



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 2019-2020

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

This was 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 spending plan, published separately on our website, was to fund specific interventions and support for our children: Seasons for Growth, Pastoral Support Workers, Intervention teaching, Software and Resources, plus access to the Behaviour Support Team. In September 2019 the decision was made not to renew the SLA for the Behaviour Support Team as there was no longer a specific need to support PP pupils through this avenue. Additional funding was given over to Pastoral Support Staff as there was an increase in the number of hours worked by Pastoral Support Staff. From January 2020 there was also a reorganisation of the Teaching Assistants in order to support PP pupils more effectively across the school.

Financial Summary 2019-2020

Between September 2019 and March 2020 47 children from Nursery to Year 6 received targeted support and interventions in school. From the period of partial school closure, also referred to as Lockdown, these 47 children continued to receive support in a different way as many of them did not attend school and instead had to focus on home learning. Some families were able to attend school for the 2nd half of the Summer Term.

Therefore, the reporting of the impact of the Pupil Premium Funding for 2019-2020 is completely different from in any other academic or financial year. Due to the unprecedented situation with Covid-19, formal and informal end of year assessments were not carried out in all schools. When schools closed to the majority of pupils on 20th March 2020, some mid-year assessments had been carried out. Some had not. This report focuses on the outcomes within school until that point, but it also reports on the impact of the PP funding, which was used in a very different way to support families who were stuck at home during Lockdown.

At the end of the financial year the summary of pupil premium expenditure is as follows;

Targeted interventions	£22,000
Seasons for Growth specific intervention	£1,200
Technology and Software	£2,500
Pastoral Support	£15,900
Extended School Provision – Clubs, Trips	£500
Physical Resources – stationery, home-learning packs, equipment for home learning	£2,500
Photocopying costs, telephone costs, delivery/postage costs	£764.20
Total	£45,364.20

Impact on disadvantaged pupils

64% of all pupils eligible for Pupil Premium Funding received some form of specific targeted intervention between September 2019 and March 2020. These were mainly focused on Phonics, Reading and Handwriting. Almost all of these interventions resulted in improved outcomes by the middle of the year. Those who had specific phonics interventions moved up through the phases and were on track to meet the end of year expectations in phonics. Outcomes for those who had specific Reading interventions included improvement in Reading Ages, as measured by PIRA tests and PM Benchmarking. The impact of the handwriting intervention was that pupils improved their handwriting style and legibility of their writing.

21% of pupils received some form of Pastoral Support; either in the form of a small social skills group or regular 1:1 sessions. The impact of these interventions included increased confidence and participation in class, improved attendance and punctuality, greater resilience when dealing with challenges in the classroom and during home learning. For those who did return to school in the

summer term, the impact of the Pastoral Support was to enable them to cope with the changes to the school layout and timetable and to be able to thrive in the altered school environment. For those pupils who remained at home for the period, weekly or fortnightly phone calls were made by the Pastoral Support Assistants to these families. The impact of these phone calls was that school staff were made aware of any worries or issues these families might be facing, additional resources could be created and sent out as needed, and the pupils themselves reported that they enjoyed the regular communication with school under the difficult circumstances.

25% of pupils received some form of support to access Breakfast Club, a school trip or an after school sports club. The impact of this was an improvement in attendance for 2 families, and increased motivation and enjoyment for other families whose children were able to access these activities, as well as increased social skills and positive self-esteem during a period of great uncertainty for some children.

62% of pupils eligible for Pupil Premium Funding were provided with specific, dedicated time in school to access online resources, making use of school technology. This enabled them to access the weekly homework on Mathletics and TT Rockstars. For all of these pupils, without the access in school, their online learning was severely impacted. When schools closed to the majority of pupils in March 2020, staff regularly monitored PP families, amongst others, to ensure that they were still able to keep in touch with school staff through online platforms, and to see if the children were able to access some of the online resources being made available to them at this challenging time. The picture was mixed, as some families shared resources out at home to ensure that their children were able to each have some time learning online each day. To support all our PP families, we provided stationery packs to every child in March plus printed out copies of work for home learning. Packs were provided to families who needed them 4 times during the period of March to July 2020. This involved photocopying costs and the purchase of CGP Maths and English books, as well as delivery and postage costs on a few occasions. Although it is impossible to evaluate accurately how engaged pupils were in their home learning, and it will be some time before we will be able to see what additional gaps there are between those from disadvantaged backgrounds, and those not from disadvantaged backgrounds, the feedback received from the majority of the PP families was that they were very grateful for the support their children received during this challenging time.

All families stated that they accessed some form of home learning or their pupils attended school during the latter part of the Summer Term. Sources used to collect this information were:

- Viewing Class Dojo Portfolio posts; Class Dojo is our online behaviour and communication tool with parents, which was used for home learning throughout the whole period between March and July 2020
- Analysis of online activity on TT Rockstars and Mathletics
- Verbal feedback received from parents over the phone

Summary

The analysis of the spending for 2019-2020 shows that we were creative with how we adapted our plans to spend the funding, during a very challenging time. It also shows that all pupils received targeted support and interventions for the areas where they most needed it. Many would have undoubtedly made progress in the areas they had previously struggled with. Some children were able to access activities and experiences that they would otherwise have been unable to afford.

The Pupil Premium plan for 2020-2021 is a separate document that builds on the existing successes of this year's spending and the obvious additional barriers that children will face in September 2020 when they return to school.