

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 outcome for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2025
Date this statement was published	December 2021 September 2022 (updated) September 2023 (updated) November 2024 (updated)
Date on which it will be reviewed	September 2025
Statement authorised by	Miss. Cathryn Mann
Pupil premium lead	Miss. Karen Jones
Governor/Trustee lead	Mr. Chris Willett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£91,760

Part A: Pupil premium strategy plan

Statement of intent

We expect all of our pupils to make good progress and to achieve well, irrespective of their background or any challenges that they face and it is our intention to ensure that this happens.

We are aware of our vulnerable pupils including those who are Looked After, those with Special Educational Needs and those who live in challenging circumstances and we know that we need to ensure that our school is a place where all children feel supported and able to achieve their best possible outcome.

Quality First Teaching is our first step to ensuring good progress. All teachers are aware of the disadvantaged pupils in their class, and are expected to adapt their teaching to the needs of all pupils. Quality First Teaching means that all children in the class will benefit from excellent teaching.

We recognise that reading is at the heart of all learning and that without the ability to read fluently, children will be at a huge educational disadvantage. Consequently ensuring that children can read fluently is an integral part of our strategy.

We are supplementing our Quality First Teaching with targeted support for key pupils who have struggled during the pandemic and who have fallen further behind. This will be through the National Tutoring Programme, School Led Tutoring and Academic Mentoring.

We use diagnostic assessments to identify gaps in learning and then use school staff to deliver short interventions to help to close the gaps. Regular (NFER) assessments throughout the year help us to identify progress made and any other concerns.

To ensure that disadvantaged pupils have the opportunity to make good progress:

- We will make sure all staff are fully aware of those children who are disadvantaged and have them at the heart of their teaching and learning.
- We will act swiftly to intervene.
- We will regularly check progress and identify specific areas for improvement.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments highlight key vocabulary gaps for some disadvantaged pupils in Reception and Year 1.
2	Internal and external assessments show disadvantaged pupils are finding phonics work challenging in Year 1 and Year 2 and reading comprehension challenging in Years 1-6.
3	Internal assessment indicates gaps in arithmetic knowledge and number confidence for key pupils.
4	Internal assessment indicates gaps that writing is still below pre-pandemic levels.
5	Increase in safeguarding concerns has become evident, which affects their overall wellbeing and behaviour.
6	Although disadvantaged attendance is broadly in line with non-disadvantaged, there are key disadvantaged pupils whose attendance and punctuality fluctuates, this is closely monitored.

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
Improved oral language skills and key vocabulary among disadvantaged pupils (PP)	Assessment and observation indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved synthetic phonics knowledge among disadvantaged pupils	90-100% of Year 1 disadvantaged pupils to pass phonics screening check in 2024-25. 90-100% of Year 2 disadvantaged pupils to pass phonics screening recheck 2024-25.
Improved reading attainment for disadvantaged pupils at the end of each key stage.	KS2 reading outcomes in 2024-25 show that more than 90% pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of each key stage.	KS2 maths outcomes in 2024-25 show that more than 85% pupils meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of each key stage.	KS2 writing outcomes in 2024-25 show that more than 80% pupils meet the expected standard.
To achieve and sustain improved wellbeing and behaviour for our disadvantaged pupils.	Sustained high levels of wellbeing and behaviour from 2024-25 demonstrated by: a significant increase in participation in enrichment activities, qualitative data from student voice and parent survey.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall absence rate for all pupils will be no more than 3% (reattaining our pre-COVID attendance record of 97%). Sustained high attendance from 2024-25 demonstrated by no gap between disadvantaged and non-disadvantaged pupils' attendance.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. £700 annual subscription and CPD £2000 resources	EEF Phonics +5 months Little Wandle phonics scheme has a strong evidence base that indicates a positive impact on word reading.	2
Purchase of Literacy Tree writing programme. £760 annual subscription and CPD	EEF Improving Literacy in KS1 EEF Improving Literacy in KS2 Literacy Tree has a strong evidence base that indicates a positive impact on writing outcomes.	4
Purchase of Ark Curriculum+ Maths Mastery programme of study to secure stronger arithmetic teaching for all pupils. £600 annual subscription & CPD £2500 resources	EEF Research +2 months Enhancement of our Maths teaching and planning in line with DfE and EEF guidance.	3
Purchase of standardised diagnostic (NFER) assessments for Reading. £1,600	EEF Feedback through testing +6 months 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	2
Purchase of subject subscriptions for access to resources and assessment materials. £2,900	EEF Evidence based Education - Evidence review Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, especially the most disadvantaged among them	2,3 & 4
Curriculum development release for subject leads to work on curriculum plans and SIP. £5,000	EEF Evidence based Education - Evidence review Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials or investment in the use of standardised assessments	1,2,3 & 4

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

Budgeted cost: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Keep Up and Catch Up groups run by HLTAs & LAs targeted at all pupils who require further phonics support. £30,000</p>	<p>EEF Phonics +5 months Targeted phonics interventions have been shown to be more effective when delivered as regular sessions, over a period of up to 12 weeks.</p>	2
<p>Literacy Gold groups run by HLTAs & LAs targeted at all pupils in UKS2 with a below average reading age. £3,500</p>	<p>EEF Reading Comprehension +6 months Targeted reading programme to improve reading, spelling and comprehension.</p>	2
<p>MyMastery+ Ready to Progress groups run by HLTAs & LAs targeted at pupils who required further support with arithmetic. £20,000</p>	<p>EEF Mastery learning +5 months Targeted maths intervention to improve key constructs.</p>	3
<p>Additional catch up Interventions run by HLTAs & LAs across the school £5,000</p>	<p>EEF Teaching Assistant Interventions +4 months Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</p>	1,3,4

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

Budgeted cost: £17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily monitoring and tracking of key pupils' attendance and implementation of early intervention. £3,700	DfE 'Working Together to Improve School Attendance' This guidance to be followed in order to reduce levels of absence and persistent absence.	6
Emergency/Relief Access to Breakfast Club and After School Club. £2,000	EEF +2 months We are aware that some families need support with attending and funding breakfast and after school club for families on low income. There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	5 & 6
Lunchtime staff training on behaviour management and anti-bullying approaches. £1,500	Targeted interventions and universal approaches can have overall positive effects.	5
Expand after school enrichment activities to provide a broad range for all ages, which in turn promote pupil wellbeing. Support for attendance on visits and school journey. £2,000	EEF Physical Activity +1 month Physical activity has important benefits in terms of health, wellbeing and physical development.	5
Support for pupil well-being £8,000	Funding has been set aside to respond quickly to needs as and when necessary e.g. counselling	5 & 6

Total budgeted cost: £91,760

Part B: Review of the previous academic year

Pupil premium strategy outcomes for 2023 to 2024

IMPACT				
	% Disadvantaged pupils achieving ARE and GD at St. Andrew's		% Disadvantaged pupils achieving ARE and GD nationally	
Improved reading attainment for disadvantaged pupils at the end of each key stage.	ARE	GD	ARE	GD
	YR 60%	YR N/A	YR (28 th Nov)	YR N/A
	Y6 88%	Y6 22%	Y6 62%	Y6 -
Improved maths attainment for disadvantaged pupils at the end of each key stage.	ARE	GD	ARE	GD
	YR 40%	YR N/A	YR (28 th Nov)	YR N/A
	Y6 53%	Y6 0%	Y6 59%	Y6 -
Phonics screening check for disadvantaged pupils	85%		68%	
Attendance for disadvantaged pupils	94.33%		Not available	
Whole school attendance	96.5%		92.8%	

Improved oral language skills and key vocabulary among disadvantaged pupils

- The NELI project was discontinued this year due to lack of staff to run it.

To achieve and sustain improved wellbeing and behaviour for our disadvantaged pupils

- All PP children in Y6 were given monitor responsibilities
- 66% of Y5/6 games makers were PP children
- 12% of Y6 house captains were PP children
- 25% of the Y5/6 worship committee were PP children
- Wherever possible, PP children were given the opportunity to take part in enrichment activities