

# Pupil premium strategy outcome statement for St Andrew's CE Primary School



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	447
Proportion (%) of pupil premium eligible pupils	38% (168/447)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 Year
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Thompson
Pupil premium lead	Janine Wright/Lisa Thompson
Governor / Trustee lead	Deborah Castle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228, 650.00
Recovery premium funding allocation this academic year	£23, 925.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£252, 575.00

# Part A: Pupil premium strategy plan

## Statement of intent

**With Faith Hope and Love we can achieve greater things.**

At St Andrew's it is our intention to develop all our pupils into life-long learners with a thirst for knowledge. We have high expectations of all pupils and high aspirations for them. This desire is regardless of background, gender ethnicity or faith. Many of our pupils, disadvantaged (38%) or not have many barriers to their learning and through focusing on and prioritising quality first teaching, alongside increasing their capacity to learn through supporting their SEMH needs, we set out to help and support them in overcoming these barriers and achieve in line with their peers and to reach their full potential. This enables all pupils to live out our school, vision of enabling each other to **experience life in all its fullness** (John 10:10) aspiring to **do all things through Christ who gives us strength.** (Philippians 4:13.).

Our PP Strategy is strongly informed by EEF Research and evidence based practice and has the three tiered approach of high quality teaching, targeted academic support and wider strategies (which for us focuses very specifically on helping pupils overcome SEMH barriers so that they are in a position to learn and supporting the wider family) at its heart.

Our strategy plan has a one-year approach, mainly due to the high mobility our school faces which therefore requires us to address very changing cohort specific needs in order to deliver our intention. It also is very specific in outlining intended outcomes so that teaching can be targeted towards specific children and their individual need.

## Challenges

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

Challenge number	Detail of challenge
1	Writing skills of boys across the school influenced by limited life experiences/cultural capital/general knowledge, poor language skills and % of EAL pp pupils (Linked to SIP Priority 4)
2	Challenge for all, especially more able, so that more PP pupils are high achievers (Linked to SIP Priority 5)
3	For pupils to achieve the required standard in phonics in line with national and non PP. EAL impacts on phonics outcomes as does poor general vocabulary knowledge. Parents ability to support is also limited (Linked to SIP Priority 3)
4	Achievement gap between PP and Non PP pupils in school
5	Poor home learning environments/experiences, inc access to electronic devices & the internet and enrichment activities
6	Significant economic/social/emotional deprivation
7	Low attendance for some PP pupils
8	Pupils with children's services involvement
9	High Mobility

## 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			
<b>Challenge 1:</b> To raise the attainment in writing of boys in the following classes: 1K, 3BC, 3S, 4CS, 4C, 5D, 5P from baseline of Autumn 21	Class	Baseline % PP boys at ARE	Aspirational Target	Actual
	1K	60% (3 pupils)	80% (4 pupils)	60% (3 pupils)
	3BC	25% (2 pupils)	50% (4 pupils)	38% (3 pupils)
	3S	50% (3 pupils)	67% (4 pupils)	67% (4 pupils)
	4CS	14% (1 pupil)	57% (4 pupils)	38% (3 pupils)
	4C	33% (2 pupils)	83% (5 pupils)	50% (3 pupils)
	5D	22% (2 pupils)	56% (5 pupils)	60% (6 pupils)
	5P	15% (2 pupils)	46% (6 pupils)	54% (7 pupils)

Milestones									
Autumn			Spring				Summer		
Class	Baseline % PP boys at ARE	Autumn Target	Class	Baseline % PP boys at ARE	Spring Target	<p>Out of 7 classes targeted            6 classes raised the attainment of boys from their baseline.            2 of these classes exceeded the aspirational target set. 1 class met the aspirational target. The other 2 classes whilst not hitting the aspirational target raised attainment from the baseline.            For the remaining class attainment remained in line with baseline – during this there was a change of class teacher.            Moderation identified that pupil targeted for ARE may not achieve due to SEND</p> <p>Overall: <b>Intended Outcome Achieved</b></p>			
1K	60% (3 pupils)	60% (3 pupils) 80%	1K	60% (3 pupils)	80% (4 pupils) 60%				
3BC	25% (2 pupils)	38% (3 pupils) 38%	3BC	25% (2 pupils)	38% (3 pupils) 38%				
3S	50% (3 pupils)	50% (3 pupils) 50%	3S	50% (3 pupils)	67% (4 pupils) 50%				
4CS	14% (1 pupil)	29% (2 pupils) 14%	4CS	14% (1 pupil)	43% (3 pupils) 29%				
4C	33% (2 pupils)	50% (3 pupils) 33%	4C	33% (2 pupils)	66% (4 pupils) 50%				
5D	22% (2 pupils)	30% (3 pupils) 30%	5D	22% (2 pupils)	40% (4 pupils) 40%				
5P	15% (2 pupils)	23% (3 pupils) 46%	5P	15% (2 pupils)	31% (4 pupils) 46%				

**Challenge 2:** To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in writing and close the gap with Non PP

Year	Baseline % PP pupils at GD in writing (gap)	Aspirational Target	Actual (Gap)
1		30% (6 pupils)	9% (2 pupils) (12%)
2	7% (2 pupils) (18%)	21% (6 pupils)	11% (3 pupils) (8%)
3	5% (1 pupil) (16%)	19% (4 pupils)	14% (3 pupils) (14%)
4	7% (2 pupils) (10%)	20% (7 pupils)	10% (3 pupils) (10%)
5	5% (2 pupils) (15%)	20% (8 pupils)	14% (6 pupils) (3%)
6	16% (4 pupils) (17%)	25% (6 pupils)	12% (3 pupils) (+6%)

### Milestones

#### Autumn

Year	Baseline % PP boys at ARE	AutumnTarget
1		10% (2 pupils) 20%
2	7% (2 pupils) (18%)	7% (2 pupils) 4%
3	5% (1 pupil) (16%)	5% (1 pupil) 5%
4	7% (2 pupils) (10%)	10% (3 pupils) 14%
5	5% (2 pupils) (15%)	10% (4 pupils) 10%
6	16% (4 pupils) (17)	16% (4 pupils) 4%

#### Spring

Year	Baseline % PP boys at ARE	Spring Target
1		20% (4 pupils) 10%
2	9% (2 pupils) (18%)	14% (4 pupils) 11%
3	5% (1 pupil) (16%)	10% (2 pupils) 10%
4	7% (2 pupils) (10%)	17% (5 pupils) 10%
5	5% (2 pupils) (15%)	14% (6 pupils) 12%
6	16% (4 pupils) (17)	21% (5 pupils) 0%

#### Summer

Out of 6 Year Groups...

5 Year Groups raised the number of pupils achieving GD from their baseline.

Setting the aspirational targets ensured that the outcomes were positive.

In all year groups where a baseline was available the gap with non PP narrowed (4/5) or remained constant( 1/5)

For the Year 6 cohort mobility in and out of the cohort during the academic year impacted expected outcomes

Overall: **Intended Outcome Achieved**

**Challenge 3:** To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school

Year 1 phonics outcomes to be 72%+ (2019 72% (71% disadvantaged compared with 84% National ALL Other))

Year	Baseline % PP pupils at ARE in Reading	Aspirational Target	Actual % PP pupils achieving standard in Phonics
1	60% (12 pupils)	84% (17 pupils)	65% (15 pupils)

### Milestones

#### Autumn

#### Spring

#### Summer

Year	Baseline % PP pupils at ARE in Reading	AutumnTarget
1	60% (12 pupils)	70% (14 pupils) 50%

Year	Baseline % PP pupils at ARE in Reading	Spring Target
1	60% (12 pupils)	80% (16 pupils) 60%

#### Context...

During the year the phonics lead changed and the methodology and pedagogy for teaching phonics was altered to be true to the scheme (RWI)

In one class the teacher changed after 1 term

The improvements made are continuing to embed and CPD is booked for Autumn 2023

A significant number of PP pupils are also SEND and scored well below the expected standard – their needs will continue to be met through the phonics programme and supplementary support

#### Outcomes...

Whole School Outcome 73%

PP – 65% None PP – 76%

During the year, the percentage of pupils achieving the required standard increased term on term.

Overall: **Intended Outcome Partially Achieved (Percentage increase from baseline 60 to 65%)**

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<b>Challenge 4:</b> To narrow the gap between PP and Non PP in Y 1 & 2	<b>Subject</b>	<b>Y2 Baseline &amp; (Target)%</b>	<b>Actual</b>	<b>Y3 Baseline &amp; (Target) %</b>	<b>Actual</b>
	Reading	27% (< 17%)	11%	13% (<9%)	7%
	Writing	25% (< 15%)	4%	16% (<10%)	10%
	Maths	24% (<14%)	15%		

Milestones						
Autumn			Spring			Summer
<b>Subject</b>	<b>Y2 Baseline &amp; (Target) %</b>	<b>Y3 Baseline &amp;(Target) %</b>	<b>Subject</b>	<b>Y2 Baseline &amp; (Target) %</b>	<b>Y3 Baseline &amp;(Target) %</b>	<b>Overall:</b> Intended Outcome Achieved (All targets set significantly surpassed or in line with. In Y 3 PP exceeding None PP)
Reading	27 (<24) 22	27 (<11) 13	Reading	27 (<22) 16	13 (<10) 4	
Writing	25 (<20) 12	16 (<14) 9	Writing	25 (<17) 25	16 (<12) 11	
Maths	24 (<20) 8		Maths	24 (<17) 25		



**Challenge 5-9:** Sustain/Improve provision to enhance attendance & wellbeing in school

Pupils with SEMH difficulties are able to succeed making the best progress possible.

Pupils who are seen by learning mentor, Boxall, Scared etc monitoring shows numeric improvement and in turn impacts on progress and attainment

**The Learning Mentor at some point supported 43 pupils during the academic year.**

**14 pupils were assessed at the start & the end of the year either using Scared/Boxall/Stirling/Child Youth Resilience Tools. 93% (13/14) showed an improving picture**

**Attainment**

**23% achieved ARE in R**  
**23% achieved ARE in W**  
**23% achieved ARE in M**

**Expected Progress**

**77% expected progress in R**  
**86% expected progress in W**  
**77% expected progress in M**

**Accelerated Progress**

**23% expected progress in R**  
**35% expected progress in W**  
**26% expected progress in W**

**PP attendance shows a stable – improving picture. Lateness monitored and followed up.**

**Maintain/Improve attendance of PP pupils at extra-curricular provision**

**Growing picture of parental engagement**

## 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: £150,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b>            CPD/Monitoring Focus on live feedback and its impact            CPD Monitoring Focus on CPA mastery in maths            CPD/Monitoring Focus on challenge for all (Metals system)</p> <p>TLR/Leadership posts for EYs &amp; Phonics (RWI) and core curriculum – offering cpd, coaching &amp; mentoring, modelling.</p> <p>School approach to reading, writing &amp; phonics reviewed and updated for consistency – cpd provided and compliance monitored.</p> <p>New Reading scheme purchased to support phonics approach taught in school (RWI)</p> <p>1:1 support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need.</p>	<p><b><u>Internal</u></b>            There is a gap between PP and non PP attainment - enable accelerated progress in all year groups in order for PP pupils to achieve ARE.</p> <p>Exacerbated by COVID -19, an increased number of PP pupils with a developing base line but with the ability to achieve ARE.</p> <p>Number of PP pupils achieving GD is lower than non PP pupils.</p> <p><b><u>External</u></b>            EEF Toolkit:            Feedback – Cost: Low, Progress: +6 months            Mastery Learning – Cost: Moderate, Progress +5 months            Oral Language Interventions - Cost: Low, Progress: +6 months</p> <p>Sutton Trust (2014) – Quality First Teaching</p> <p><a href="#">Focus on high quality teaching informed by diagnostic assessments. Efficient Curriculum – based on research by John Hattie</a></p>	<ol style="list-style-type: none"> <li>1. To raise the attainment in writing of boys in the following classes: 1K, 3BC, 3S, 4CS, 4C, 5D, 5P from baseline of Autumn 21</li> <li>2. To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in writing and close the gap with Non PP</li> <li>3. To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</li> <li>4. To narrow the gap between PP and Non PP in Y 1 &amp; 2</li> <li>5-9. Sustain/Improve provision to enhance attendance &amp; wellbeing in school . Pupils with SEMH difficulties are able to succeed making the best progress possible.</li> </ol>

<p>Recovery Curriculum – subject leaders identify key priorities and missed learning within Reading, Writing &amp; Maths and the wider curriculum</p>	<p><a href="https://www.tes.com/news/dont-presume-learning-lost-covid-says-john-hattie">https://www.tes.com/news/dont-presume-learning-lost-covid-says-john-hattie</a></p>	
<p><b>High Quality staff CPD offer</b>  CPD focus on maths mastery for leaders and staff.  Staff Meetings focus on implementation of curriculum for consistency  WVES CPD package  Coaching and Mentoring internal provision  Learning Mentor CPD on therapeutic approaches  Mental Health Lead training</p>	<p><b><u>Internal</u></b>  CPD focus on School Improvement priorities/PP intended outcomes and curriculum offer</p> <p><b><u>External</u></b>  EEF Guidance – effective professional development  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  Education Policy Institute – high quality cpd leads to raised attainment  <a href="https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/">https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</a></p>	
<p><b>Early Years</b>  1:1 support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need.</p>	<p><b><u>Internal</u></b>  Significant number of SEND pupils with complex needs impacting the wider cohort</p> <p><b><u>External</u></b>  EEF Toolkit:  1:1 – Cost: Moderate, Progress: +5 months</p>	<p>3. To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p>
<p><b>Phonics</b>  Review of our phonics provision/systems  Refresher CPD for staff delivering RWI  Monitoring of provision  Modelling of good practice</p>	<p><b><u>Internal</u></b>  PP pupils (and non PP) not in line with national</p> <p><b><u>External</u></b>  EEF Toolkit:  Phonics – Cost: Low, Progress: +5 months</p>	

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

Budgeted cost: £42, 575.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Specific Interventions</b></p> <p>Targeted deployment of TAs/HLTAs to lead interventions based on</p> <ul style="list-style-type: none"> <li>• A baseline of developing – need to make accelerated progress to be on track.</li> <li>• PP pupils with ability/potential to maintain or move to GD.</li> <li>• Phonic need in KS2</li> </ul> <p>Teacher led Shining Lights writing intervention (30mins weekly)</p> <p>Bug Club targeted intervention led by TA</p> <p><a href="#">Recovery Curriculum – pupils identified a s part of pupil progress meetings to receive additional support.</a></p>	<p><b>Internal</b></p> <p>Diagnostic assessments and analysis shows a gap between PP and non PP at ARE in a selection of classes and also with the number of pupils achieving GD</p> <p>Internal monitoring &amp; assessments show a need for a number of PP pupils in KS still requiring phonics especially new arrivals with low PIE codes</p> <p>Speech &amp; Language remains a barrier to learning for some PP pupils</p> <p><b>External</b></p> <p>EEF Toolkit:</p> <p>Small group teaching/tuition – Cost: Low, Progress+4 months</p> <p>Oral Language intervention – Cost: Low, Progress: +6 months</p> <p>Phonics – Cost: Low, Progress: +5 months</p> <p>TA interventions – Cost: Moderate, Progress: +4 months</p> <p>Mastery Learning – Cost: Moderate, Progress: + 5 months</p>	<ol style="list-style-type: none"> <li>1. To raise the attainment in writing of boys in the following classes: 1K, 3BC, 3S, 4CS, 4C, 5D, 5P from baseline of Autumn 21</li> <li>2. To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in writing and close the gap with Non PP</li> <li>3. To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</li> <li>4. To narrow the gap between PP and Non PP in Y 1 &amp; 2</li> </ol>
<p><b>Speech &amp; Language</b></p> <p>TA delivering Sp &amp; L support to targeted PP pupils</p>	<p>Research shows short regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching.</p>	
<p><b>Reading Recovery</b></p> <p>Reading Recovery Teacher supporting targeted PP pupils</p>	<p>Evidence shows the best use of TAs, providing greater impact for pupils is in providing structures interventions compared with general class support.</p>	

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

Budgeted cost: £60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Support around the Family /Attendance/SEMH</b></p> <p>Employment of Pastoral Manager &amp; Learning Mentor to improve and/or offer</p> <ul style="list-style-type: none"> <li>• Parental Engagement</li> <li>• Attendance – including rewards</li> <li>• Family Support which in turn supports children with their learning</li> <li>• Programmes/interventions to support SEMH needs</li> <li>• Well being</li> <li>• Offer behaviour or self- regulation support in turn improving learning outcomes</li> </ul> <p>Base 25 counselling (as and when required)</p>	<p><b><u>Internal</u></b></p> <p>Many outside barriers need to be brought into school, in order to address them at least in part, to improve outcomes.</p> <p>Significant number of PP pupils with additional needs around SEMH and complex behaviour.</p> <p>Attendance an issue for some PP pupils – some having persistant absence issues.</p> <p>Various barriers our parents have that results in them having difficulties in supporting their children through their school experience</p> <p>Poor cultural capital and life experiences.</p> <p><b><u>External</u></b></p> <p>EEF Toolkit:</p> <p>Parental Engagement – Cost: Low, Progress +4 months</p>	<p>5-9. Sustain/Improve provision to enhance attendance &amp; wellbeing in school. Pupils with SEMH difficulties are able to succeed making the best progress possible.</p>
<p><b>Cultural Deprivation</b></p> <p>Contributions towards school trips, visitors and memorable experiences in order to enhance cultural capital and increase knowledge</p>	<p>Research shows short regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching.</p> <p>Social &amp; Emotional Learning – Cost: Low, Progress +4 months</p> <p>Evidence shows that SEL interventions have visible and valuable impact on attitudes to learning and social relationships within school .</p> <p>EEF advice on successful behaviour management &amp; specific behaviour interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools">https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools</a> and</p>	

**Total budgeted cost: £252, 575.00**

**Recovery Funding**

**Catch Up and Keep Up through recovery curriculum (which will identify key priorities within RWM) in order to recoup lost learning and therefore numbers of pupils working at ARE/GD**

Year Group	Summer 22 all pupils who were ARE/GD at Spring 20 to be at least ARE/GD and for targeted pupils for sufficient progress to have been made to become ARE/GD where they previously were below								
	Reading Spring 2020	Reading Summer 2021	Reading Summer 2022	Writing Spring 2020	Writing Summer 2021	Writing Summer 2021	Maths Spring 2020	Maths Summer 2021	Maths Summer 2022
Nursery – Y1		6	13 + 1 conversion from below ARE to ARE		6	11 + 1 conversion from below ARE to ARE		7	13 + 1 conversion from below ARE to ARE
Reception – Y2	6	4	7 + 8 conversion from below ARE to ARE	6	4	6 + 9 conversion from below ARE to ARE	7	3	8 + 6 conversion from below ARE to ARE
Y1 – Y3	8	7	12 + 2 conversion from below ARE to ARE	8	6	13 + 1 conversion from below ARE to ARE	9	9 + 1 conversion from below ARE to ARE	13 + 2 conversion from below ARE to ARE
Y2 – Y4	15	10 + 1 conversion from below ARE to ARE	13	12	8 + 1 conversion from below ARE to ARE	13 + 1 conversion from below ARE to ARE	18	11	13
Y3 – Y5	27	13	26	25	9	23 + 3 conversion from below ARE to ARE	26	10	22 + 6 conversion from below ARE to ARE

Y4 – Y6	11	8+2 conversion from below ARE to ARE	8 + 6 conversion from below ARE to ARE	12	9+1 conversion from below ARE to ARE	5 + 11 conversion from below ARE to ARE	12	11+1 conversion from below ARE to ARE	5 + 9 conversion from below ARE to ARE
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Pupils who did not continue to work at ARE in July 2022 to be targeted in Pupil Progress meetings in September 22 where further approaches to reverse lost learning will be planned for using PPG and Recovery Funding