

## 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. Andrew's CofE Primary
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	25 <sup>th</sup> October 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Nicola Dallibar
Pupil premium lead	Nicola Dallibar
Governor / Trustee lead	Nemesha Bala

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,340.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£93,340.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate aim is for disadvantaged pupils to make progress from their starting points and to be able to access a full and balanced curriculum.

The impact of Covid-19 and the remote learning situation has widened the gap between those who are disadvantaged and those who are not. Our desire is that all children will access the same high quality resources, including online and digital technology.

Our plan works by providing funding to ensure that disadvantaged pupils can have access to the resources in school and where possible, outside of school. It also intends to support families who are struggling financially with key resources and core materials which will enable them to focus on learning. These resources may be food, clothing, equipment and access to extra-curricular activities.

There is additional impact this year from the cost of living crisis and the rise in children arriving from overseas with no recourse to public funds and in need of support to access the curriculum due to language and cultural challenges. Therefore the intent is to support this additional group through the pupil premium and recovery premium.

### Challenges

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

Challenge number	Detail of challenge
1	Lack of access to online resources for homework and online learning
2	Social and emotional barriers, low self-esteem and aspirations
3	Low attendance and persistent absence
4	Poor language skills and limited vocabulary
5	Limited access to good quality reading materials

### 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
Children to have access to online resources within school time for homework etc.	Children will keep up with their peers in terms of scores, time accessing programmes, reinforcing key learning concepts, accessing core curriculum content
Children to have access to online resources in the event of a full or partial lockdown	Children will keep up with their peers in terms of scores, time accessing programmes, reinforcing key learning concepts, accessing core curriculum content
Fund places on trips, after school clubs, Pastoral Support workers and interventions	Children will be supported to improve their aspirations and self-esteem in line with their peers
Fund Pastoral Support Worker and Attendance Officer to monitor and help families with attendance	There will be a marked decrease in the number of disadvantaged children who have <90% attendance, and there will be an increase in the overall attendance of disadvantaged pupils
Provide reading resources online and physically to ensure children can be reading for pleasure in and out of school	Children will enjoy reading and will make progress in line with national averages in reading
Provide access to Language Link interventions as well as other small group language interventions	Children will be able to articulate clearly and confidently in a range of situations

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in Phonics and Reading, resources to support these programmes, regular CPD for staff to ensure children improve in their reading skills	EEF explicit teaching of phonics has a positive impact overall (+5 months). Reading comprehension strategies are high impact (+6 months)	1, 2, 3, 4, 5
CPD via Hillingdon Learning Partnership, NPQ pathways, mentor training and other training providers	Highest impact on children is quality of teaching staff.	2, 4, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions – Language Link	EEF on average around +6 months additional progress	1, 2, 3, 4, 5
Pastoral Support Interventions	EEF toolkit – metacognition and self regulation, mentoring, behaviour interventions, social and emotional learning – all have positive impact on children’s learning	2, 3, 4
EAL interventions	EEF toolkit – social and emotional learning, teaching assistant interventions – moderate impact on learning	1, 2, 4, 5

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

Budgeted cost: £23,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club places, access to after school clubs, holiday clubs, school trips, uniform, resources for school, devices within school	EEF toolkit – parental engagement, uniform – moderate impact, extending school time	1, 2, 3, 5
Introduction of own after school club with funded places for PP children	EEF toolkit – extending school time, physical activity,	1, 2, 3, 5
Parental engagement via paper based communication, targeting specific families, coffee mornings etc.	EEF toolkit – parental engagement, uniform – moderate impact, extending school time	1, 2, 3, 5
National Schools Breakfast Club – Soft start bagels for all pupils	EEF toolkit – extending school time, physical activity,	1, 2, 3, 5

**Total budgeted cost: £93,340**

## 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 2023-2024 academic year.

	All	Boys	Girls	SEN	PP	EAL	Non-SEN	Non-PP
Reading	59%	62%	57%	8%	38%	57%	67%	70%
Writing	47%	45%	48%	8%	30%	47%	55%	56%
Maths	62%	67%	58%	11%	37%	56%	68%	67%

All children in Nursery to Year 6 were tracked throughout the year to ensure they were provided with a range of support and interventions to support both their academic progress and their ability to obtain the most out of school life.

22% of PP families attended an after school extra-curricular club across the year.

11% of PP families utilised Breakfast or After School club across the year.

The exact number of PP families changed throughout the year due to high mobility.

50% of children with <90% attendance at one point or another during the year were PP families. All of these families were supported to improve attendance during the year.

### Externally provided programmes

Programme	Programme
Mathletics	Picture News
Speechlink	White Rose Maths
Language Link	PE Hub
Oxford Owl	Charanga
Spelling Shed	London Grid for Learning
Traveltracker	Class Dojo

### Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Last year there was funding for 9 children through the service premium so this was added to the main pupil premium funding

**The impact of that spending on service pupil premium eligible pupils**

These children benefitted from many of the same interventions and support as the pupil premium children, particularly in respect to access to digital resources