



St. Andrew's
C.E. Primary School



St. Andrew's CE Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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 CE Primary School |
| Number of pupils in school | 440 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mrs J. Rainford (Head Teacher) |
| Pupil premium lead | Mr P. Lynch (Inclusion Manager) |
| Governor / Trustee lead | Mrs V. Clarke (Vice Chair) |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £182,350 |
| Recovery premium funding allocation this academic year | £16,530 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| Total budget for this academic year | £198,880 |

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child to experience success and recognise their importance as an individual. Through careful assessment and planning we aim for our children to develop as confident, independent learners who make informed choices and are proud to achieve. Through acknowledgement of our 4 core values of 'Respect, Honesty, Friendship and Forgiveness', along with our 6 character values we inspire children to develop as responsible individuals who make a positive contribution to the world around them.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for educational recovery. We will ensure all pupils who need 'recovery' in terms of their academic achievement have extra targeted support with provision matched to their needs.

As a school we will make sure that we take an evidence based approach to the use of our Pupil Premium funding and ensure that we:

- review, monitor and adapt our systems and processes to ensure we act early to intervene at the point where needs are identified
- work hard to close the attainment and progress gap between disadvantaged and non-disadvantaged groups in school
- adopt a whole school approach where all staff take responsibility for disadvantaged outcomes
- ensure provision matches need, ensure all our children are challenged appropriately and given access to a broad range of experiences that will further develop strengths and aspirations.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <i>A significant proportion of children start school with under-developed speech, language and communication skills which is impacting their ability to learn.</i> |
| 2 | <p>A significant proportion of children have identified gaps in learning preventing them from achieving age related expectations.</p> <ul style="list-style-type: none"> • Disadvantaged groups • Children identified in school as vulnerable. • Children who are an in-year transfer. • Children who continue to be impacted following the covid-19 pandemic. |
| 3 | An increasing number of our children present with social, emotional and mental health (SEMH) issues which have an impact on all aspects of school life, including progress, attainment, attendance and behaviour. This is preventing many of our children from being ready to learn. |
| 4 | A significant proportion of the pupil base are impacted by a range of low Socio-economic factors outcomes. These include low incomes and restricted access to experiences they can offer their children. St. Andrew's pupil base sits within some of the highest areas of deprivation both locally and nationally. |
| 5 | <p>Persistent absence and low attendance remains high among a significant minority of our disadvantaged children.</p> <p>2022-2023</p> <ul style="list-style-type: none"> - Pupil Premium Attendance was 92% (95% non-pp), 6.3% Authorised absence (3.6% non-pp), 2.3% unauthorised (1.4% non-pp) - Pupil Premium persistent absence was 29% (14% non-pp) <p>Attendance data is tracked termly and actions to tackle PA are in place, including working with the Education Welfare Team. It is monitored termly by the school's attendance officer with written reports to SLT/ Governors / Trust Central Team.</p> |

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 |
|---|--|
| <p>To develop speech, language and communication skills across Early Years and Key Stage One.</p> <p>To improve reading skills for children across Early Years and Key Stage One.</p> | <p>The % of pupils eligible for PP achieving GLD will be at least in line with % of Non-PP children. (Early Years)</p> <p>The % of pupils eligible for PP passing the phonics screening in Year 1 will be at least in line with the % of non-pp.</p> <p>The % of pupils eligible for PP achieving expected standard in reading at the end of Key Stage One will be at least in line with % of Non-PP children.</p> |
| <p>To enable all pupils to make better than expected progress in learning through a range of targeted strategies designed to support and meet changing needs in order to narrow the gap.</p> | <p>The % of pupils eligible for PP achieving expected standard in Reading, Writing and Maths combined will be above 55% by the end of Key Stage Two.</p> <p>The % of pupils eligible for PP making expected progress (at least +3 saps) will be in line or better than the % of non-pp children (across school).</p> <p>Increase the % of pupils eligible for PP achieving greater depth</p> <p>Analysis of interventions will show that they have had a positive impact on the children's learning and have supported accelerated learning.</p> |
| <p>To increase support for our pupils and families with identified social, emotional and mental health needs (SEMH) in order to ensure that the needs are reduced, removed or alleviated.</p> | <p>Increased access to short and long-term nurture interventions and approaches across school. Provision will be closely matched to need.</p> <p>Analysis of nurture intervention and support will show that they have had a positive impact on the children's emotional, health and well-being.</p> <p>Pupils will be ready to learn and develop good behaviours for learning and will develop strategies to be able to regulate their emotions and behaviour inside and outside the classroom.</p> |
| <p>To increase the access to enrichment opportunities across school and within the local community.</p> | <p>100% of children will access enrichment opportunities across the year.</p> <p>Targeted opportunities to develop areas of interest or where children have been identified as having a talent.</p> <p>Signposting for community events and local opportunities will increase.</p> |
| <p>To increase attendance rates for disadvantaged children</p> | <p>The attendance of children eligible for PP will be in line or better than non-pp children. We will set a target of 96% for the year and be in line with the national percentage.</p> <p>The number of PP children classed as being persistently absent will reduce to % or less by the end of the academic year 2023-2024.</p> |

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: £ 125,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. | Continuing Professional Development EEF. EEF Guidance report: What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis (October 2021) Whole school self-evaluation and action planning; School priorities and personal and professional appraisal targets and objectives. | 1,2,3,4,5 |
| Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. <ul style="list-style-type: none"> - New phonic decodable books for Early Years and Key Stage One. - A range of new books for Key Stage Two - Peer coaching initiatives - Greater Depth Workshops and resources | EEF guidance report - Improving Literacy in Key stage 1 and 2. EEF guidance - Improving maths in KS2. | 1,2,3 |
| To ensure high quality support is available for disadvantaged children. <ul style="list-style-type: none"> - Full-time teaching assistants in Year 2 and Year 6 (4 adults in total) | Education Endowment Fund - Teaching and Learning Toolkit evidence that this to have an impact of +4 months especially where Teaching assistants have been deployed appropriately and to match need. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 1,2,3 |

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

Budgeted cost: £45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continued investment in Wellcomm. A speech and language toolkit that can be used with children from 6 months to 6 years of age. It is a means of tracking progress of all children and will identify areas of concern in language, communication and interaction.</p> <p>Identified team of Teachers and teaching assistants to support the delivery and intervention following assessment and identification.</p> <p>Designated leader in school with a TLR responsibility for Speech, Language and Communication.</p> | <p>EEF - Teaching and Learning Toolkit identifies this type of intervention, specifically oral language intervention, to have an impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Research into the use and impact of wellcomm is highly favourable amongst many primary schools. Where it is used as a screen and a targeted approach it can have a positive impact on children's speech, language and communication skills. It also allows a school to gather much more accurate evidence when making a referral to speech and language services.</p> | 1 |
| <p>Continued investment in Century Tech - A digital learning platform to diminish the difference in English, Maths and Science. Led by the Watergrove Trust but managed at school-level.</p> <p>This is monitored by a designated member of staff in school.</p> <p>Century Tech enables us to target interventions and support catch-up on lost learning.</p> <p>All intervention is tracked through edu-key provision mapping software.</p> | <p>Century Tech identifies gaps in learning through a diagnostic approach and personalises a teaching pathway to address misconceptions. Content is then personalised with questions and pathways aimed at what the children need.</p> <p>EEF - Using Digital Technology to improve learning</p> <p>EEF Blog - Learning recovery and the role of diagnostic assessment.</p> | 2,3 |
| <p>Provide targeted, structured interventions to children across the whole school.</p> <p>Interventions to be monitored and evaluated by Inclusion Manager and Assistant SENDCo (formally the Covid-Recovery Lead) using edu-key provision mapping software to support.</p> | <p>Provision of QFT, mastery curriculum and effective challenge for children identified as requiring 'catch-up'</p> <p>EEF - Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • Feedback +6 months • Individualised instruction + 4 months | 2,3 |

| | | |
|---|--|--|
| Percentage of children identified for additional intervention to be carried out by experienced teachers from within school via the National Tutoring Programme. | EEF - Using digital technology to improve learning - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | |
|---|--|--|

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

Budgeted cost: £ 29,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions. Targeted, planned, and responsive interventions. | EEF Improving social and emotional learning in Primary Schools EEF - Teaching and Learning Toolkit <ul style="list-style-type: none"> Social & Emotional Learning +4 Months | 3 |
| All children in school are given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. | EEF Enrichment 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. It is also widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Therefore providing this opportunity for PP children increases their experiences which would lead to academic improvement. | 3, 5 |
| Subsidising for school visits and visitors into school. | | 2, 3, 4 |
| Use of the Educational Welfare Service to provide additional support with improving attendance across school including regular meetings in school with the Attendance team to scrutinise attendance data and inform intervention strategies. Short-term strategies to support and improve attendance. <ul style="list-style-type: none"> Trust wide initiatives designed at improving attendance across all schools. Providing additional support for families who are having difficulties in getting their children to school due to unforeseen circumstances. Additional breakfast club attendance for children identified as vulnerable. | Evidence and approaches gathered from the document entitled 'Improving school attendance: support for schools and local authorities. Previous experiences of supporting our families with short-term strategies have shown to improve attendance rates. For longer term approaches we use the Early Help process. | 3, 4 |

| | | |
|---|--|-----|
| - Short-Term Financing of before school Club and After School Club for targeted children and families who may be experiencing difficulties with attendance. | | |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £ 199,000

Part B: Review of outcomes in the previous academic year

| Intended outcome | Success criteria |
|---|---|
| <p>To raise attainment in reading in the Early Years and Key Stage One by developing children's speech and language skills. This includes effective use of phonics.</p> <p>Raise attainment and progress in reading across Key Stage Two by developing fluency and understanding of language and inference skills.</p> | <p>The % of pupils eligible for PP achieving expected standard in reading will be at least in line with % of Non-PP children. (Key Stage One)</p> <p>The % of pupils eligible for PP passing the phonics screening in Year 1 will be at least in line with the % of non-pp.</p> <p>The % of pupils eligible for PP achieving expected standard in reading will be at least in line with % of Non-PP children. (Key Stage Two)</p> |
| Impact | |
| <p>56% of pupils eligible for PP achieved expected standard in KS1 reading compared to 77 % of Non-PP children.</p> <p>76% of pupils eligible for PP passed the phonics screening in Year 1 compared to 88% of non-pp children.</p> <p>60% of pupils eligible for PP achieved expected standard in KS2 reading compared to 90% of non-PP children.</p> | |
| <p>To enable all pupils to make better than expected progress in learning through a range of targeted strategies designed to support and 'catch up' missed opportunities in learning as a result of the Covid-19 pandemic.</p> | <p>The % of pupils eligible for PP achieving expected standard will be at least in line with % of Non-PP children. (across school).</p> <p>The % of pupils eligible for PP making expected progress (at least +3 saps) will be in line or better than the % of non-pp children (across school).</p> <p>Increase the % of pupils eligible for PP achieving greater depth</p> <p>Analysis of interventions will show that they have had a positive impact on the children's learning and have supported accelerated learning.</p> |

Impact

| | | | | Writing | | Mathematics | |
|---------------------------------------|-----|----------|-----------------|----------|-----------------|-------------|-----------------|
| | | Expected | Points Progress | Expected | Points Progress | Expected | Points Progress |
| Whole School | 417 | 69% | 4.0 | 65% | 3.9 | 71% | 4.0 |
| Pupil Premium | 114 | 54% | 3.9 | 49% | 3.8 | 51% | 3.9 |
| Non Pupil Premium | 303 | 75% | 4.1 | 71% | 4.0 | 78% | 4.0 |
| <i>FSM & E6</i> | 96 | 54% | 3.9 | 50% | 3.8 | 53% | 3.9 |
| <i>Non FSM & E6</i> | 321 | 73% | 4.1 | 69% | 4.0 | 76% | 4.0 |
| <i>Cared for Children</i> | 3 | 67% | 3.7 | 67% | 3.7 | 33% | 3.3 |
| <i>Non Cared for Children</i> | 414 | 69% | 4.0 | 65% | 3.9 | 71% | 4.0 |
| <i>Post Cared for Children</i> | 12 | 42% | 4.1 | 33% | 3.9 | 33% | 3.6 |
| <i>Non- Post Cared for Children</i> | 405 | 70% | 4.0 | 66% | 3.9 | 72% | 4.0 |
| <i>Service Premium (Armed Forces)</i> | 3 | 67% | 4.0 | 67% | 3.7 | 67% | 3.7 |
| <i>Non-Service Premium</i> | 414 | 69% | 4.0 | 65% | 3.9 | 71% | 4.0 |

| | |
|---|--|
| To increase support for our pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | <p>Increased access to short and long-term nurture interventions and approaches across school. Provision will be closely matched to need.</p> <p>Analysis of nurture intervention and support will show that they have had a positive impact on the children's emotional, health and well-being.</p> <p>Pupils will be ready to learn and develop good behaviours for learning and will develop strategies to be able to regulate their emotions and behaviour inside and outside the classroom.</p> |
| Impact | |

| Interventions Impact (reviews completed using edu-key provision mapping software (August 2023)) |
|--|
| -2 = Intervention not suitable, -1 = no impact, 0 = special circumstances, +1 = Impact, +2 = significant impact (Red = previous years) |
| Average Provision Outcome: +0.95 (+1.09) |
| Average Learning Plan Outcome: + 0.85 (+0.81) |
| Outcome by Funding Stream |
| SEND High Needs Funding - +1.35 (+1.24) (Top-up funding) |
| SEN Support Funding - +0.96 (+1.12) (Delegated Budget) |
| Pupil Premium Funding - +1.09 (+1.15) |

| | |
|---|---|
| To increased attendance rates for disadvantaged children | <p>The attendance of children eligible for PP will be in line or better than non-pp children. We will set a target of 96% for the year and be in line with the national percentage.</p> <p>The number of PP children classed as being persistently absent will improve to be in line with the rest of the school.</p> |
| Impact | |
| <p>- Pupil Premium Attendance was 92% (95% non-pp), 6.3% Authorised absence (3.6% non-pp), 2.3% unauthorised (1.4% non-pp)</p> <p>- Pupil Premium persistent absence was 29% (14% non-pp)</p> <p>Attendance data is tracked termly and actions to tackle PA are in place, including working with the Education Welfare Team. It is monitored termly by the school's attendance officer with written reports to SLT/ Governors / Trust Central Team.</p> | |
| To increase the access to enrichment opportunities across school and within the local community. | <p>100% of children will access enrichment opportunities across the year.</p> <p>Targeted opportunities to develop areas of interest or where children have been identified as having a talent.</p> <p>Signposting for community events and local opportunities will increase.</p> |
| Impact | |
| <p>All children have access to enrichment opportunities across school as this is planned as part of the curriculum.</p> <p>OFSTED noted in January 2022 that "There is a skilfully planned programme of activities beyond the school's curriculum subjects, to which all pupils have access. These include puppet-making, learning sign language and birdwatching."</p> | |

Service pupil premium funding

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Allocated the funding to a range of nurture interventions to support emotional health and well-being. |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Armed forces children in school made good academic progress</p> <p>67% achieved expected in Reading, writing and mathematics and between 3.7 and 4 points progress in reading, writing and mathematics.</p> |