



St Andrew's C of E Primary School



With Faith, Hope & Love we can achieve greater things.

Impact for Pupils in Receipt of Pupil Premium 2020-2021
(NB School Closure from Jan -March 2021 due to COVID 19 Pandemic)

Attainment & Progress

Below is a summary of Attainment Data from academic year 2018-2019. As a result of the COVID-19 pandemic data is not available for the academic year 2020-2021

	EYFS	KS1					KS2			
	GLD	Y1 Phonics	R	W	M	Sci	R	W	M	Sci
St Andrew's PP	86%	74%	76%	71%	74%	76%	78%	81%	69%	83%
St Andrew's non PP	63%	73%	76%	76%	76%	80%	56%	68%	64%	80%
Difference	+ 23%	+1%	=	-5%	-2%	-4%	+22%	+13%	+5%	+3%

	National			
GLD	69%			
KS1	R 76%	W 70%	M 77%	S 82%
KS2	R 73%	W 78%	M 79%	S 83%

And in Progress

	EYFS – End of KS1			End of KS1 – End of KS2		
	Reading	Writing	Maths	Reading	Writing	Maths
St Andrew's PP	97%	97%	94%	+2.61	+2.78	+1.81
St Andrew's non PP	96%	96%	91%	+2.68	+2.75	+2.01
Difference	+1%	+1%	+3%	+0.07	+0.03	-0.2

	National		
KS2	R +0.03	W +0.02	M +0.03

Impact

Summary information					
School	St Andrew's C E Primary School				
Academic Year	2020/21	Total PP budget Catch Up Funding	£237,650.00 £19,041.00	Total PP Spend	£256, 691.00
Total number of pupils	443	Number of pupils eligible for PP	174 (39%)	Date for next internal review of this strategy	Jan 2022

Review of expenditure				
Previous Academic Year 2020-2021				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A Summer 2021 (<i>pupils GD at previous KS to still be GD as a result of COVID Recovery Curriculum</i>) for more PP pupils achieving GD compared with Spring 2020 data. GD attainment for PP pupils to be in line with non PP internally and in line with national at end of KS2</p>	<p>Quality First teaching</p> <p>CPD for all staff regarding challenge focusing on Challenge in Maths and “Moving GD in Writing”</p> <p>Ensure teaching includes mastery opportunities for all pupils using the BSGP approach</p> <p>Ensure teaching includes quality feedback that moves learning on – immediately where possible</p>	<p>Summer 2021 (<i>pupils who were GD at previous key stage to still be GD as a result of COVID Recovery Curriculum</i>)</p> <p>4/6 year groups pupils still GD who were at previous Key Stage</p> <p>1/6 year groups only 1 pupil not making expected progress to remain GD</p> <p>for more PP pupils achieving GD compared with Spring 2020 data.</p> <p>Cohort Outcomes Spring 2020 – Summer 21</p> <p>Rec into Y1 increase in number of pupils achieving GD in all areas</p> <p>Y1 into Y2 increase in number of pupils achieving GD in R & M</p> <p>Y2 into Y3 increase in number of pupils achieving GD in M & = in W</p> <p>Y4 into Y5 increase in number of pupils achieving GD in R & M</p> <p>Y5 into Y6 increase in number of pupils achieving GD in R & W</p>	<p>Aspirational targets should continue to be set. Outcomes show that challenge for all approach should continue and has had impact despite the pandemic.</p> <p>.</p> <p>Based on research we know that the biggest impact we can have on our pupils is through Quality First Teaching and this continues to be the big drive in school to raise standards. Our potential GD pupils may however need a balance of this and targeted intervention to overcome wider barriers to attainment such as EAL/Poor Cultural Capital</p> <p>Continue with BSGP approach</p>	

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

PP pupils identified in Pupil Progress Meetings with the potential to be GD. These pupils in appropriate interventions (when possible) led by teachers or support staff to improve progress

3 x HLTAs

All PP pupils to access Recovery Curriculum in order to address gaps in learning as well as be in a position to further learn so as to progress and so keep up.

All Pupils to have access to Bug Club and Time Table Rockstars to supplement learning

Target

	1	2	3	4	5	6
R	2/2	5/5	5/5	10/10	7/7	11/11
W	2/2	5/5	5/5	9/9	7/7	11/11
M	2/2	4/4	5/5	9/9	7/7	11/11

Actual

	1	2	3	4	5	6
R	3	2/1	2/1	2/10	6/4	2/3
W	3	1/1	2/1	2/7	4/1	2/3
M	4	2/1	3/1	1/8	7/2	2/2

<p>Summer 2021 for the percentage of boys achieving ARE in reading and writing in each year group to have increased from Spring 2020 and for gender gap to have narrowed. (see SIP priority 4 targets)</p> <p>Incorporate outcomes of case study (Academic year 18-19 delayed due to COVID) investigating perceptions of children as to what makes a good writer, incorporated into classroom practice to improve outcome for boys</p> <p>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</p>	<p>Quality First teaching</p> <p>Staff updates regarding the writing learning journey with an increased focus on reading into writing approach/visual literacy/Computing links</p> <p>Ensure teaching includes mastery opportunities and challenge for all pupils</p> <p>Male PP pupils identified with ability to be ARE to be in appropriate interventions led by support staff to improve progress</p> <p>3 x HLTAs</p> <p>Shining Lights intervention when possible</p>	<p>Summer 2021 for the percentage of boys achieving ARE in reading and writing in each year group to have increased from Spring 2020</p> <p>Cohort Outcomes Spring 2020 – Summer 21</p> <p>Reading increase in boys attainment in 3/6 year groups</p> <p>Writing increase in boys attainment in 1/6 year groups & = in 2/6</p> <p>and for gender gap to have narrowed. (see SIP priority 4 targets)</p> <p>Cohort Outcomes Spring 2020 – Summer 21</p> <p>Reading gender gap increased with boys ahead in 1/6 year groups</p> <p>Reading gender gap narrowed between girls and boys with girls ahead in 2/6 year groups</p> <p>Gender gap flipped in favour of boys in 1/6 year groups</p> <p>Writing gender gap remained = with boys ahead in 1/6 year groups</p> <p>Writing gender gap narrowed between girls and boys with girls ahead in 2/6 year groups</p> <p>Writing gender gap flipped in favour of boys in 1/6 year groups</p> <p>Incorporate outcomes of case study (Academic year 18-19 delayed due to COVID) investigating perceptions of children as to what makes a good writer, incorporated into classroom practice to improve outcome for boys</p> <p>Spring 2020 outcomes compared with Summer 21 outcomes. Cohort specific</p> <table border="1" data-bbox="768 1189 1341 1348"> <thead> <tr> <th></th> <th>R</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td rowspan="2">R</td> <td>0%</td> <td>21%</td> <td>18%</td> <td>20%</td> <td>29%</td> <td>0%</td> <td>45%</td> </tr> <tr> <td>50%</td> <td>38%</td> <td>38%</td> <td>32%</td> <td>44%</td> <td>46%</td> <td></td> </tr> <tr> <td rowspan="2">W</td> <td>0%</td> <td>24%</td> <td>14%</td> <td>13%</td> <td>26%</td> <td>6%</td> <td>3%</td> </tr> <tr> <td>25%</td> <td>30%</td> <td>23%</td> <td>23%</td> <td>38%</td> <td>54%</td> <td></td> </tr> </tbody> </table>		R	1	2	3	4	5	6	R	0%	21%	18%	20%	29%	0%	45%	50%	38%	38%	32%	44%	46%		W	0%	24%	14%	13%	26%	6%	3%	25%	30%	23%	23%	38%	54%		<p>Aspirational targets should continue to be set. Outcomes show that challenge for all approach should continue and has had impact despite the pandemic</p> <p>Based on research we know that the biggest impact we can have on our pupils is through Quality First Teaching and this continues to be the big drive in school to raise standards. Continue to identify boys for whom targeted intervention could be successful eg boys a term behind and no other barriers such as low PIE codes for age</p> <p>Continue with BSGP approach Continue with Shining Lights Continue with Curriculum development to meet the needs of boys</p> <p>Outcome: Explore ways of addressing GD in KS1. Carefully select pupils – maybe with the use of standardized scores where appropriate for pupils who could achieve ARE – for targeted interventions that are short and piloted.</p>	
	R	1	2	3	4	5	6																																			
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Summer 2021 more PP pupils passing the Phonics Test compared with Summer 2019 (and Autumn 2020 (Covid)) so that the difference between PP and Non PP pupils remains equal but in line with National. (see SIP Priority 6 targets)</p> <p>And Priority A & B</p> <p>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</p>	<p>Early and regular identification of PP pupils not on track to pass the phonic check discussed at P Progress meetings</p> <p>Ensure appropriate challenge is in place so pupils progress through RWI groups</p> <p>HLTA in EYs</p> <p>1 X TA working with identified PP pupils from EYFS/KS1 pupils to deliver S & L support to targeted individuals (5 pupils)</p> <p>1 x Reading Recovery Teacher delivering programme to identified pupils (4 pupils)</p> <p>Target specific interventions in place for any PP pupil needing additional support to achieve ARE/GD or with GD potential</p> <p>Shining Lights Intervention</p> <p>All PP pupils to access Recovery Curriculum in order to address gaps in learning as well as be in a position to further learn so as to progress and so keep up.</p> <p>All Pupils to have access to Bug Club and Time Table Rockstars to supplement learning</p> <p>Year 5 to receive additional Maths tuition Spring term onwards</p>	<p>Summer 2021 more PP pupils passing the Phonics Test compared with Summer 2019 (and Autumn 2020 (Covid)) so that the difference between PP and Non PP pupils remains equal but in line with National. (see SIP Priority 6 targets)</p> <p>Despite Covid from Summer 2019 -21 percentage of PP pupils has increased and the gap between St Andrew’s and national (82%) has been diminished. Non PP data remains consistently just behind national.</p> <p>Outcomes</p> <p>Summer 2019 (Current Y4) PP 74% Non PP 73%</p> <p>Summer 2020 (Tested in Autumn 2020) (Current Y3) PP 65% Non PP 77%</p> <p>Predicted 2021 PP 80% Non PP 76%</p> <p>Summer 21 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</p> <p>When this catch up target was incorporated into the PP Strategy for 2020/21 there was no thought that a second lock down would occur. As this turned out to be the case attainment and progress were further impacted, however this was reduced by online provision or home learning packs. (See appendix for outcomes)</p>	<p>Phonics to be a whole school, improvement focus for next academic year – links to early reading strategy</p> <p>Staff delivering phonics refresher training to be given on RWI.</p> <p>Ensure consistent approach to phonics</p>

Total budgeted cost i + ii

£192,
518.25

lil Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning. Improve provision to enhance wellbeing in school. Attendance support for key groups/families led by Pastoral Manager and EWO Pupils with SEMH difficulties are able to succeed making the best progress possible.</p> <p>AND</p>	<p>Continue work of learning mentor and pastoral officer. Develop role of teacher responsible for parental engagement and further initiate new approaches to parents impacting learning Learning Mentor employed to support pupils with SEMH difficulties & to raise self-esteem and engagement of individual pupils. Pastoral Officer to support disadvantaged families & children to raise aspirations Contribution to school visits Fruit for KS2/ Breakfast provision Ed Resources inc. Bug Club Counselling Contribution to funding of extra-curricular activities</p>	<p>No Parental Workshops due to COVID Lock down or restrictions</p> <p>Further Reduction in persistent absence of PP pupils</p> <p>During lockdown...</p> <p>All pupils received at least a weekly phone call to check on their wellbeing from either their teacher/TA or pastoral team</p> <p>WhatsApp contacts provided for vulnerable families to gain access to advice and support from Learning Mentor and Pastoral Manager</p> <p>Learning mentor groups provided over teams for pupils with SEMH needs followed up by delivering creative activity packs.</p> <p>Pastoral manager groups provided over teams for vulnerable parents</p> <p>Online story time sessions delivered by the pastoral manager with activity packs to follow up being delivered to homes following the sessions.</p>	<p>All strategies vital to allow PP pupils to be ready to learn.</p> <p>Existing provision to continue.</p>	

<p>Catch Up and Keep Up through recovery curriculum (which will identify key priorities within RWM) in order to ensure well being and recoup lost learning and therefore numbers of pupils working at ARE/GD</p>	<p>All pupils to participate in Jigsaw PSHE recovery curriculum and class worship to address SEMH aspects of returning to school and the impact of COVID Remote learning integrated into school curriculum planning. PP pupils to have access to this through the distribution of laptops and/or internet pilot scheme through LA</p>			
				<p style="text-align: right;">iii</p> <p style="text-align: right;">£64, 172.75</p>
Total budgeted cost				<p style="text-align: right;">£256, 691.00</p>

<p>1. Additional detail</p>
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p>

