

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	H.Gillingham (Headteacher)
Pupil premium lead	C.Davey (SENDco)
Governor lead	Anne Pulford

Funding overview 2023-24

Detail 2023-24	Amount
Pupil premium funding allocation this academic year (inc POST LAC)	£45040
Recovery premium funding allocation this academic year	£4060
School Led Tuition Funding	£1755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£284.49
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	£51139.49

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>
6	<p>Engagement of parents and Carers</p> <p>Some of our PPG children are heard to read less at home and/or complete homework</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: £5340		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSA training (SDP 4.2)</p> <p>Positive interactions training -EYFS (SDP 4.3)</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</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>	2,3
<p>Training of second SENDco as part of school development Plan</p> <p>SDP 4.2</p>	<p>M.Rowland -Adressing Educational Disadvantaged in schools and colleges)</p>	2,3,4
<p>A whole school robust focus on vocabulary and extending vocabulary in all subjects and retrieval of information.</p> <p>Action in all subject plans (SDP 1:3 & 1.4)</p>	<p>“Expanding children’s knowledge of language, along with the rich variety of topics they might encounter when reading, can help to enable reading comprehension by equipping children to better understand written texts”</p> <p>EFF ‘Improving Literacy in Key Stage 2 Guidance Report 2021</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers</p> <p>EFF Improving Literacy in Key Stage 1 Guidance Report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2,4,5

<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. SDP1:1</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 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £43614		
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) SDP 4.2</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.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2,4</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 in school SDP1:1</p>	<p>“If children do not practise reading and writing enough, they fail to make sufficient progress.” https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>6</p>

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

Budgeted cost: £6407

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue monitoring and supporting families so that the attendance of our PP children matches those of non-disadvantaged children</p> <p>That punctuality of small number of children is also improved.</p> <p>SDP2.2</p>	<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, 6
<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. - 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 - Provision of external counselling where appropriate 	<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</p> <ul style="list-style-type: none"> - M.Rowland -Adressing Educational Disadvantaged in schools and colleges) 	3
<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. - 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>“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 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>	4,5

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Total budgeted cost: £ 55362 (Overspend £4222)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	2022-23 End of year data												
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.	<p><i>Reading (YN-Y6 % - TA)</i></p> <table border="1"> <thead> <tr> <th>PPG Eligible</th> <th>EXS 2022</th> <th>EXS 2023</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td></td> <td>25.0%</td> </tr> <tr> <td>Spring</td> <td></td> <td>23.3%</td> </tr> <tr> <td>Summer</td> <td>28%</td> <td>26.7%</td> </tr> </tbody> </table> <p>Slight dip in statistics- small group of children dipped just below EXS assessment during end of year tests. Expectation is that they will improve in next academic year.</p>	PPG Eligible	EXS 2022	EXS 2023	Autumn Term		25.0%	Spring		23.3%	Summer	28%	26.7%
PPG Eligible	EXS 2022	EXS 2023												
Autumn Term		25.0%												
Spring		23.3%												
Summer	28%	26.7%												
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.	<p><i>Writing (YN-Y6 % TA)</i></p> <table border="1"> <thead> <tr> <th>PPG Eligibility</th> <th>EXS 2022</th> <th>EXS 2023</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td></td> <td>17.9%</td> </tr> <tr> <td>Spring</td> <td></td> <td>20.0%</td> </tr> <tr> <td>Summer</td> <td>25%</td> <td>30.0%</td> </tr> </tbody> </table> <p>Gradual improvement during year.</p>	PPG Eligibility	EXS 2022	EXS 2023	Autumn Term		17.9%	Spring		20.0%	Summer	25%	30.0%
PPG Eligibility	EXS 2022	EXS 2023												
Autumn Term		17.9%												
Spring		20.0%												
Summer	25%	30.0%												
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.	<p><i>Maths (YN-Y6 % TA)</i></p> <table border="1"> <thead> <tr> <th>PPG Eligibility</th> <th>EXS 2022</th> <th>EXS 2023</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td></td> <td>32.1%</td> </tr> <tr> <td>Spring</td> <td></td> <td>36.7%</td> </tr> <tr> <td>Summer</td> <td>29%</td> <td>36.7%</td> </tr> </tbody> </table> <p>Maths data- strong in all year groups.</p>	PPG Eligibility	EXS 2022	EXS 2023	Autumn Term		32.1%	Spring		36.7%	Summer	29%	36.7%
PPG Eligibility	EXS 2022	EXS 2023												
Autumn Term		32.1%												
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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.	<table border="1"> <thead> <tr> <th>PPG Eligibility</th> <th>2022</th> <th>EXS 2023</th> </tr> </thead> <tbody> <tr> <td>Y1 Phonics % Pass</td> <td>0%</td> <td>50%</td> </tr> </tbody> </table> <p>Improvement in PPG children gaining phonics pass mark. A larger statistical cohort than 2022.</p>	PPG Eligibility	2022	EXS 2023	Y1 Phonics % Pass	0%	50%						
PPG Eligibility	2022	EXS 2023												
Y1 Phonics % Pass	0%	50%												
Other	Improve attendance of all disadvantaged pupils to national average 95%	All PP children attendance being closely monitored. A small cohort of children having an impact on overall percentage. Many PP children attendance is improving.												

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	HfL Education
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