



Pupil premium strategy statement for St Andrew's CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 CE Primary
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	45% (199/441)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 Year
Date this statement was published	Sept 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Thompson
Pupil premium lead	Janine Wright/Lisa Thompson
Governor / Trustee lead	Deborah Castle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271, 460.00
Recovery premium funding allocation this academic year	£23, 925.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£295, 385.00

Part A: Pupil premium strategy plan

Statement of intent

St Andrew's – A Good Samaritan School – making a difference so all can flourish

With Faith Hope and Love we can achieve greater things.

At St Andrew's it is our intention to develop all our pupils into life-long learners with a thirst for knowledge. We have high expectations of all pupils and high aspirations for them. This desire is regardless of background, gender ethnicity or faith. Many of our pupils, disadvantaged (45%) or not have many barriers to their learning and through focusing on and prioritising quality first teaching, alongside increasing their capacity to learn through supporting their SEMH needs, we set out to help and support them in overcoming these barriers and achieve in line with their peers and to reach their full potential. This enables all pupils to live out our school, vision of being A Good Samaritan School (Luke Ch 10 v 25-37) – making a difference so all can flourish.

Our PP Strategy is strongly informed by EEF Research and evidence based practice and has the three tiered approach of high quality teaching, targeted academic support and wider strategies (which for us focuses very specifically on helping pupils overcome SEMH barriers so that they are in a position to learn and supporting the wider family at its heart).

Our strategy plan has a one-year approach, mainly due to the high mobility our school faces which therefore requires us to address very changing cohort specific needs in order to deliver our intention. It also is very specific in outlining intended outcomes so that teaching can be targeted towards specific children and their individual need.

Challenges

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

Challenge number	Detail of challenge
1	For pupils to achieve the required standard in phonics in line with national and non PP. EAL impact on phonics outcomes as does poor general vocabulary knowledge. Parents ability to support is also limited (Linked to SIP Priority 1)
2	Attainment and progress of all boys in Reading, Writing and Maths in order to diminish the attainment gap. Influenced by limited life experiences/cultural capital/general knowledge, poor language skills and % of EAL pp pupils. (Linked to SIP Priority 3)
3	Achievement gap between PP and Non PP pupils in school. (Linked to SIP Priority 3)
4	Challenge for all, especially more able, so that more PP pupils are high achievers (Linked to SIP Priority 3)
5	Poor home learning environments/experiences, inc access to electronic devices & the internet and enrichment activities
6	Significant economic/social/emotional deprivation
7	Low attendance for some PP pupils
8	Pupils with children's services involvement
9	High Mobility

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>Challenge 1: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p>	<p>Year 1 phonics outcomes to be 75%+ (2021 73% (65% disadvantaged compared with 75% National ALL Other))</p> <table border="1" data-bbox="1016 512 1881 632"> <thead> <tr> <th>Year</th> <th>Baseline % PP pupils at ARE in Reading</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>57% (17/30 pupils)</td> <td>77% (23 pupils)</td> </tr> </tbody> </table>	Year	Baseline % PP pupils at ARE in Reading	Aspirational Target	1	57% (17/30 pupils)	77% (23 pupils)																																			
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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: £165,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>CPD/Monitoring Focus on live feedback and marking and its impact</p> <p>CPD Monitoring Focus on peer/self assessment and its impact</p> <p>TLR/Leadership posts for EYs & Phonics (RWI) and core curriculum – offering cpd, coaching & mentoring, modelling.</p> <p>School approach to reading, writing & phonics continues to embed and be reviewed for consistency – CPD provided and compliance monitored.</p> <p>1:1 support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need.</p> <p>Recovery Curriculum – subject leaders continue to identify new key priorities within Reading, Writing & Maths and the wider curriculum in order to continue to address gaps in learning</p>	<p><u>Internal</u></p> <p>There is a gap between PP and non PP attainment in some classes - enable accelerated progress in all year groups in order for PP pupils to achieve ARE.</p> <p>The continuing impact of the pandemic is still being seen in the attainment of some pupils with a below ARE base line but with the ability to achieve ARE.</p> <p>Number of PP pupils achieving GD is lower than non PP pupils.</p> <p><u>External</u></p> <p>EEF Toolkit:</p> <p>Feedback – Cost: Low, Progress: +6 months</p> <p>Oral Language Interventions - Cost: Low, Progress: +6 months</p> <p>Meta-Cognition & Self Regulation - Cost: Low, Progress: +7 months</p> <p>Reading Comprehension Strategies - Cost: Low, Progress: +6 months</p> <p>Sutton Trust (2014) – Quality First Teaching</p>	<p>1: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p> <p>2: To raise the attainment in of boys in the following year groups: 1, 2, 4, and 5 from baseline of Autumn 21</p> <p>3: To narrow the gap between PP and Non PP in Y3 – Reading & Maths, Y5 – Reading Writing & Maths.</p> <p>4: To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in Reading, Writing & Maths</p> <p>5-9. Sustain/Improve provision to enhance attendance & wellbeing in school . Pupils with SEMH difficulties are able to succeed making the best progress possible.</p>

	<p>Focus on high quality teaching informed by diagnostic assessments. Efficient Curriculum – based on research by John Hattie https://www.tes.com/news/dont-presume-learning-lost-covid-says-john-hattie</p>	
<p>High Quality staff CPD offer CPD focus on bespoke areas of maths curriculum for leaders and staff. Staff Meetings focus on implementation of curriculum for consistency WVES CPD package Coaching and Mentoring internal provision Pastoral Lead CPD on Drawing & Talking and Journey of Change Parenting Programme</p>	<p>Internal CPD focus on School Improvement priorities/PP intended outcomes and curriculum offer</p> <p>External EEF Guidance – effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Education Policy Institute – high quality cpd leads to raised attainment https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</p>	
<p>Early Years 1:1 support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need.</p> <p>Development of our Early Years Hub to provide appropriate provision for pupils with significant SEND</p>	<p>Internal Significant number of SEND pupils with complex needs impacting the wider cohort</p> <p>External EEF Toolkit: 1:1 – Cost: Moderate, Progress: +5 months</p>	<p>1: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p>
<p>Phonics Review of our phonics provision/systems Whole staff RWI CPD Monitoring of provision Modelling of good practice</p>	<p>Internal PP pupils (and non PP) not in line with national</p> <p>External EEF Toolkit: Phonics – Cost: Low, Progress: +5 months</p>	

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

Budgeted cost: £55,385.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific Interventions</p> <p>Targeted deployment of TAs/HLTAs to lead interventions based on</p> <ul style="list-style-type: none"> • A baseline of developing – need to make accelerated progress to be on track. • PP pupils with ability/potential to maintain or move to GD. • Phonic need in KS2 <p>Teacher led Shining Lights writing intervention (30mins weekly)</p> <p>Bug Club targeted intervention led by TA</p> <p>Recovery Curriculum – pupils identified a s part of pupil progress meetings to receive additional support.</p>	<p>Internal</p> <p>Diagnostic assessments and analysis shows a gap between PP and non PP at ARE in a selection of classes and also with the number of pupils achieving GD</p> <p>Internal monitoring & assessments show a need for a number of PP pupils in KS still requiring phonics especially new arrivals with low PIE codes</p> <p>Speech & Language remains a barrier to learning for some PP pupils</p> <p>External</p> <p>EEF Toolkit:</p> <p>Small group teaching/tuition – Cost: Low, Progress+4 months</p> <p>Oral Language intervention – Cost: Low, Progress: +6 months</p> <p>Phonics – Cost: Low, Progress: +5 months</p> <p>TA interventions – Cost: Moderate, Progress: +4 months</p> <p>Mastery Learning – Cost: Moderate, Progress: + 5 months</p> <p>Research shows short regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching.</p> <p>Evidence shows the best use of TAs, providing greater impact for pupils is in providing structures interventions compared with general class support.</p>	<p>1: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p> <p>2: To raise the attainment in of boys in the following year groups: 1, 2, 4,and 5 from baseline of Autumn 21</p> <p>3: To narrow the gap between PP and Non PP in Y3 – Reading & Maths, Y5 – Reading Writing & Maths.</p> <p>4: To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in Reading, Writing & Maths</p>
<p>Speech & Language</p> <p>TA delivering Sp & L support to targeted PP pupils</p>		
<p>Reading Recovery</p> <p>Reading Recovery Teacher supporting targeted PP pupils</p>		

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

Budgeted cost: £75,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support around the Family /Attendance/SEMH</p> <p>Employment of Pastoral Manager & Learning Mentor to improve and/or offer</p> <ul style="list-style-type: none"> • Parental Engagement • Attendance – including rewards • Family Support which in turn supports children with their learning • Programmes/interventions to support SEMH needs • Well being • Offer behaviour or self- regulation support in turn improving learning outcomes <p>Sports Coaches used to offer behaviour/resilience/motivation interventions to boys</p> <p>Base 25 counselling (as and when required)</p> <p>Whole School CPD re managing behaviour – techniques and principles</p>	<p><u>Internal</u></p> <p>Many outside barriers need to be brought into school, in order to address them at least in part, to improve outcomes.</p> <p>Significant number of PP pupils with additional needs around SEMH and complex behaviour.</p> <p>Attendance an issue for some PP pupils – some having persistent absence issues.</p> <p>Various barriers our parents have that results in them having difficulties in supporting their children through their school experience</p> <p>Poor cultural capital and life experiences.</p> <p><u>External</u></p> <p>EEF Toolkit:</p> <p>Parental Engagement – Cost: Low, Progress +4 months</p> <p>Research shows short regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching.</p> <p>Social & Emotional Learning – Cost: Low, Progress +4 months</p> <p>Behaviour interventions – Cost Low, Progress +4 months</p> <p>Evidence shows that SEL interventions have visible and valuable impact on attitudes to learning and social relationships within school .</p>	<p>5-9. Sustain/Improve provision to enhance attendance & wellbeing in school. Pupils with SEMH difficulties are able to succeed making the best progress possible.</p>
<p>Cultural Deprivation</p> <p>Contributions towards school trips, visitors and memorable experiences in order to enhance cultural capital and increase knowledge</p>	<p>EEF advice on successful behaviour management & specific behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools and</p>	

Trial of "Now Press Play"	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
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Total budgeted cost: £295, 385.00

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 2021 to 2022 academic year.

Challenge 1: To raise the attainment in writing of boys in the following classes: 1K, 3BC, 3S, 4CS, 4C, 5D, 5P from baseline of Autumn 21

Class	Baseline % PP boys at ARE	Aspirational Target	Class	Baseline % PP boys at ARE	Aspirational Target	Actual	Target Actual
1K	60% (3 pupils)	80% (4 pupils)	1K	60% (3 pupils)	80% (4 pupils)	60% (3 pupils)	
3BC	25% (2 pupils)	50% (4 pupils)	3BC	25% (2 pupils)	50% (4 pupils)	38% (3 pupils)	
3S	50% (3 pupils)	67% (4 pupils)	3S	50% (3 pupils)	67% (4 pupils)	67% (4 pupils)	
4CS	14% (1 pupil)	57% (4 pupils)	4CS	14% (1 pupil)	57% (4 pupils)	38% (3 pupils)	
4C	33% (2 pupils)	83% (5 pupils)	4C	33% (2 pupils)	83% (5 pupils)	50% (3 pupils)	
5D	22% (2 pupils)	56% (5 pupils)	5D	22% (2 pupils)	56% (5 pupils)	60% (6 pupils)	
5P	15% (2 pupils)	46% (6 pupils)	5P	15% (2 pupils)	46% (6 pupils)	54% (7 pupils)	

Out of 7 classes targeted

6 classes raised the attainment of boys from their baseline.

2 of these classes exceeded the aspirational target set. 1 class met the aspirational target. The other 2 classes whilst not hitting the aspirational target raised attainment from the baseline.

For the remaining class attainment remained in line with baseline – during this there was a change of class teacher. Moderation identified that pupil targeted for ARE may not achieve due to SEND

Overall: **Intended Outcome Achieved**

Year	Baseline % PP pupils at GD in writing (gap)	Aspirational Target
1		30% (6 pupils)
2	7% (2 pupils) (18%)	21% (6 pupils)
3	5% (1 pupil) (16%)	19% (4 pupils)
4	7% (2 pupils) (10%)	20% (7 pupils)
5	5% (2 pupils) (15%)	20% (8 pupils)
6	16% (4 pupils) (17)	25% (6 pupils)

achieve GD in writing and close the gap with Non PP

Target

Year	Baseline % PP pupils at GD in writing (gap)	Aspirational Target	Actual (Gap)
1		30% (6 pupils)	9% (2 pupils) (12%)
2	7% (2 pupils) (18%)	21% (6 pupils)	11% (3 pupils) (8%)
3	5% (1 pupil) (16%)	19% (4 pupils)	14% (3 pupils) (14%)
4	7% (2 pupils) (10%)	20% (7 pupils)	10% (3 pupils) (10%)
5	5% (2 pupils) (15%)	20% (8 pupils)	14% (6 pupils) (3%)
6	16% (4 pupils) (17%)	25% (6 pupils)	12% (3 pupils) (+6%)

Actual

Challenge 2: To raise the attainment from baseline of Autumn 21 so more PP pupils

Out of 6 Year Groups...

5 Year Groups raised the number of pupils achieving GD from their baseline.

Setting the aspirational targets ensured that the outcomes were positive.

In all year groups where a baseline was available the gap with non PP narrowed (4/5) or remained constant(1/5)

For the Year 6 cohort mobility in and out of the cohort during the academic year impacted expected outcomes

Overall: **Intended Outcome Achieved**

Year	Baseline % PP pupils at ARE in Reading	Aspirational Target
1	60% (12 pupils)	84% (17 pupils)

Year	Baseline % PP pupils at ARE in Reading	Aspirational Target	Actual % PP pupils achieving standard in Phonics
1	60% (12 pupils)	84% (17 pupils)	65% (15 pupils)

Challenge 3: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school

Target

Year 1 phonics outcomes to be 72%+
(2019 72% (71% disadvantaged compared to 84% National ALL Other))

Actual

Context...

During the year the phonics lead changed and the methodology and pedagogy for teaching phonics was altered to be true to the scheme (RWI)

In one class the teacher changed after 1 term

The improvements made are continuing to embed and CPD is booked for Autumn 2023

A significant number of PP pupils are also SEND and scored well below the expected standard – their needs will continue to be met through the phonics programme and supplementary support

Outcomes...

Whole School Outcome 73%

Subject	Y2 Baseline & (Target)%	Y3 Baseline & (Target) %
Reading	27% (< 17%)	13% (<9%)
Writing	25% (< 15%)	16% (<10%)
Maths	24% (<14%)	

Subject	Y2 Baseline & (Target)%	Actual	Y3 Baseline & (Target) %	Actual
Reading	27% (< 17%)	11%	13% (<9%)	7%
Writing	25% (< 15%)	4%	16% (<10%)	10%
Maths	24% (<14%)	15%		

PP – 65%
None PP – 76%
During the year, the percentage of pupils

achieving the required standard increased term on term.

Overall: **Intended Outcome Partially Achieved (Percentage increase from baseline 60 to 65%)**

Challenge 4: To narrow the gap between PP and Non PP in Y 1 (2) & 2 (3)

Target

Actual

Overall: Intended Outcome Achieved (All targets set significantly surpassed or in line with. In Y 3 PP exceeding None PP)

Challenge 5-9: Sustain/Improve provision to enhance attendance & wellbeing in school

Pupils with SEMH difficulties are able to succeed making the best progress possible.

Target

Pupils who are seen by learning mentor, Boxall, Scared etc monitoring shows numeric improvement and in turn impacts on progress and attainment

Actual

14 pupils were assessed at the start & the end of the year either using Scared/Boxall/Stirling/Child Youth Resilience Tools. 93% (13/14) showed an improving picture

Attainment	Expected Progress	Accelerated Progress
23% achieved ARE in R	77% expected progress in R	23% expected progress in R
23% achieved ARE in W	86% expected progress in W	35% expected progress in W
23% achieved ARE in M	77% expected progress in M	26% expected progress in W

Target

PP attendance shows a stable – improving picture. Lateness monitored and followed up.

Actual

PP attendance shows a stable – improving picture. Lateness monitored and followed up.

Target

Maintain/Improve attendance of PP pupils at extra-curricular provision

Actual

Attendance of PP pupils at extra-curricular provision maintained/improved – it is at least in line with Non PP attendance and often better

Target

Growing picture of parental engagement

Actual

Parental engagement growing – still recovering from COVID impact

Overall: **Intended Outcome Achieved**

Recovery Funding

Catch Up and Keep Up through recovery curriculum (which will identify key priorities within RWM) in order to recoup lost learning and therefore numbers of pupils working at ARE/GD

Year Group	Summer 22 all pupils who were ARE/GD at Spring 20 to be at least ARE/GD and for targeted pupils for sufficient progress to have been made to become ARE/GD where they previously were below											
	Reading Spring 2020	Reading Summer 2021	Reading Summer 2022	Writing Spring 2020	Writing Summer 2021	Writing Summer 2021	Maths Spring 2020	Maths Summer 2021	Maths Summer 2022			
Numbers of pupils working at ARE or above												

Nursery – Y1		6	13 + 1 conversion from below ARE to ARE		6	11 + 1 conversion from below ARE to ARE		7	13 + 1 conversion from below ARE to ARE
Reception – Y2	6	4	7 + 8 conversion from below ARE to ARE	6	4	6 + 9 conversion from below ARE to ARE	7	3	8 + 6 conversion from below ARE to ARE
Y1 – Y3	8	7	12 + 2 conversion from below ARE to ARE	8	6	13 + 1 conversion from below ARE to ARE	9	9 + 1 conversion from below ARE to ARE	13 + 2 conversion from below ARE to ARE
Y2 – Y4	15	10 + 1 conversion from below ARE to ARE	13	12	8 + 1 conversion from below ARE to ARE	13 + 1 conversion from below ARE to ARE	18	11	13
Y3 – Y5	27	13	26	25	9	23 + 3 conversion from below ARE to ARE	26	10	22 + 6 conversion from below ARE to ARE
Y4 – Y6	11	8 + 2 conversion from below ARE to ARE	8 + 6 conversion from below ARE to ARE	12	9 + 1 conversion from below ARE to ARE	5 + 11 conversion from below ARE to ARE	12	11 + 1 conversion from below ARE to ARE	5 + 9 conversion from below ARE to ARE

Pupils who did not continue to work at ARE in July 2022 to be targeted in Pupil Progress meetings in September 22 where further approaches to reverse lost learning will be planned for using PPG and Recovery Funding

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

N/A