



St. Andrew's
C.E. Primary School

Pupil Premium Strategy Report 2018-2021

1. Summary information										
School	St. Andrew's C of E Primary School									
Academic Year	2019-2020	Pupil Premium (Jan 2019 census)			£130,680	Date of most recent PP Review			September 2019	
		Pupil Premium Plus (Jan 19 census)			£20,700	Update to Governors			Autumn 2019	
		Service Premium			£600.00	Date for next internal review of this strategy			July 2020	
		Total Pupil Premium Budget			£151,980					
Total number of pupils (September 2019)	427	Number of pupils eligible for PP (September 2019)			92 (22%)	Number of pupils eligible for EYPP			Unknown at present	
Free School Meals (September 2019)	72 Children	Ever 6 (September 2019)	20 Children	Looked After Children (LAC) (September 2019)	6 Children	Post Lac Children (September 2019)	12 Children	Armed Forces (September 2019)	2 Children	

2. Attainment (End of Year) 2017-2018							
Whole School (Year 1 – 6) Internal Assessments	Totals (Year 1 to 6)	Expected Standard			Pupil Progress		
		% Expected Standard in Reading	% Expected Standard in Writing	% Expected Standard in Mathematics	Average Point Score Reading	Average Point Score Writing	Average Point Score Mathematics
All Pupils	316	78%	71%	78%	4.1	4.1	4.2
Pupil Premium	88	64%	61%	63%	3.9	3.9	4.1
Non SEND Pupil Premium	228	84%	79%	84%	4.2	4.1	4.2
Non Pupil Premium	78	71%	68%	69%	4	3.9	4.1
Looked After Children	3	67%	67%	67%	5.3	4.7	5.3
Non Looked After Children	314	78%	71%	77%	4.1	4	4.1
Post Looked After Children	7	71%	71%	43%	3.9	3.6	4
Non Post Looked After Children	309	79%	71%	78%	4.1	4.1	4.2
Armed Forces	2	100%	100%	100%	5	5	5
Non Armed Forces	314	78%	71%	77%	4.1	4.1	4.2

3. Attendance 2017-2018		
	<i>Pupils eligible for PP (Our School)</i>	<i>Pupils not eligible for PP (Our School)</i>
End of Year percentage (average)	92.7%	96%

4. School Key Priorities (2018-2021)
<ul style="list-style-type: none"> • To improve the quality of teaching and learning • To match provision to the needs of the individual child • To improve the accountability of leaders and individual teachers for the progress of all pupils • To develop the distinctiveness and effectiveness of St Andrew's as a church school

5. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Gaps in learning preventing pupils from achieving age related expectations, particularly for children eligible for pupil premium funding. Particularly where the children are in-year transfers.
B.	Some pupils lack support from home relating to poor literacy/numeracy skills, as well as issues regarding organisational skills and self-regulation of behaviour.
C.	Social and emotional issues preventing some pupil premium children being ready to learn.
D.	Children are coming to school with under-developed speech, language and communication skills.
External barriers	
D.	Emotional and mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance and behaviour.
E.	Low attendance among a significant minority of our PP pupils.
F.	Some parents have limited incomes which restricts the experiences they are able to offer their children.

6. Desired Outcomes		
Outcome		Success Criteria
A.	Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed.	The percentage of pupils who reach the expected standard in their year group for reading writing and maths are in line with national. Class action plans will show steps of progress and identified target groups. All pupil premium pupils will make at least 4 points progress across the year.
B.	Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom.	Pupils engage positively in lessons and wider school life. Provision is carefully matched to the children's needs. The school will provide carefully targeted nurture support and provision.
C.	Social and emotional issues preventing some pupil premium children being ready to learn.	
D.	Attendance of Pupil Premium children will be in line or better than non-pupil premium children	Set a target of Pupil Premium attendance being 95% or better Children & Families will be supported with a range of strategies and opportunities to promote good attendance. Overall attendance rate improves to be in line with non-PP attendance. Tracking shows upward trends in attendance for PP children. The number of PP children classed as being persistently absent will improve to be in line with the rest of the school
E.	Some parents have limited incomes which restricts the experiences they are able to offer their children.	PP children will be given the opportunity to learn a musical instrument should they wish to. Extra-curricular opportunities will be offered and supported. Vulnerable children will be supported with their social

7. Planned Expenditure

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Costs
Phonics – the % of PP pupils achieving the expected standard in the phonics check at the end of Yr1 will be in line with their Non-PP peers.	Additional teaching for targeted groups of PP pupils.	Detailed assessment of PP pupils showed a lack of embedded Phase 1 phonics skills which meant pupils could recall phonemes but could not apply them to their reading. This approach has proved very successful over the past 2 years.	Groups monitored by phonics lead. Intervention recorded and reviewed using edu-key software.	Phonics lead/ Year 1 teachers.	Half-Termly	TA3 & interventions
Improve reading fluency and comprehension skills of PP pupils years R - 6	All Pupil Premium children to be identified as priority readers. They will be heard read more frequently during the week.	Not all parents have the chance or opportunity to hear their children read regularly. The benefits of children having the opportunity to read aloud to an adult and discuss their reading have been evidenced in previous years reading assessment points.	Children identified as a target group. Tracked and reviewed on edu-key. Evidence of reading recorded in children's own personal reading records.	Class Teachers	Half Termly.	TA3 & interventions
Pupils achieve in line with their non – PP peers and attain the expected standard in Reading, Writing and maths combined.	Catch-up or pull-back sessions to support children who have not fully achieved the learning objective.	Teacher assessment informs planning. Teachers identify target groups from their assessments. The more vulnerable groups have often been highlighted through class action plans. Previous year results have shown that this strategy has a positive impact.	Children identified as a target group. Tracked and reviewed on edu-key. Evidence of reading recorded in children's own personal reading records.	Class Teachers, Key Stage Leaders and SLT	Termly assessment points	TA3 & interventions
Pupils achieve Age Related Expectations as gaps in learning are addressed	Targeted interventions provided by teachers and learning support practitioners.	Foundation Stage profile shows low attainment on entry and some PP pupils do not make accelerated progress through KS1 in terms of language acquisition and use. This impacts on the numbers achieving Age related expectations	Children identified as a target group. Tracked and reviewed on edu-key. Children are discussed through pupil progress meetings.	Key Stage Leaders, Curriculum leaders, Inclusion Manager & SLT	Termly assessment points	TA3 & interventions
Pupils achieve in line with their non – PP peers and attain the expected standard in Reading, Writing and Maths combined.	Pupil premium TA3 to be employed to implement targeted interventions to specific children.	Structured intervention with clear entry and exit testing is shown to have impact on attainment and progress.	Pupils are carefully selected for the programme by the SLT and SENCo as part of Entry and exit assessments to measure effectiveness of intervention.	Key Stage Leaders, DHT and Inclusion Manager	Termly assessment points	TA3 & interventions
The percentage of year 6 PP pupils achieving Age related expectations in Maths and Writing is in line with national expectations.	Selected year 6 pupils are taught maths and/or writing by an additional year 6 teacher 4 mornings a week. 1-1 conversations with children to raise standards in writing.	Children will receive extra support in addition to high quality teaching. This will boost confidence and attainment. Selected children are to be reviewed each half term. This has had a positive impact on previous years.	Children identified as a target group. Tracked and reviewed on edu-key. Evidence of reading recorded in children's own personal reading records.	Year 6 Teachers, Pupil Premium TA3, DHT	Termly assessment points	TA3 & Interventions
Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions.	Family Support Worker works with individual pupils/families. Targeted nurture support offered in class, in small withdrawal groups and during unstructured time. 'Open door' policy for pupils and families means there is always someone on hand to talk.	A high proportion of pupils in school present with social, emotional issues, as do their families. Family Worker currently working with around 20 pupils and their families. If we can support them to develop resilience and strategies then they will be more ready to learn.	Regular Review Meetings between DHT and Inclusion Manager. Analysis of concerns and behavioural forms for vulnerable children.	DHT & Inclusion Manager	Half Termly	Family Support Worker

	Nurture groups and Interventions provided for targeted children.	This will help pupils who struggle to manage their emotions, not only anger but also anxiety. It will also support move vulnerable pupils during transitions. We have noticed the numbers of pupils suffering from anxiety increasing and we need to support them to develop sustainable strategies.	Half termly reviews to select students. Pupil behaviour records, logs and family/pupil interviews EHC plans	DHT, Inclusion Manager and TA Lead	Half Termly	Interventions
Improve attendance rate for PP children and reduce the number of persistently absent pupils.	Attendance is monitored closely by DHT and Family Liaison Officer. Support is offered to families, including transporting children to and from school when difficulties arise. DHT & HT make regular home visits to support children who are missing from school.	NfER briefings and EEF guidance identifies addressing attendance as a key step for improving pupil outcomes, especially for disadvantaged groups. The attendance of Pupil Premium pupils is below non-PP pupils, and we are keen to diminish the difference.	DHT tracks attendance and regular updates are provided. Tracking of persistently absent pupils shows improvements as parents meet with senior leaders to discuss concerns and resolutions. Registers of attendance monitored. Letters used to encourage families to attend. Case studies show impact.	HT/DHT, Family Liaison Officer and Inclusion Manager	Half Termly	Staff Costs & time
	Finance Breakfast Club and After School Club for targeted children and families who may be experiencing difficulties with attendance.	Encouraging attendance at breakfast club and after school clubs. This enables children to have access to food, become settled and ready to learn at the start of the day. This can also facilitate a smooth	Regular reviews by DHT and Inclusion Manager in liaison with TA Lead.	HT/DHT, Family Liaison Officer and Inclusion Manager	Half Termly	Welfare Costs
	Provide transport for PP children whose families have difficulties in getting them to school.	A significant proportion of the children with low attendance are in receipt of PP funding. A reason given for low attendance is being unable to get them to school.	Regular reviews by DHT and Inclusion Manager in liaison with TA Lead.		Half Termly	Welfare Costs
Pupils are given enrichment learning opportunities outside the classroom	Residential and other visits subsidised for pupils currently in receipt of FSM.	Pupils are given opportunities to access activities and experiences that will engage and inspire them. Research shows that pupils taking part in extracurricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners.	Teachers target specific pupils for clubs and workshops. Records are kept to show pupils' attendance at clubs throughout school.	DHT, Inclusion Manager, Sports Leader	Half Termly	School Trip subsidiaries

Spending		
Teaching Assistants (TA3)	4 x TA3 Level Teaching Assistants 1 x TA4 Nurture Lead	£114,867.40
Family Worker	1 day per week	£6024.00
School Trips Subsidies including residential and local visits	Hollingworth Lake Adventure Centre Robin Wood Residential Year Group Field Visit subsidies	£1920.00 £ 3,300.00 £5000.00
Welfare Costs	Money set aside to support family's welfare needs that are aimed at increasing attendance and effective learning. Nurture approaches led by Deputy Head, Inclusion Manager and Nurture TA (Lead TA4).	£1500.00 £5000.00
Training, Resources and Administration	Professional Development Opportunities Intervention Resources Assessment Materials	£500.00 £1500.00 £1000.00