

# St Andrew's C of E Primary and Nursery School

## Pupil premium strategy statement – 2023-2024

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	312
Proportion (%) of pupil premium eligible pupils	47 children 15.1%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	Oct 2023
Date on which it will be reviewed	Oct 2024
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	<b>£68,385</b> PPG Funding <b>£3,015</b> (9 x £335 - Service Children) <b>£7,590</b> (3 x £2530 PLAC)
Recovery premium funding allocation this academic year	£7,250
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£86,240</b>

# 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: £ 14,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>3 x TA to work on phonics interventions to identified children outside of the additional phonics lesson for 30mins 3 times a week.</i></p> <p><math>£8.66 \times 3 \times 3 \times 52 =</math> <math>£8120</math></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>	<p>2,3</p>
<p><i>EYFS staff trained in NELI intervention. (Free resources) TAs to run intervention</i></p> <p><math>£ 6,065.28</math></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>	<p>1</p>

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

Budgeted cost: £58,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Appointment of 2 TAs full time to support 2 children 1-1.</i></p> <p><i>2 x £24,702 = £49,404</i></p>	<p>EEF (+4)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year</p>	2,3,4
<p><i>Teaching assistant interventions</i></p> <p><i>SALT interventions</i></p> <p><i>Nessy Interventions</i></p> <p><i>Numbots Interventions</i></p> <p><i>3 TAs 3 times a week = £8120</i></p>	<p>EEF (+4)</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes</p>	1,2,3
<p><i>Children to access Reading Eggs to support WTS readers.</i></p> <p><i>£660</i></p> <p><i>TA – targeted intervention</i></p>	<p>EEF (+4)</p> <p>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></p> <p><i>£600</i></p>	<p>EEF (+4)</p> <p>Engagement of parents with reading, widens educational gap. This programme is individually targeted at reading age and ability.</p>	2,3

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

Budgeted cost: £ 36,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Introduction of a full time pastoral lead to work with parents and children to improve attendance, behaviour and well being.</i></p> <p><i>Full time</i></p> <p><i>£24,702</i></p>	<p>EEF (+4)</p> <p>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.</p> <p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	4
<p><i>Class TAs to run Little Trooper with children of Forces. Scheduled TA Time every week if required.</i></p> <p><i>£726.96</i></p>	<p>EEF (+4)</p> <p>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.</p>	4
<p><i>Introduction of a well being change team that have implemented calm spaces within school and strategies to support anxiety</i></p> <p><i>Staff to lead and resources</i></p> <p><i>Resources £1,000</i></p> <p><i>Teacher Time</i></p> <p><i>£1250.83</i></p>	<p>EEF (+4)</p> <p>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.</p>	4
<p><i>To continue to provide a ‘Core offer’ to PPG children:</i></p> <p><i>To enable a reduced cost and experiences for children in receipt of PPG.</i></p> <p><i>£1,500</i></p> <p><i>To provide breakfast club at a reduced cost</i></p> <p><i>£4,095</i></p> <p><i>(6 x £3.50 a day)</i></p> <p><i>To provide free music tuition if requested.</i></p> <p><i>(10 x £6.20 a week)</i></p> <p><i>£2,418</i></p>	<p>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.</p>	5

<p><i>School to provide uniform for identified PPG children through the Website School Trends and to provide a voucher for school shoes. As required but budgeted up to £600</i></p>	<p>EEF (unclear) 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>	<p>2</p>
<p><i>Teaching staff to run Phonics and Maths workshops for parents. Once a term for 1 hour. £75</i></p>	<p>EEF (+4) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:  approaches and programmes which aim to develop parental skills such as literacy or IT skills; Parental engagement has a positive impact on average of 4 months' additional progress</p>	<p>4</p>

**Total budgeted cost: £ 109,335**

## 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.*

*Phonics results have improved from 47% to 73% in the Year 1 assessments. With reading at the end of KS1 increasing from 50% to 60% on the previous year.*

*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. It has led to improved attendance 95.3% 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 2023).*