

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	64
Proportion (%) of pupil premium eligible pupils	31.25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Steph Burgoyne
Governor / Trustee lead	Mike Dulson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,363.75
Recovery premium funding allocation this academic year	£2987
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21,350.75

Part A: Pupil premium strategy plan

Statement of intent

“Preparing for life in all its fullness”

At St Andrew’s CE Primary our ultimate objective is to promote a positive attitude to learning where all our children feel confident to strive for success, and none more so than our most disadvantaged.

Every child in our care is valued, respected and welcomed into our family, where our faith unifies us and guides us towards our goals. We want to equip all our children with the skills they need to be responsible citizens, enthusiastic learners and ready for the next stage in their education.

Our Values:

- Respect
- Trust
- Care
- Courage
- Perseverance
- Responsibility

Our current strategy aims to meet these objectives using a tiered approach:

1. **Teaching** - we will ensure that there is an efficient teacher leading every class, and that every teacher is supported to keep improving.
2. **Targeted Academic Support** – we will ensure that we have a skilled, effective team of teachers and teaching assistants who lead and deliver structured one-to-one or small group intervention sessions.
3. **Wider Strategies** – we will ensure that non-academic barriers are removed and every child is given opportunities to access emotional support and extra-curricular activities led by skilled professionals.

Challenges

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

Challenge number	Detail of challenge
1	Some concern around reading and phonics retention
2	Some concern around the impact of the pandemic on writing attainment
3	Some concern surrounding social and emotional behaviour
4	Some concern that pupil premium children do not have the rich and varied experiences as non-pupil premium children, limiting their cultural capital

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>Improve phonics attainment and reading ability of PPG children</p>	<ul style="list-style-type: none"> • All PPG children demonstrate progress through the assessment cycle • PPG children identified as having “gaps” are given opportunities to access 1:1 or small group targeted support • All PPG children demonstrate phonics application in their writing, including spelling rules taught in Phase 6 • All PPG children provided with appropriate, stimulating and engaging texts linked to their phonics ability. • All PPG children provided with extended reading opportunities.
<p>Improve writing attainment of PPG children</p>	<ul style="list-style-type: none"> • All PPG children demonstrate progress through the assessment cycle • All PPG children identified as having “gaps” are given opportunities to access 1:1 or small group targeted support • All PPG children accessing support demonstrate progress in identified areas • Most PPG children are confident to step beyond the scaffold and write independently and those who are SEN are sufficiently supported to feel confident when writing.
<p>Improve social and emotional health of PPG children</p>	<ul style="list-style-type: none"> • All PPG children to be given opportunities to take up opportunities to access ELSA support (self-referred – drop-ins) • All PPG children identified as needing ELSA support targeted through intervention programmes • All PPG children are able to reflect on their behaviour effectively and identify the impact their behaviour may have on others.

<p>Pupil premium children to enjoy a wide range of enrichment activities</p>	<ul style="list-style-type: none">• A wide range of extra-curricular activities will be offered to tap into our children's passions• Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms• Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc• Children are able to learn a new skill or continue playing an instrument they had been learning.
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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: £ 5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upgrade of phonics scheme and resources throughout the school	Almost all children who receive will learn the skills needed to tackle new words. They can then go on to read any kind of text fluently and confidently and to read for enjoyment.	1
Upgrade writing scheme using a text - based model	High-quality texts are used as a springboard for learning across the curriculum and this motivates pupils to learn. Children learn to be creative because of the wide range of interesting activities available.	2
INSET day looking at internal progress data	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children	1 and 2
The Senior Leadership Team will work together to identify any support staff who would benefit from further CPD	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see staff becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	1 and 2

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

Budgeted cost: £ 9010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions will take place with a designated member of staff to listen to priority readers.	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	1 and 2
Daily small-group phonics session for all children with the lowest 20% led by a teacher	The most experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support	1
1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher (academic)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 and 2
ELSA support	Our evidence suggests that our PPG children high percentage of our identify as needing emotional support in a social skills group or one-to-one with an experienced professional.	3

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

Budgeted cost: £ 3453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	4
Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance	3 and 4

	being a barrier will be able to foster their love of music raising their self-esteem	
Forest School Days	Children who participate in Forest Schools develop self-regulation skills and are better able to cope with and learn from failure, build resilience, gain a sense of achievement, increase motivation and concentration and can improve their problem-solving skills problem solving.	3 and 4
Reading club and continued enhancements to our reading and library areas	Children who enjoy reading are motivated to read more frequently and make better progress	1, 2, 3, 4
Milk	Giving children the essential nutrients that supports their growth and development.	3

Total budgeted cost: £ 18363

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

As a school, we adhered to our assessment procedures and policies, including:

- Statutory tests such as the Y1 phonics screening
- Non-statutory standardised tests such as PIRA, PUMA and GAPS
- Our in-house termly assessment of effort, progress and attainment which was reported to parents.