



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	69
Proportion (%) of pupil premium eligible pupils	37.68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Steph Burgoyne
Governor / Trustee lead	Mike Dulson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,485
Recovery premium funding allocation this academic year	£3,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,315

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.

We will know, value, and respect each member of our school community, celebrating their achievements and efforts. Our broad and balanced curriculum, alongside our exciting approach to learning will encourage all to achieve their full potential allowing our lights to shine and contributing positively to our world.

Our core Christian values of trust, care, respect, courage, perseverance, and responsibility will permeate every aspect of school life.

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

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 writing attainment particularly relating to Spelling retention and application
2	Some concern surrounding social and emotional trauma and the impact on learning
3	Some concern that pupil premium children do not have the opportunities to experience the arts, specifically music and drama

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
Improve writing ability of PPG children	<ul style="list-style-type: none">• All PPG pupils (excl SEND) meeting the Expected standard• All PPG pupils to have a reading age within at least 6 months of their chronological age• PPG pupils provided with extended reading opportunities• Small group teaching will take place• The curriculum will focus on greater opportunities for extended writing• All PPG pupils to be provided with appropriate, stimulating and engaging writing activities and experiences• All PPG children will be given the opportunity to attend writing workshops run by Shrewsbury Museum• All PPG pupils to have access to IDL where appropriate to improve reading/spelling• All KS2 PPG children given the opportunity to attend after-school spelling club

<p>Improve social and emotional health of PPG children</p>	<ul style="list-style-type: none"> • Appropriate behaviour/social/emotional support offered to all PPG children • Support offered to parents of PPG pupils • PSHE taught to a high standard throughout the school • Pupils report positively on Pupil surveys • Decreasing incidents involving PPG pupils • Appropriate referrals made to outside agencies with co-ordinated meetings including parents/carers • Staff to use up to date research to implement strategies and support children (EEF/National College) • Staff to receive updated 'Emotion Coaching' training delivered by the school's attached Educational Psychologist
<p>Pupil premium children to enjoy a high-quality music education</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions including dance and drama • All PPG children to have access to engaging singing lessons delivered by a professional voice coach • All PPG children given the opportunity to learn an instrument

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: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing CPD/ subscriptions £1000	Quality first teaching has the greatest impact on pupil learning. Training teachers to recognise and understand how to address pupil needs is crucial. Providing resources to address these needs is vital also.	1
Upgrade of phonic/SPAG scheme throughout the school Twinkl scheme £200	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read and write. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment and to become confident spellers and writers. Higher literacy skills are associated with a range of positive societal benefits, including having a stronger sense of belonging to society and being more likely to trust others. [OECD (2013) <i>Skills Outlook 2013: First Results from the Survey of Adult Skills</i>]	1
Music CPD with Musical Me £638.28	Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. <i>National Curriculum 2021</i> A music specialist is working with us to deliver training to update our curriculum and provide online support and resources throughout the year.	3

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support £5000	<p>Our PPG review evidence suggests that our PPG children present concerns in terms of behaviour/social and emotional terms.</p> <p>As a consequence of this, some PPG pupils will not receive the full benefits of the curriculum or be in the correct mindset to reach their potential.</p> <p>Allocated time with an ELSA specialist has proven to have an impact</p>	2
Teaching Assistant salaries £20,000	<p>The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Maslow's Hierarchy of Need demonstrates how important the basics are before academic achievement is possible – support for the children and their families will have a greater impact and success.</p>	1 and 2
IDL intervention £200	Fluency practice – spelling specific	1

Educational Psychology Package £3000	Emotion Coaching Assessments Meeting/working with parents	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Excursion subsidies £1000	<ul style="list-style-type: none"> - Maslow's hierarchy of needs – physiological needs and enrichment, belonging, self-esteem - Inclusivity - Enrichment 	Wider strategies
Music Heroes £200	<ul style="list-style-type: none"> - Inclusivity - Enrichment 	Wider strategies
Phoenix Academy Singing Lessons £200	<ul style="list-style-type: none"> - Inclusivity - Enrichment 	Wider strategies
Music therapy - staff time	<ul style="list-style-type: none"> - Inclusivity - Enrichment 	Wider strategies
Forest School - staff time	<ul style="list-style-type: none"> - Inclusivity - Enrichment 	Wider strategies
Breakfast provision	<ul style="list-style-type: none"> - Maslow's hierarchy of needs - Increased attendance 	Wider strategies

Total budgeted cost: £31,100

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.

Due to COVID-19, performance measures have not been published for 2019 to 2020, 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 phonic screening
- Non-statutory standardised tests such as PIRA, PUMA and GAPS, phonics tracker
- Our in-house termly assessment of effort, progress and attainment which was reported to parents.
- We ensured that the attendance of our PPG children remained inline or slightly above the national average.
- We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We will continue to build on this are with the activities identified in this plan.
- We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with all stakeholders to identify the challenges for our disadvantaged children.
- We used the EEF's implementation guidance to help us develop our strategy. We identified specific pupil needs and aligned activities and approaches that were likely to work in our school.
- We have put a robust evaluation framework in place for the duration of our three year approach and will adjust our plan over time to secure better outcomes for pupils.