

## Pupil Premium Strategy Statement

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	Data
School name	St. Andrew's CE Primary
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2025
Date this statement was published	December 2021 September 2022 (updated)
Date on which it will be reviewed	September 2023
Statement authorised by	Miss. Cathryn Mann
Pupil premium lead	Miss. Karen Jones
Governor/Trustee lead	Cllr. Michael Rye

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,300
Recovery premium funding allocation this academic year	£8,000 (TBC)
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	£89,300 (TBC)

## 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 2022 & 2023. 90-100% of Year 2 disadvantaged pupils to pass phonics screening check/recheck 2022-23.
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 75% 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £9,000

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.	Little Wandle phonics scheme has a strong evidence base that indicates a positive impact on word reading.	2
Purchase of The Literacy Curriculum writing programme for EYFS and LKS2.  Staff to attend CLPE writing webinars	TLC and CLPE have a strong evidence base that indicates a positive impact on word reading.	4
Purchase of White Rose Maths programme of study to secure stronger arithmetic teaching for all pupils.	Enhancement of our Maths teaching and planning in line with DfE and EEF guidance. Purchase White Resource resources and teacher release time to embed key elements of the NCETM Mastery training.	3

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

Budgeted cost: £68,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics session targeted at all pupils who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions, over a period of up to 12 weeks.	2
To use senior staff to enhance teaching provision in Y2 and Y6 to enable mastery of key skills.	Subject matter is broken in to blocks with pre-determined objectives and specified outcomes.	2, 3 & 4

For additional adults in YR and Y1 to provide small group tuition and run language interventions, including NELI project.	Teacher/Trained teaching assistant leading groups focused on a small number of learners to ensure effective progress.	1 & 2
Engaging with the National Tutoring Programme to provide tuition and school led tutoring, for pupils' whose education has been most impacted by the pandemic. A significant proportion of pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition target at specific needs and knowledge gaps can be an effective method to support low attaining pupils, or those failing behind, in small groups.	2, 3 & 4

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

Budgeted cost: £11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily monitoring and tracking of key pupils and implementation of early intervention.	The DfE guidance 'Improving School Attendance' is to be followed in order to reduce levels of absence and persistent absence.	6
Lunchtime staff training on behaviour management and anti-bullying approaches.	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.	Physical activity has important benefits in terms of health, wellbeing and physical development.	5
Contingency for acute issues.	A small amount of funding has been set aside to respond quickly to needs which have not yet been identified, for example counselling service.	5 & 6

**Total budgeted cost: £89,300**

## 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 **2021 to 2022** academic year (updated September 2022)

***Improved oral language skills and key vocabulary among disadvantaged pupils***

All pupils who took part in the NELI project moved from below to the expected standard.

***Improved synthetic phonics knowledge among disadvantaged pupils***

100% PP children passed phonics screening

***Improved reading attainment for disadvantaged pupils at the end of each key stage***

YR 100% PP children achieved ARE

Y2 50% PP children achieved ARE

Y2 100% PP children passed phonics rescreen

Y6 86% PP children achieved ARE

***Improved maths attainment for disadvantaged pupils at the end of each key stage***

YR 100% PP children achieved ARE

Y2 33% PP children achieved ARE

Y6 43% PP children achieved ARE (all children were casual admission in Y4 onwards)

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

All PP children in Y6 were given monitor responsibilities

45% of Y5/6 games makers were PP children

40% of Y6 house captains were PP children

33% of the Y5/6 worship committee were PP children

Wherever possible, PP children were given the opportunity to take part in enrichment activities

***To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.***

Disadvantaged pupil attendance for 2021-22 was 93.46%

Whole school pupil attendance for 2021-22 was 95.53%

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year (updated December 2021)

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

\*Please see Pupil Premium Expenditure and Impact 2020-21 statement (on school website).