

Pupil premium strategy statement 2022-23

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 Church of England Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	H.Gillingham (Headteacher)
Pupil premium lead	C.Davey (SENDco)
Governor lead	C. Moorcroft

Funding overview 2022-23

Detail 2022-23	Amount
Pupil premium funding allocation this academic year	£41,550
Recovery premium funding allocation this academic year	£4060
School Led Tuition Funding	£4914
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	£50524

Part A: Pupil premium strategy plan

Statement of intent

As a school we whole heartedly believe in the following statement:

“Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success...Pupils who find it difficult to learn to read are likely to struggle across the curriculum.” (p6) DfE “The Reading Framework – teaching the foundations of literacy” July 2021

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

For the past few years we have been working on many initiatives to help improve the whole school reading and writing attainment and progress scores and we are seeing improvement, especially in terms of the children’s enthusiasm, interest and achievement in reading, a greater standardisation of handwriting and improved writing opportunities. However, some of our disadvantaged children are still achieving less well than their non-disadvantaged peers. It is our intent to narrow and then close this gap. Our disadvantaged children should be leaving our school as fluent and enthusiastic readers, articulate speakers and confident writers and this is what we are working towards.

We also intend for our disadvantaged children to match their peers in terms of their mathematical achievement. Recent initiatives such as increasing manipulative materials in each classroom to help build our children’s mathematical understanding using concrete materials will continue to be built upon. CPD is helping to develop a consistent approach to the teaching of mathematics.

To this end in 2021-24, we are continuing with our whole school focus upon; the teaching of phonics and spelling, continuation of improving and enriching our reading scheme, provision of whole class reading materials and further development of our mathematical scheme and resources. These initiatives will benefit all of our pupils but especially our PP pupils.

However, we also recognise that many of our PP pupils have very specific SEND, social and emotional needs which our strategy responds to through specific and targeted actions. As a school we always look at the individual need of the child and respond accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Comparison shows that our PP children have, on average, a poorer attendance record than our non-disadvantaged children. Poor attendance equates to missed learning opportunities. Children with an attendance at 90% have missed 20 days or four weeks, of education in an academic year. This impacts attainment and progress.
2	Additional SEN A high percentage of our Pupil Premium (PP) pupils have specific learning difficulties which can impact upon their progress.

3	<p>Social and Emotional Needs</p> <p>Some of our PP pupils have external social and emotional issues, which affect their readiness to learn. Others have experienced adverse childhood experiences which can cause trauma and lead to learning difficulties. These children require additional support and understanding to help to make them ready to learn.</p>
4	<p>Poorer starting baseline</p> <p>Our PP pupils typically have a lower baseline when they join us in Nursery and Reception. This includes poorer vocabulary and speech and language difficulties.</p>
5	<p>Lack of cultural capital</p> <p>some of our PP pupils do not have access or exposure to quality reading materials or wider opportunities, outside of school, which has an impact upon their vocabulary and wider knowledge.</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	Target date
Progress in Reading	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 2024
Progress in Writing	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 2024
Progress in Mathematics	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 2024
Phonics	For PPG children to achieve expected level in Year 1 phonics test or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 2024
Other	Improve attendance of all disadvantaged pupils to national average 95%	Summer 2024

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: £ cost from School Budget		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue a sharp focus in EYFS upon early communication and developing speech and language</p> <ul style="list-style-type: none"> - Developing a language rich environment with poems, songs, nursery rhymes - Purposeful engagement of staff holding conversations, developing sentences through CIL and Adult led sessions. - Participation in Government funded Nuffield Language Programme - Early encouragement of home reading with children (new resources have been purchased) <p>A whole school robust focus on vocabulary and extending vocabulary in all subjects.</p> <ul style="list-style-type: none"> - use of personal dictionaries - New vocabulary on learning walls - Vocabulary shared and highlighted from subject knowledge organisers - Exploring etymology of words in spelling/grammar lessons 	<p>“The language gap and links to socioeconomic disadvantage are well documented...when it comes to vocabulary at age 5 there is a 27% gap between the lowest income quintile and the highest...the lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile” Addressing Educational Disadvantage in Schools and Colleges- edited Marc Rowland.</p> <p>Young children typically gain several new words a day, acquiring vocabulary at an ‘astonishing rate’. Yet by the time they start school, some children will have heard millions more words than others.....A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write. (p19) https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy (section 2)</p>	2,3,4,5
<p>Our SENDco to support our staff in early identification in EYFS and addressing these specific learning needs, using early identification assessment and diagnostic tools especially re speech and language and spelling difficulties.</p>	<p>“ The importance of high-quality, inclusive Early Years provision for every child cannot be overstated. Research evidence tells us that: The attainment gap is at its narrowest in the early years. The effect of strategies and interventions tend to be greater when adopted in the early years.” p 62</p> <p>Addressing Educational Disadvantage in Schools and Colleges- edited Marc Rowland.</p>	2,4

<p>To further develop our reading scheme (Big Cats) and Little Wandle materials into KS2 to ensure that our children (especially those working towards expected standard) continue being offered structured reading materials appropriate to their level.</p> <p>Careful monitoring of all children, that they have regular opportunities to read both at school and at home.</p> <p>To ensure that parental engagement of reading with PP children is equivalent to non PP children. Where there is a deficit, to encourage, support parents and ensure PP children have regular in school reading opportunities.</p>	<p>“If children do not practise reading and writing enough, they fail to make sufficient progress.”</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>2,4,5</p>
<p>Continue to improve the quality of literature used in class by developing class libraries, – ensure that there is diversity of reading material so that the children have books where they can recognise themselves and others in the reading literature. (Cost from school budget)</p>	<p>“Ideally, every book corner should be a mini-library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home.” P33</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>4,5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £40527		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted, trained LSA support in class for helping children access and achieve classroom work.</p> <p>LSA to deliver high quality, one to one and small group support using structured interventions (eg Phonics- keep up materials, practise reading sessions, math’s catch-up etc)</p> <p>LSA CPD opportunities to be continued so that our staff feel confident about the work they are doing with individuals and small groups.</p>	<p>“Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.”</p>	<p>2,4</p>
<p>Small targeted teaching groups using In-school Tuition led by member of staff, to include PP children. Staff member employed 3 days per week.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2,4</p>
<p>To enhance self-esteem and social skills through access to extra-curricular activities, cultural capital opportunities.</p> <ul style="list-style-type: none"> - Subsidising targeted resources for supporting PPG children’s learning. 	<p>“Cultural capital - As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in</p>	<p>4,5</p>

<ul style="list-style-type: none"> - Inclusion of children in opportunities available in the wider school musical opportunities, trips, Bikability, after school club, revision materials, reading resources etc) - Supporting purchase of school clothes and footwear - Support “wrap around care”- breakfast club. 	<p>life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:</p> <p>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.”</p> <p>(Ofsted Handbook paragraph 203)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)
 Budgeted cost: £9980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that the attendance of our PP children matches those of non-disadvantaged children</p> <ul style="list-style-type: none"> -Attendance champion (C.Davey) -close monitoring of PP children’s attendance - offer of breakfast club to help encourage attendance - regular meetings with parents of poor attendees 	<ul style="list-style-type: none"> - Link these with EEF strategies and toolkits https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents 	1
<p>To ensure that our PP /SEND children with specific social and emotional needs and learning difficulties are supported in the best way possible to help them achieve.</p> <ul style="list-style-type: none"> - Provide a non-class based SENDco (3 days per week) to more effectively provide SEMH opportunities where needed and to oversee and direct the SEMH strategy for whole school, including training for all staff. - SENDco to complete Gov funded Senior mental Health Lead training - Dedicated INCO to provide talk/ art therapy as needed to help our children to be ready to learn - SENDco and INCO to have allocated time to help support Early Identification of needs and rapid assessment of needs - Continue with whole school well-being - To ensure all children have access to quality in house or purchased social and emotional support/counselling <p>Provision of external counselling where appropriate</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>“School Leadership should:</p> <ul style="list-style-type: none"> -Develop a whole school approach and collective responsibility through a clear rationale and policies to support SEMH .. <p>Whole-school culture should ensure positive SEMH is embedded ...[by] intentionally teaching</p> <ul style="list-style-type: none"> -social skills -emotional wellbeing -resilience -confidence and self-esteem.” <p>Social, Emotional and mental health p92 M.Rowland -Adressing Educational Disadvantaged in schools and colleges)</p>	3

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.

2021-22	Funding
Income:- Number eligible for Pupil Premium Grant 24 @ £1345	£32280
Expenditure: P/P Grant	£37590
Total expenditure exceeds income allocation	- £5310
Income: Early Year's Pupil Premium	£1519
Expenditure: Early Year's Pupil Premium	£2680
Total expenditure exceeds income allocation	- £1161
Income: POST LAC & SEN Funding	£60271
Expenditure: POST LAC & SEN Funding	£63401
Total expenditure exceeds income allocation	- £3130

Actions 2021-22 and impact	
Teaching - budgeted cost (from school budget)	
Activity	Impact-June 2022
<p>To ensure a consistent and rigorous approach to our whole school teaching of phonics,</p> <ul style="list-style-type: none"> - Purchase and adoption of an explicit and systematic phonics scheme to be completed consistently by EYFS and KS1 teachers. (Little Wandle scheme - School Budget) 	<p>Implementation of Little Wandle has Improved consistency of teaching in EY and Year 1.</p> <p>Comparison of Sept 2021 and June statutory phonics screening shows a significant improvement of personal scores of PPG children in both Reception and Year 1</p>
<p>A sharp focus in EYFS upon early communication and developing speech and language</p>	<p>The changes in the assessment format has freed staff up for increased talking and engagement with purposeful play. Close links with reception class means that our children are well prepared for Phonics and writing expectations for Reception class.</p>
<p>To ensure a consistent and rigorous approach to our whole school teaching of spelling (including entomology of words)</p> <ul style="list-style-type: none"> - Purchase of No-Nonsense Spelling (KS2) - CPD for all staff – Little Wandle and No-Nonsense spelling - Continue use of Nessy spelling programme 	<p>June 2022 Assessment majority of PPG children are making individual steady progress or increased progress</p> <p>%PPG getting EXS+ in writing is increasing gradually</p> <p>Aut: 21.7%</p> <p>Spring: 30%</p> <p>Summer: 31%</p>

(Cost from school budget)	Small step assessment IASEND purchased (Spring 2022) to aid better small step assessment and target setting for PPG/SEND children. This has ensured a better link with next steps of pupils APDR forms.
Ensure reading books are appropriate to phonic knowledge of the children- Purchase Little Wandle – Collins Big Cats scheme to support practise reading (EYFS/KS1) (Cost from school budget)	Practise reading sets bought for YN to Y2 Regular monitoring by SLT ensuring appropriate set reading books in EY and KS1 Big Cats scheme being extended (2022-23) into LKS2 for catch-up. %PPG getting EXS+ in reading is increasing gradually Aut: 26.1% Spring: 34.8% Summer: 37.2%
Continue to improve the quality of literature used in class by developing class libraries, half class sets of reading materials (Cost from school budget)	Children exposed to rich variety of reading materials, both for independent choice, group readers and books being read to the class.
To facilitate quality first teaching for all pupils, including PP pupils in Maths whole school approaches to Maths: (School Budget) <ul style="list-style-type: none"> - School to follow NCETM long term plans (2021-22) – to ensure a consistent, systematic and sequenced approach to our teaching. - Further development of fluency sessions to help children develop their recall of maths facts, application of previous learning, problem solve. - increasing manipulative materials for all children to help our children help pupils engage with mathematical ideas, model and explain their mathematical thinking. - Staff to continue to take part in maths matrix and lead CPD - Times tables Rockstars intervention to continue - clear scaffolded support by Classteachers and class LSA in place to help all children (Cost from school budget)	Increased %of our PP pupils achieving EXS at June 2022 assessment point. Aut: 34.8% (Y1-Y6) Spring: 47.8% Summer 52.5%
Targeted academic support (for example, tutoring, one-to-one support structured interventions) - Budgeted cost: £37116	
Our non-class based SENDco to provide regular LSA and staff training (eg autism, speech and language issues, ACE, trauma etc) and more effectively oversee provision for PP and SEND pupils. Highly trained INCO to support training and support where necessary.	This provision had enormous impact for two terms. Due to unforeseen circumstances this could not be continued in third term.
Targeted, trained LSA support in class for helping children access and achieve classroom work.	Regular LSA CPD training opportunities have led to a more skilled workforce.

<p>Appointment of a catch up teacher to work alongside Class teacher to help support PP pupils catch up lost/ missed learning. This is enabling</p> <ul style="list-style-type: none"> - smaller teaching groups - focussed one-to-one interventions 	<p>Catch-up teacher has had significant impact on PP children in cohort's taught, Especially in terms of Y6 PP children gaining EXS</p>
<p>Small targeted teaching groups using In-school Tuition funding by Catch up staff member of staff</p>	<p>Significant impact – not just in terms of hard data but teachers have all reported that the children are showing that they are better prepared for their learning when re-entering the class. Their confidence and attitude towards their learning has all improved</p>
<p>Our SENDco to support our staff in early identification in EYFS and addressing these specific learning needs, using early identification assessment and diagnostic tools especially re speech and language and spelling difficulties.</p>	<p>Children with SEND needs are being more readily identified (through observations, parental referrals, use of diagnostic tools etc) and actions completed around them – eg internal interventions, bought resources, seeking outside support, EHCP referrals etc</p>
<p>To enhance self-esteem and social skills through access to extra-curricular activities, cultural capital opportunities.</p>	<p>All classes have had a termly “wow” moment in terms of either a visit or visitor to school. Clubs at both lunchtime and after school have been re-started Musical and sporting opportunities have also been offered to all PP pupils. SMSC diaries (see website) share the range of opportunities provided for all children including PP.</p>
<p>Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £1632</p>	
<p>To ensure that the attendance of our PP children matches those of non-disadvantaged children and meets the school's expectation of 96%</p> <ul style="list-style-type: none"> - SENDco to work with families and address issues which require additional support - Catch up on any work missed – see above re catch up staff member - Offer subsidised place at breakfast club to PP families to ensure children start school on time and eat a healthy breakfast. 	<p>Close monitoring shows a gradual improvement of attendance of many of our PP children but still not reaching school expectations of 95%. This will be a continued focus for 2022-23 strategy</p>
<p>That our PP /SEND children with specific social and emotional needs and learning difficulties are supported in the best way possible to help them achieve.</p> <ul style="list-style-type: none"> - Provide a non-class based SENDco, to ensure more efficient overseeing of assessments, purposeful ADPR and encourage engagement of parents - Dedicated INCO to provide talk/ art therapy as needed to help our children to be ready to learn - SENDco and INCO to have allocated time to help support Early Identification of needs and rapid assessment of needs - To ensure all children have access to quality in house or purchased social and emotional support/counselling <p>Provision of external counselling where appropriate</p>	<p>We have made social and emotional care of our children a priority.</p> <ul style="list-style-type: none"> • Talk –time opportunities • Friendship groups • Protective behaviour • External behavioural support • External counselling <p>Have been offered to a wide range of children, including many of our PP children, throughout the school.</p>

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
HFL materials – English, maths and EYFS support materials	Herts For learning
NCETM- Maths	National Centre for Excellence of the Teaching of mathematics
White Rose (maths)	White Rose
Little Wandle Phonics + Big Cats Reading scheme	Little Wandle letters and Sounds revised Big cats- Collins
Time tables Rock Stars	Times Tables XX
No Nonsense Spelling	Hope Education

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