000
School Led Tutoring Grant	£8,500
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	£92,500

Part A: Pupil premium strategy plan

Statement of intent

Our school vision states that:

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future

……JRR Tolkien.

At St Andrew's, we believe that our curriculum is not simply learning that takes place in the classroom, it should be seen as the entire learning experience, including both formal and informal learning opportunities, those reflected openly in the curriculum as well as those values and beliefs embedded within the hidden curriculum; in addition to the events, routines and enrichment activities that take place outside the classroom.

Our curriculum fosters and promotes both our Christian Values and the British values.

Our curriculum is structured to allow each one of our learners to:

- ask questions and seek the answers;
- have confidence, be unique, feel valued and important;
- be healthy and enjoy a wide range of sporting activities;
- become keen to learn and strive to achieve and exceed;
- care for other people;
- use their imagination freely and creatively;
- care for the school and the world in which they live and seek to make it a better place;
- be able to work and play on their own and with others;
- explore and challenge their own beliefs and respect other people's;
- enjoy music and the arts.

As such, it is our intention that no child should be excluded from our vision and where needed additional support must scaffold, encourage and facilitate all children at St Andrew's to succeed.

Quality-first 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 whilst, at the same time, benefitting the non-disadvantaged pupils in our school. 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- regularly review pupil progress to identify when intervention is required, and act swiftly with effective intervention to maximise impact
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge **Our assessments, observations and discussions with pupils and families have identified:**
1	Observations and assessments (EYFS baseline and WellComm) identify a low baseline in oral communication, language and Literacy. Our internal evidence show this impacts on Reading and Writing ELG and the overall GLD. Further impact of poor on entry communication is on our phonics screening results. Longer term impact on average writing progress.
3	Internal and external (where available) assessments indicate that core attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Assessments, observations, and discussions identify that social, emotional and mental wellbeing as a problem for some pupils. These challenges particularly

	affect disadvantaged pupils, including their attainment. These issues are ongoing as reduced income and increased cost of living continue to have an impact on disadvantaged families.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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 for our disadvantaged children	Success criteria
Attainment at the end of EYFS in oral communication, language and Literacy	• Disadvantaged pupils will be supported to achieve in line with their peers and higher than comparable groups nationally.
Ensure that the attainment of children at the end of Y1 in Phonics	• Disadvantaged pupils will be supported to achieve in line with their peers and higher than comparable groups nationally.
To ensure all pupils are inspired and motivated to learn	• Increased and targeted adult support where appropriate to ensure children engage with the curriculum • Disadvantaged pupils learning alongside peers across the curriculum • Increased staff training in specific curriculum areas • Targeted support to children through ELSA, CASY and staff counselling
Improve attainment at the end of KS2 towards the expected standard	• Attainment and progress in line with FFT 20th percentile for all children at the end of KS2 in reading/ writing/ maths
Encourage all children to value their self worth and the contributions they can make as global citizens	• 30% of all Y6 children have successfully achieved our 7 Knights standard by the end of the academic year
After School Clubs	• All disadvantaged pupil have the opportunity to access after school clubs and activities if requested and all children have attended at least one club

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: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refine and further improve the quality of teaching across the curriculum via research-based practice and instructional coaching Inc. Quality marking & feedback monitored by phase leaders £1,000	DFE – 'Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015' – successful school strategies – "Focus on improving the quality of classroom teaching" EEF says 'great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.'	3
Ensure all relevant staff have received high-quality training and continue to be supported to deliver the ELS phonics scheme effectively £500	Ensure all relevant staff (including new staff) have received high-quality training to deliver the phonics scheme effectively EEF toolkit states that phonics work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children. DfE- 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – "Meeting individuals learning needs; differentiated responses for individuals versus 'one size fits all"	5
Purchase standardised diagnostic assessments. £3,000	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. This includes training for staff to ensure assessments are interpreted and administered correctly.: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 3 4, 5

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £1000	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4
Reading is prioritised to enable all vulnerable groups, particularly PP children, to access the full curriculum. Staff will improve their subject knowledge of reading through CPD, coaching, workshops and modelling Purchase of additional materials will ensure comprehensive provision of materials £2,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).	3
Purchasing IT Resources so all teachers and teaching assistants have access to good quality resources. £4,000	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,4,5

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

Budgeted cost: £71,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics & reading sessions targeted at disadvantaged pupils who require further phonics support £8,000	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. £8,500	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,3,4,5
Targeted teaching assistants provide a large positive impact on learners in KS1 & KS2 £55,000	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,4,5

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

Budgeted cost: £ *9,600*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. £500	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	2
CASY Counselling provides targeted support to individual children £3,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. • Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	7
Additional ELSA Counselling provides targeted support to groups & individual children	As above	7

£600		
Parental engagement – release time for staff as required inc SENCO £2,000	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment.. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Contingency fund for acute issues. £3,500	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.	All

Total budgeted cost: £ 92,600

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 2021 and 2022 academic years.

Attainment at the end of EYFS: 6 disadvantaged children on 2022	In 2022: 33% of children attained a good level of development
Attainment in Y1 phonics: 4 disadvantaged children in 2022	50% of children attained a good level of development
Attainment at the end of KS2 towards the expected standard: 13 disadvantaged children in 2021 10 disadvantaged children in 2022	In 2021: • 62% of disadvantaged children reached the required standard in reading with a scaled score of 101.5 and progress measure of -0.5 • 54% of disadvantaged children reached the required standard in writing with a scaled score of 103.0 and progress of scaled score of +0.8 • 77% of disadvantaged children reached the required standard in maths with a scaled score of 104.8 and progress of scaled score of +3.3 In 2022: • 100% of disadvantaged children reached the required standard in reading with a scaled score of 110.3 and a progress measure of 4.2. • 90% of disadvantaged children reached the required standard in writing with a scaled score of 103.8 and a progress measure of 1.6. • 90% of disadvantaged children reached the required standard in maths with a scaled score of 108.6 and a progress measure of 3.5.
To ensure all pupils are inspired and motivated to learn	• Support plans in place to support children • Additional provision allocated as required • Monitoring of engagement by pupils is positive • Intervention and counselling being used to support children when required

30% of all Y6 children have successfully achieved our 7 Knights standard	2 children gained all their & Knights Awards and 2 children were awarded 3 badges
After school clubs and activities	All disadvantaged pupils had the opportunity to access after school clubs and activities if requested

Externally provided programmes

These additional programmes are used within school

Programme	Programme
Wecomm	Times Table Rock Stars
Word Aware	My Maths
Language for Thinking	Master the Curriculum
ELSA	White Rose Mastery Curriculum
CASY	ELS