

# Pupil Premium Strategy

## St Andrew's Church of England Primary School

St Andrew's is a Church school with a distinctive Christian ethos. We believe that 'Everyone is Special. Everyone is Different'. Our inclusive values and ethos shape everything we do and they have informed the development of this policy. Our school policies give structure to the community we are building, where diversity is celebrated and where children of all faiths, and none, benefit from the very best start in education.



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

<b>Approved by:</b>	<b>TLIS</b>	<b>Date:</b>
<b>Last reviewed on:</b>	<b>November 2023</b>	
<b>Next review due by:</b>	<b>November 2024</b>	

# Pupil premium strategy statement

St Andrew's Church of England 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	Data
School name	St Andrew's Church of England Primary School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 - current 3 Year Plan (to 2024)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jo Holmes
Pupil premium lead	Jo Holmes
Governor / Trustee lead	Roz Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM = £37830 CWCF/PCWCF = 15,180
Recovery premium funding allocation this academic year	£
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	£53,010

# Part A: Pupil premium strategy plan

## Statement of intent

Considering best practice advice from the DFE and EEF, St Andrew's now publishes a longer-term 3- year Pupil Premium Strategy Statement which is reviewed annually. The impact will be reviewed annually and any concerns addressed and changes made.

EEF Research has informed the decisions for spending the Pupil Premium and the Recovery Fund. EEF key strategies have been considered in the development of this plan. Recommended in the EEF's Guide to the Pupil Premium, the tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils.

These are our key principles.

**Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, this is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

**Targeted Academic Support:** Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium Strategy.

**Wider Strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support and/or access to wider opportunities that build a child's cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Low numbers associated with the group, the danger of not being considered thoroughly.
2	Poor literacy skills- within this group of children may not have been exposed to early talk, vocabulary development and infrequent opportunities for reading- phonics and oracy support- resulting in lower levels of success in SATs/end of year assessments.
3	Attendance for some key children, this is linked to resilience and wellbeing for this group of children
4	Support outside and beyond school- parental confidence/ ability and skills/time to support/consolidate learning beyond the school day

## 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>Literacy skills will improve:</b></p> <ul style="list-style-type: none"> <li>• Focus on reading fluency and ‘get writing’ in KS1</li> <li>• Reading for pleasure in KS2- Reading Champion project, develop pleasure for reading. Focus on Lower KS2 group (15 PP children in 2021 -22)</li> <li>• Oracy CPD for all staff- increase quality of speaking and listening (2021-22)</li> <li>• Adopting known strategies- NELI- increase early talk and vocabulary (PP children prioritised in 2021 -22)</li> <li>• Phonics training for new staff-targeted phonics teaching across EYFS and KS1, into year 3 (2022-23)</li> </ul>	<p>% of PP children finishing 2022 in year 2 at the expected standard will increase. If a successful strategy this will build across the year groups and be adopted as good practice for subsequent years.</p> <p>KS2 PP reading groups will have read key texts for their age, but <i>from 2022 through Literacy planning, not a Reading Champion</i>. This picture of being a reader will expand over the three years of the plan.</p> <p>All staff will be Oracy trained in 2021-22- supporting vocabulary and language for learning. Use will be embedded in T&amp;L practice going forward. <i>Oracy lead left in 2022 and 50% new staff has meant less trained in this delivery.</i></p> <p>NELI will be delivered to identified groups in EYFS and data from the programme will show progress- a trained member of staff will repeat the strategy for the following years. <i>This pilot will not continue into 2022 in order to prioritise phonics teaching and learning for all.</i></p> <p>Phonics will be delivered effectively- phonics success tracked across the year groups. Outcomes will remain high demonstrating good use of RWI prog.</p>
<p><b>Attendance for some key children:</b></p> <ul style="list-style-type: none"> <li>• Inclusion Team will identify and track children with persistent absence and take steps to improve attendance</li> </ul>	<p>Parental engagement will improve for Key children and % attendance improve for this group. The challenge will be to secure improvements year on year.</p>

<p><b>Support outside and beyond school- parental confidence/ ability/time to support/consolidate learning beyond the school day</b></p> <ul style="list-style-type: none"> <li>• 1:1 tutoring beyond the school day</li> <li>• Access to key activities and targeted PP activities to widen opportunities and build cultural capital for this group</li> </ul>	<p>Tutoring will be linked by class teachers and TAs to ensure targeted support for areas of need. Build on this year on year. PP children will be prioritised for inclusion in the Tutoring school led programme</p> <p>Evidence of access to activities- this is an ongoing action and bespoke to the group at any one time.</p>
<p><b>Low numbers associated with the group</b></p> <ul style="list-style-type: none"> <li>• Trackers completed for all the PP group to follow/record data</li> <li>• Regular PPM meetings 3x per year will address progress/needs of this group to raise profile</li> <li>• Phase leaders address attainment and progress at meetings to maintain profile x6 per year</li> </ul>	<p>Trackers will demonstrate soft and hard data to support learning and record success. This profile will build over the years to show progress over time and the range and extent of intervention support over the years.</p> <p>Staff will be aware of this group and understand the importance of securing outcomes for this group.</p> <p>Phase minutes from meetings will show how PP /vulnerable groups are being supported and profile maintained.</p>

## Activity in this academic year (2023-24)

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

### Teaching

Budgeted cost: £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for new staff-targeted phonics teaching across EYFS and KS1/ follow up phonics & reading into Year 3 (also linked to SDP)	Delivering phonics training and coaching in this area of expertise – using in-house experience for on-going professional development. (in-line with CPD recommendations: <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-PD-Recommendations-Poster.pdf">EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Purchase of additional RWI phonics to top up resources and ensure complete fidelity to the systematic synthetic phonics programme being used. (also linked to SDP)	Strong evidence that of a positive impact on word reading linked to phonics approaches. <a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2
Focus on reading fluency and ‘get writing’ in KS1 and for writing across the whole school – training and purchase of resources. (also linked to SDP)	The SENDCo & Deputy Headteacher supporting teaching assistants delivering interventions. (in-line with CPD recommendations): <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-PD-Recommendations-Poster.pdf">EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Aligns to the RWI phonics teaching and works as a teaching approach within continuous provision. <a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> Reflects the focus on writing in the SDP. <a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	2
Librarian & Reading approach promoting reading for pleasure and wider text access.	Books bought and shared in line with topics, with Librarian supporting choice of texts and every child having a book to read. Book corners and approach to teaching reading supporting every child to be a reader. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/84221/reading-framework.pdf">Reading Framework (publishing.service.gov.uk)</a>	2

Purchase and training around diagnostic assessments for early interventions.	Well-chosen assessments provide valuable insights into gaps and where interventions can be used to support pupil learning. <a href="#">Education Endowment Foundation   EEF</a>	2
Mentoring of ECTs to ensure high quality teaching	EEF evidenced based approach – high quality teaching through mentoring. <a href="#">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2

## Targeted academic support

Budgeted cost: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 / small group tutoring beyond the school day	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	4
Employment of high quality teaching assistants – qualified to teaching level – and HLTA to deliver support to quality first teaching by the class teacher.	Research around deployment and use of teaching assistants: <a href="#">Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	3
Half day of Deputy Headteacher to support in EYFS – early identification of Literacy needs, delivery of phonics to support progress in early reading.	There is a strong evidence base that suggests oral language interventions, explicit teaching of vocabulary and metacognition are inexpensive to implement with high impacts on learning: <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
Trackers completed for all the PP group to follow/record data	Maintains awareness and profile of this key group of children.	1
Regular PPM meetings 3x per year will address progress/needs of this group to raise profile	Maintains awareness and profile of this key group of children.	1

Phase leaders address attainment and progress at meetings to maintain profile x6 per year	Maintains awareness and profile of this key group of children.	1
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Team will identify and track children with persistent absence and take steps to improve attendance.	Continuity and progression in skills and learning requires strong attendance. HSLW role is directed and prioritised for the most vulnerable families and children. <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	3
Access to key activities and targeted PP activities to widen opportunities and build cultural capital for this group.	Research shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills. <a href="https://www.nuffieldfoundation.org/out-of-school-activities-improve-childrens-educational-attainment">Out of school activities improve children's educational attainment - Nuffield Foundation</a> <a href="https://www.educationendowmentfoundation.org.uk/arts-education">Arts education   EEF (educationendowmentfoundation.org.uk)</a>	4
Personal development focus on Year 6 pupils (high % of PP compared to other groups)	Developing responsibilities and roles for Year 6 pupils, for a sense of belonging and ownership.	4

**Total budgeted cost: £ 53,500**



## 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.

The objectives in year last year's plan are met in part and aspects have been carried forward into this year's work (see previous plan and its evaluation). This plan aligns with the school development plan.

#### Impact on literacy skills:

Phonics data increased from 70% to 80% pass in Year 1, with 100% of Year 2 pupils passing phonics re-screening (includes PP child).

KS1 reading above national average (PP children achieving expected). KS2 reading also strong (no national to compare to yet) – EXS not met by one PP child.

#### Impact on attendance:

Tracking by inclusion team effective. 22% of PP (5 / 22) below 90% attendance, but huge improvement from one individual from 63% to 89% attendance, with the other 4 children having absence properly accounted for (health, housing, overseas family emergency).

#### Support outside / beyond school:

293 hours combined of tutoring hours. Positive impact, particularly in confidence. The aim is to continue to offer tutoring into 2023-24.

PP children accessed clubs e.g. after school club, lacrosse, hockey, art club, gamelan – with other opportunities, such as a Dragon percussion day and Maths competitions being offered and residential/theatre and enriching trips subsidised.

#### Low numbers associated with the group:

Trackers clear record of data. Profile raised through phase meetings/ PPM meetings.

## 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
Doodle Maths	Doodle Maths
Read write Inc 'get writing'	Pearson

## 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA