

St Andrew's C of E Primary and Nursery School

Pupil premium strategy statement – 2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	40 children 12.9%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	Oct 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Ian Snelling – Head teacher
Pupil premium lead	Grace Wheatley
Governor / Trustee lead	Pam Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,400 £ 2,240 (Service Children) £7,230 (PLAC)
Recovery premium funding allocation this academic year	£5,800
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£70,670

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Ensuring Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Recognising that children in receipt of Armed Forces PPG may have different requirements.
- Ensuring the Pupil Premium Offer is embedded within school’s practice.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better, ensuring that the quality of teaching experienced by all children is improved.
- Using the analysis of current provision to provide specific support including pre-learning and addressing misconceptions.
- By providing 1-1 support where necessary.

- Ensuring suitable additional learning support.
- Supporting payment for activities, educational visits and residentials.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Supporting parents in getting children to school, by offering free provision at Breakfast Club.
- Ensuring well-being support for children (especially those in receipt of PPG for Forces) is accessible.

Challenges

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

Challenge number	Detail of challenge
1	Improve the standard of language and communication in Early Years.
2	Narrowing the attainment gap across Reading, Writing and Maths.
3	Narrowing the attainment gap in phonics and early reading.
4	To improve the emotional health and well-being of children.
5	Allowing all children access to 'life experiences' through our Core Offer.

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
Improved levels of language and communication across EYFS.	To ensure that 80% of PPG pupils achieve 3-4 years in Communication at the end of EYFS
Improved progress in Reading	To ensure 90% of PPG pupils achieve national average progress scores in KS2 Reading
Improved progress in Writing	To ensure 80% of PPG pupils achieve national average progress scores in KS2 Writing
Improved progress in Mathematics	To ensure 90% of PPG pupils achieve national average progress scores in KS2 Maths
Improved outcomes at Greater Depth in core areas.	To ensure PPG pupils achieve national average for children in receipt of PPG, in core areas.
Improved emotional health and well-being.	PPG pupils are given strategies to deal with overwhelming emotions.

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: £ 33,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>UPS2 Teacher utilised to work with PPG children in early reading and phonics.</i></p> <p>2 days a week including on cost £22,475</p>	<p>EEF(+5)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches),</p>	2,3
<p><i>UPS2 Teacher utilised 4 hours a week to work with comprehension groups using a Reading comprehension scheme.</i></p> <p><i>Purchased Scheme - £300</i></p> <p><i>Teacher time £4,492</i></p>	<p>EEF (+6)</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.</p>	3
<p><i>EYFS staff trained in NELI intervention. (Free resources)</i></p> <p><i>TAs to run intervention £ 6,065.28</i></p> <p><i>2x TAs 2 x Week</i></p>	<p>EEF (+6)</p> <p>Baselines show that more children are entering EYFS at a lower than average level for language and communication. The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.</p>	1

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

Budgeted cost: £10,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Children to access Reading Eggs to support WTS readers.</i> £660 <i>TA – targeted intervention</i></p>	<p>EEF (+4) Engagement of parents with reading, widens educational gap. This programme is individually targeted at reading age and ability.</p>	2,3
<p><i>Literacy Volunteers to listen to selected PPG children read every Wednesday afternoon.</i> £600</p>	<p>EEF (+4) Engagement of parents with reading, widens educational gap. This programme is individually targeted at reading age and ability.</p>	2,3
<p><i>UPS2 teacher utilised 2 afternoons a week to work with PPG children to deliver targeted support to consolidate misconceptions and to discuss pre-learning topics.</i> <i>1 afternoon per week</i> £1,104 <i>Pre learning resource books -£300</i></p>	<p>EEF (+5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	2
<p><i>January 2023 – M2 Teacher to work with smaller maths groups to target misconceptions and discuss pre-learning of maths concepts.</i> <i>6 hours per week.</i> £7,505</p>	<p>EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the assessment data and found maths to be an area of need.</p>	

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

Budgeted cost: £ 27,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Class TAs to run Little Trooper with children of Forces. Scheduled TA Time every week if required. £726.96</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	4
<i>Introduction of a well being change team that have implemented calm spaces within school and strategies to support anxiety Staff to lead and resources Resources £1,000 Teacher Time £1250.83</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	4
<i>Children to have access (through SENDCo) to ELSA and emotional health and well being sessions – where necessary. Through the use of a pastoral lead teacher trained in ELSA 2 days a week Grade 5 £16,240</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. ELSA interventions are based on managing overwhelming emotions and behaviours.	4
<i>To continue to provide a 'Core offer' to PPG children: To enable a reduced cost and experiences for children in receipt of PPG. £1,500 To provide breakfast club at a reduced cost £4,095 (6 x £3.50 a day) To provide free music tuition if requested. (10 x £6.20 a week) £2,418</i>	While this is not shown on EEF Toolkit, the PPG 'levels the playing field', allowing children to access life experiences that others have access too. This, in turn, enhances language and communication.	5

<p><i>School to provide uniform for identified PPG children through the Website School Trends and to provide a voucher for school shoes.</i></p> <p><i>As required but budgeted up to £600</i></p>	<p>EEF (unclear)</p> <p>Wearing a uniform is not, on its own likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline</p>	2
<p><i>Teaching staff to run Phonics and Maths workshops for parents. Once a term for 1 hour.</i></p> <p><i>£75</i></p>	<p>EEF (+4)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress</p>	4

Total budgeted cost: £ 71,416

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

According to internal tracking data, PPG children achieved broadly in line with their peers. Analysis of external data, has led to the targeted support in maths and phonics.

A larger proportion than the previous year accessed the subsidised breakfast club and music provision.

Following COVID, the number of experiences and trips increased for PPG children. Trips are subsidised by 25% which has enabled all children to access trips and residential trips, finance would have normally been a barrier to all children attending. These subsidised residential trips and trips to the theatre and sporting events have enabled children to broaden their experiences.

The use of well being strategies meant that children felt supported and secure and were happy to attend school, according to pupil and parent surveys. Child surveys show that children felt safe and secure (99%) and parents said children are well supported and feel safe (97% according to parental survey June 2022).