

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 CofE Primary
Number of pupils in school	190 (incl 14 x Nursery)
Proportion (%) of pupil premium eligible pupils	27% (51/190)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	1 st November 2021
Date on which it will be reviewed	31 st October 2022
Statement authorised by	Nicola Dallibar
Pupil premium lead	Nicola Dallibar
Governor / Trustee lead	Samantha Atherton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,625 (51 – 5 EYPP) 21-22
Recovery premium funding allocation this academic year	£6,670 (46 x £145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,295

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.

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: £38,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training, Inclusion Commitment training, purchase of good quality texts for Reading, Bug Club Shared, Language Link training</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)	4, 5
<i>Recruitment of Pastoral Support Staff, ELSA training and other similar training</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. (EEF)	2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early morning ICT interventions and support with Mathletics, TT Rockstars, Spelling Shed Pastoral support sessions in groups and 1:1 as needed</i>	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they	1, 2,

	have with their classroom teacher both in and out-of-class. (EEF)	
<i>Language Link interventions, speaking & listening interventions, phonics interventions, daily reading interventions</i>	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF) Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (EEF)	4, 5

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club places, access to after school clubs, holiday clubs, school trips, uniform, resources for school, devices within school</i>		2
<i>Breakfast Club places, access to after school clubs, holiday clubs, school trips, uniform, resources for school, devices within school</i>		3

Total budgeted cost: £61,295

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 2020 to 2021 academic year.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

The most successful use of PP Funding last year was through the Pastoral support provided to children throughout the lockdowns. Many children were supported with access to Sports Clubs, Breakfast Club and being able to attend the year 6 Residential. Resources were provided to PP children during the lockdown and staff were deployed to make weekly phone calls to those at home. Places were prioritised for some PP families to be in school during the lockdowns although some families did not want this. During the period of remote learning, many disadvantaged families struggled to access resources and support their children. Laptops supplied by the DfE were provided to all PP families and regular communication and support was maintained throughout.

Following the return to full time schooling in March 2021, support was put in place to ensure PP children had access to high quality texts, phonics interventions, extra reading support and pastoral interventions where needed. Although there is no standardised data to measure this, Case Studies were used to show that many of the children made progress in terms of their confidence, their behaviours for learning and their basic skills.

Externally provided programmes

Programme	Provider
Mathletics	
Speechlink	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Last year there was funding for only 2 children through the service premium so this was added to the main pupil premium funding
What was 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