

Pupil premium strategy statement – St. Andrew’s CofE Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	16 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Nicola Dallibar
Pupil premium lead	Nicola Dallibar
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,940
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£3,408 (Recovery Premium brought forward)
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£64,348

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 including learning English as an additional language
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

Budgeted cost: £32,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National College in order to gain CPD knowledge for all staff - Bridging the Gap: Improving Pupil Outcomes	Evidence from Education Endowment Foundation – Remote Professional Development Rapid_Evidence_Assessment_Summary_RPD.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4, 5
<i>Retention of Pastoral Support Staff, training for staff on social and emotional support</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	2

	be especially careful to monitor the efficacy of SEL approaches in their settings. (EEF)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early morning ICT interventions and support with Mathematics, TT Rockstars, Spelling Shed</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 have with their classroom teacher both in and out-of-class. (EEF)	1, 3, 4, 5
<i>Pastoral support sessions in groups and 1:1 as needed</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, 3
<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
<i>EAL Support interventions</i>	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.	4

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

Budgeted cost: £8,000

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>	Evidence from Education Endowment Foundation Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	2, 3
<i>Introduction of own after school club with funded places for PP children</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
<i>Targeted clubs for families e.g. cooking</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 3, 4

Total budgeted cost: £64,348

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data outcomes for PP children compared with non-PP are Years 1 to 6:

	All	PP	Non-PP
Reading	73%	43%	79%
Writing	61%	32%	66%
Maths	70%	48%	75%

Expected or above

Provision map tracking showed that reading and phonics support was used effectively to enable pupils to have opportunities to read in school as this was not happening abundantly at home. Other social skills, motor skills and attention skills' interventions and strategies were used to support children to make progress in settling in to school life and accessing the full curriculum.

Across the whole school children were provided with wet weather gear, PE kits and uniform where needed so they could access the full curriculum.

There were key improvements in social and emotional skills as a result of the pastoral support groups for many of the children.

All children were provided with additional opportunities to access online learning within school hours if they had not been able to access it from home. The impact of this was PP children were in line with peers in terms of completing homework activities.

A number of children were supported to attend extra-curricular clubs and the Year 6 residential which improved their social skills and helped them develop resilience and other key skills.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mathletics	
Speechlink	
NELI	
Oxford Owl	OUP
Spelling Shed	

Service pupil premium funding (optional)

<i>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</i>
Last year there was funding for 7 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