



Growing and Learning Together with God

### **St. Andrew's Church of England Primary School – Pupil Premium Funding**

#### **What is the pupil premium?**

The [pupil premium](#) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In the 2018 to 2019 financial year, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Schools also receive £2,300 for each pupil who has left local-authority care because of one of the following: •adoption •a special guardianship order •a child arrangements order •a residence order

The DfE pays schools a rate of £300 per pupil for the service premium.

The main barriers to educational achievement faced by eligible pupils at St. Andrew's are around lack of access to resources, social and emotional barriers and lack of confidence and self-esteem issues. Some of those who are eligible for Pupil Premium Funding are academically more able. Some are less able. Our Pupil Premium Strategy is updated annually, and modified throughout each year in order to support individuals according to their individual progress, attainment and ongoing needs.

#### **Pupil Premium Allocation for 2018-2019**

For the academic year 2018-2019 we were allocated £47,400 for Pupil Premium Funding.

This accounts for 30 children on roll, who are eligible for the pupil premium grant. This represents 14% of the whole school.

#### **Intended spending of pupil premium 2018-2019**

All school staff have analysed the barriers to learning and potential needs for all of the children who are eligible for the pupil premium grant. The funding will be spent on providing directed time and quality interventions for each child, as well as supporting children and their families with school trips, sports participation, clubs and activities, equipment and resources, and in the future we hope to be able to offer a breakfast club.

## Financial Summary 2018-2019

30 children received specific, targeted interventions owing to the fact that they were eligible for Pupil Premium Funding; either as FSM Ever 6, previously LAC, Service Children or EYPP. At the end of the financial year the summary of pupil premium expenditure is as follows;

Targeted interventions	£20,440
Seasons for Growth specific intervention	£1,200
Technology and Software	£7,500
Pastoral Support	£14,660
Extended School Provision – Clubs, Trips	£1,600
Physical Resources	£1,500
Attendance Resources	£500
<b>Total</b>	<b>£47,400</b>

## Attainment of disadvantaged pupils.

Key Stage 1 Assessment Results 2018-2019

Pupils achieving the Expected Level and above

	Reading	Writing	Maths
Pupil premium children	71.4%	85.7%	71.4%
Non-pupil premium children	65%	70%	70%
All children	66.7%	74.1%	70.4%

Pupils achieving at Greater Depth

	Reading	Writing	Maths
Pupil premium children	0%	0%	0%
Non-pupil premium children	5%	0%	5%
All children	4%	0%	4%

## Key Stage 2 Assessment Results 2018-2019

### Pupils achieving the Expected Level or above

	Reading	Writing	Maths	Maths, Reading and Writing Combined	Grammar, Punctuation and Spelling
Pupil premium children	66.7%	66.7%	50%	33%	83.3%
Non-pupil premium children	85%	80%	90%	90%	85%
All children	74.1%	77.8%	81.5%	66.7%	85.2%

### Pupils achieving at Greater Depth

	Reading	Writing	Maths	Maths, Reading and Writing Combined	Grammar, Punctuation and Spelling
Pupil premium children	0%	16.7%	16.7%	0%	33%
Non-pupil premium children	45%	20%	35%	10%	35%
All children	33%	18.5%	29.6%	7%	33%

### Internal Data across the school for expected or above and for exceeding

Reading	All	PP	Non-PP		Reading	All	PP	Non-PP
Year 1	70%	50%	72%		Year 1	18%	0%	20%
Year 2	67%	71%	65%		Year 2	4%	0%	5%
Year 3	76%	70%	79%		Year 3	21%	10%	26%
Year 4	72%	57%	77%		Year 4	20%	14%	22%
Year 5	87%	100%	85%		Year 5	57%	100%	52%
Year 6	74%	57%	85%		Year 6	33%	0%	45%

Writing	All	PP	Non-PP		Writing	All	PP	Non-PP
Year 1	78%	50%	80%		Year 1	22%	0%	24%
Year 2	74%	86%	70%		Year 2	0%	0%	0%
Year 3	86%	60%	89%		Year 3	21%	10%	63%
Year 4	68%	43%	78%		Year 4	20%	0%	28%
Year 5	90%	100%	89%		Year 5	40%	33%	48%
Year 6	78%	71%	80%		Year 6	19%	14%	20%

Maths	All	PP	Non-PP		Maths	All	PP	Non-PP
Year 1	82%	50%	84%		Year 1	30%	0%	32%
Year 2	71%	71%	70%		Year 2	4%	0%	5%
Year 3	76%	70%	79%		Year 3	21%	10%	26%
Year 4	72%	57%	78%		Year 4	24%	14%	28%
Year 5	93%	100%	93%		Year 5	50%	100%	44%
Year 6	81%	57%	90%		Year 6	30%	14%	35%

The analysis of this shows that the impact of the Pupil Premium funding was more successful in some year groups than others. The numbers of Pupil Premium children in each year group varies widely. Where specific interventions were planned, tracked, monitored and evaluated regularly, the impact can be seen in the data above. However, some of the Pupil Premium Funding was spent on Seasons for Growth and other pastoral interventions, which may not have had direct impact on academic outcomes. Analysis of separate 'soft data' shows that attitudes amongst pupils changed, and children were supported to feel happier and more successful in school.

### **Pupil Premium Allocation for 2019-2020**

For the academic year 2019-2020, we estimate being allocated £45,364.20 of funding to support our pupil premium children.

This is based on the January 2019 census when there were 33 children recorded as FSM Ever6 and 4 children recorded as children of Service Personnel, plus 2 children eligible for the Early Years Pupil Premium. The anticipated spending plan is published separately on our website, but will fund similar interventions and support for our children: Seasons for Growth, Pastoral Support Workers, Intervention teaching, Software and Resources, plus access to the Behaviour Support Team.

From the analysis of data and of the spending from 2019-2020, future plans will include providing rich and varied opportunities and experiences for those children who are eligible for Pupil Premium Funding – in order that they will enjoy learning and be able to access the curriculum alongside their peers. There will also be a focus on ensuring more targeted interventions are aimed at those who could achieve greater depth in all areas. There will be continued tracking of softer outcomes for pupils with issues around self-esteem and around behaviours for learning.