



# St Andrew's C of E Primary School



With Faith, Hope & Love we can achieve greater things.

## Impact for Pupils in Receipt of Pupil Premium 2019-2019 (NB School Closure from March 2020 due to COVID 19 Pandemic)

### Attainment & Progress

Below is a summary of Attainment Data from academic year 2018-2019. As a result of the COVID-19 pandemic data is not available for the academic year 2019-2020

	EYFS	KS1					KS2			
	GLD	Y1 Phonics	R	W	M	Sci	R	W	M	Sci
St Andrew's PP	86%	74%	76%	71%	74%	76%	78%	81%	69%	83%
St Andrew's non PP	63%	73%	76%	76%	76%	80%	56%	68%	64%	80%
Difference	+ 23%	+1%	=	-5%	-2%	-4%	+22%	+13%	+5%	+3%

	National			
GLD	69%			
KS1	R 76%	W 70%	M 77%	S 82%
KS2	R 73%	W 78%	M 79%	S 83%

### And in Progress

	EYFS – End of KS1			End of KS1 – End of KS2		
	Reading	Writing	Maths	Reading	Writing	Maths
St Andrew's PP	97%	97%	94%	+2.61	+2.78	+1.81
St Andrew's non PP	96%	96%	91%	+2.68	+2.75	+2.01
Difference	+1%	+1%	+3%	+0.07	+0.03	-0.2

	National		
KS2	R +0.03	W +0.02	M +0.03

## Impact

Summary information					
School	St Andrew's C E Primary School				
Academic Year	2019/20	Total PP budget	£183,480.00	Total PP Spend	£183,480.00
Total number of pupils	450	Number of pupils eligible for PP	139	Date for next internal review of this strategy	Jan 2021

Review of expenditure																																																																																		
Previous Academic Year 2019-2020																																																																																		
i. Quality of teaching for all																																																																																		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																																														
<p>Summer 2020 more PP pupils achieving GD compared with Summer 2019. GD attainment for PP pupils to be in line with non PP internally and in line with national at end of KS2 – Barrier A (see SIP Priority 1 targets)</p>	<p>Quality First teaching</p> <p>CPD for all staff regarding challenge with an increased focus on BSGP differentiation approach</p> <p>Ensure teaching includes mastery opportunities for all pupils</p> <p>PP pupils identified with the potential to be GD in appropriate interventions led by support staff to improve progress</p> <p>3 x HLTAs</p>	<p>Due to COVID 19 and school closures Summer term milestones will not have been met. This has therefore been evaluated against Spring Term Milestones</p> <table border="1"> <thead> <tr> <th rowspan="2">Sub</th> <th>R</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> <tr> <th colspan="7">% Target</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>18</td> <td>20</td> <td>34</td> <td>34</td> <td>13</td> <td>29</td> <td>27</td> </tr> <tr> <td>W</td> <td>18</td> <td>20</td> <td>28</td> <td>28</td> <td>26</td> <td>17</td> <td>10</td> </tr> <tr> <td>M</td> <td>18</td> <td>20</td> <td>31</td> <td>31</td> <td>21</td> <td>21</td> <td>30</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Sub</th> <th>R</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> <tr> <th colspan="7">% Actual</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>0</td> <td>13</td> <td>14</td> <td>27</td> <td>24</td> <td>0</td> <td>19</td> </tr> <tr> <td>W</td> <td>0</td> <td>13</td> <td>10</td> <td>27</td> <td>19</td> <td>4</td> <td>13</td> </tr> <tr> <td>M</td> <td>0</td> <td>13</td> <td>10</td> <td>22</td> <td>24</td> <td>27</td> <td>19</td> </tr> </tbody> </table> <p>Based on 1 class due to teacher long term absence</p>	Sub	R	1	2	3	4	5	6	% Target							R	18	20	34	34	13	29	27	W	18	20	28	28	26	17	10	M	18	20	31	31	21	21	30	Sub	R	1	2	3	4	5	6	% Actual							R	0	13	14	27	24	0	19	W	0	13	10	27	19	4	13	M	0	13	10	22	24	27	19	<p>Aspirational targets were set and it is difficult to forecast what the outcomes would have been for the Summer term.</p> <p>Consider reducing aspirational targets slightly, particularly for EYs and KS1, pupils due to the low starting points our pupils arrive in school with and therefore the additional barriers they have to learning and the amount of progress they therefore need to make.</p> <p>Based on research we know that the biggest impact we can have on our pupils is through Quality First Teaching and this has been the big drive in school to raise standards with an encouragement to not have too many interventions with little impact. Our potential GD pupils may however need a balance of this and targeted intervention to overcome wider barriers to attainment such as EAL/Poor Cultural Capital</p> <p>Continue with BSGP approach</p>	
Sub	R	1		2	3	4	5	6																																																																										
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Summer 2020 for the percentage of boys achieving ARE in reading and writing in each year group to have increased from Summer 2019 and for gender gap to have narrowed.- Barrier B (see SIP priority 3 targets)

Quality First teaching  
 Staff updates regarding the writing learning journey with an increased focus on reading into writing approach/visual literacy/Computing links  
 Ensure teaching includes mastery opportunities and challenge for all pupils  
 Male PP pupils identified as one term behind to be in appropriate interventions led by support staff to improve progress  
 3 x HLTAs  
 Shining Lights Intervention;

Of the 21 areas above 24% showed an increase from the baseline data for GD.  
 In KS1 most areas were behind data for Non PP at GD  
 At KS2 most areas were in line with/above Non PP data for GD.

Due to COVID 19 and school closures Summer term milestones will not have been met.  
 This has therefore been evaluated against Spring Term Milestones

Sub	R	1	2	3	4	5	6
	% Target						
R	45	65	72	60	65	66	64
W	45	65	70	65	62	62	65

Sub	R	1	2	3	4	5	6
	% Actual						
R	20	50	54	71	33	62	68
W	20	50	38	62	39	54	69

Based on 1 class due to teacher long term absence

Outcome: Explore ways of addressing GD in EYs and KS1. Carefully select pupils – maybe with the use of standardized scores where appropriate for pupils who could achieve GD – for targeted interventions that are short and piloted.

Aspirational targets were set and it is difficult to forecast what the outcomes would have been for the Summer term.

Further monitoring required on the impact on boys of visual literacy and computing links in their writing.

Consider reducing aspirational targets slightly, particularly for EYs and KS1, pupils due to the low starting points our PP pupils arrive in school with and therefore the additional barriers they have to learning and the amount of progress they therefore need to make...particularly around language acquisition.

Based on research we know that the biggest impact we can have on our pupils is through Quality First Teaching and this has been the big drive in school to raise standards with an encouragement to not have too many interventions with little impact. Tighter identification of boys for whom targeted intervention could be successful eg boys a term behind and no other barriers such as low PIE codes for age

Continue with BSGP approach  
 Continue with Shining Lights

Outcome: Explore ways of addressing GD in EYs and KS1. Carefully select pupils – maybe with the use of standardized scores where appropriate for pupils who could achieve ARE – for targeted interventions that are short and piloted.

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Summer 2020 more PP pupils passing the Phonics Test compared with Summer 2019 so that the difference between PP and Non PP pupils remains equal but in line with National. – Barrier C (see SIP Priority 5 targets)</p>	<p>Early and regular identification of PP pupils not on track to pass the phonic check discussed at P Progress meetings</p> <p>Ensure appropriate challenge is in place so pupils progress through RWI groups</p> <p>HLTA in EYs</p>	<p>Due to COVID 19 and school closures the Phonics Screening Test did not take place and is due to happen for this cohort in Autumn 2 2020. This has therefore been evaluated against baseline mock assessment carried out in September 2020</p> <p>69% of PP pupils are on track and 3 additional PP pupils targeted in Autumn 1 to help them achieve the expected standard. If successful 88% would pass the screening test and this would be an increase from Summer 2019</p>	<p>The baseline mock data proves the impact of the break in education for some of our youngest children. The daily practise of phonics and their application in reading is vital for success. For many of our pupils, not only will has this daily exposure stopped but they will not have spoken English for 6 months, neither read or written either.</p> <p>The fact that after this 69% are on track shows that the actions taken in Autumn and Spring to target children where necessary works and should continue.</p>

**Total budgeted cost i + ii**

£114,  
862.92

**lii Other approaches**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.</p> <p>Improve provision to enhance wellbeing in school...Achieve Well Being Award</p> <p>Pupils with SEMH difficulties are able to succeed making the best progress possible.</p> <p>(D-H/SIP Priority 4)</p>	<p>Continue work of learning mentor and pastoral officer.</p> <p>Develop role of teacher responsible for parental engagement and further initiate new approaches to parents impacting learning inc Fred Project</p> <p>Learning Mentor employed to support pupils with SEMH difficulties&amp; to raise self-esteem and engagement of individual pupils.</p> <p>Pastoral Officer to support disadvantaged families &amp; children to raise aspirations</p> <p>Contribution to school visits</p> <p>Fruit for KS2/Magic Breakfast</p> <p>Ed Resources inc. Bug Club</p> <p>Counselling</p> <p>Contribution to funding of extra-curricular activities</p>	<p>Due to COVID 19 and school closures along with the Long Term Sickness absence of our Learning Mentor milestones have not all been met. Some of the work of the LM has been picked up by our Pastoral Manager, however assessment tools to measure impact of this work have not been utilised due to the irregular work with pupils that has resulted.</p> <p>Well Being Award achieved Spring 2020</p>	<p>All strategies vital to allow PP pupils to be ready to learn.</p> <p>Existing provision to continue.</p>	

	iii	£68,617.08
	<b>Total budgeted cost</b>	£183,480.00

### 1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.