

# St Andrew's Primary School

## Pupil Premium Strategy Statement 2020 – 2021

**Pupil Premium Lead: Laura Hudson**

**Pupil Premium Governor: John Waine**

### 1. Rationale

At St Andrew's Primary School, we believe that our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

### 2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
84	Per Pupil: £1,320 <b>41</b>	Per Pupil: £1,320 <b>43</b>	Per Pupil £1,700*/ £2,300 <b>1</b>	Per Pupil £300 <b>1</b>

\*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

### 3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
17	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

5. 2020 – Disadvantaged pupils outcomes								
EYFS – 56% pupils ( FSM)								
Good Level of Development	School FSM	NA Other	School diff	Nat diff 2020				
			%	%				
KS1 Y2	Standard				Greater Depth Standard			
			School diff	Nat diff 2020	School Dis	NA Other	School diff	Nat diff 2020
Reading	%	%	%	%	%	%	%	%
Writing	%	%	%	%	%	%	%	%
Maths	%	%	%	%	%	%	%	%
KS2 Y6 - 63% pupils ( disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2020	School Dis	NA Other	School diff	Nat diff 2020
Reading	%	%	%	%	%	%	%	%
Writing	%	%	%	%	%	%	%	%
Maths	%	%	%	%	%	%	%	%
GPS								
RWM combined	%	%	%	%	%	%	%	%

Unable to enter percentage data as no formal assessment took place due to COVID. No national data.

6. 2020 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	School Difference	Nat gap 2020
Reading				
Writing				
Maths				

7. Internal Barriers to Future Attainment		
Barriers		Desired Outcomes
<b>A</b>	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress than their peers to catch up that gap. Their knowledge of phonics, fine motor skills and reading is below average. Many children will not have attended our/any other nursery prior to entering school due to COVID.	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language so that a higher proportion of PP meet ARE than 2020/2021 compared to that of previous year. High quality provision both indoors and outdoors help supports PP children meet ARE. Children are to be taught in small phonics groups and have 1-2-1 interventions where needed by well-trained staff to narrow the gap and make accelerated progress.
<b>B</b>	Year 1 phonics data has not yet reached that on national standard and too many of Y1 disadvantaged pupils did not meet the phonics standard at the end of the year in previous years. The children in this cohort have also only been taught in school until March 2020 due to COVID and therefore will not enter Year 1 at GLD. This is going to slow their progress in all curriculum areas that demand effective reading strategies.	Pupils eligible for Pupil Premium in Year 1 will make rapid progress in phonics so that the year group meets the national standard and the majority of Pupil Premium children will pass their phonics screening check in 2020/2021. Children are to be taught in small phonics groups and have 1-2-1 interventions where needed by well-trained staff to narrow the gap and make accelerated progress.

<b>C</b>	Year 2 children will need to re-sit their phonics screening as not all children finished the phonics scheme before school closures in March due to COVID.	Y2 phonics resits confirm that all disadvantaged pupils meet the standard.
<b>D</b>	Children attain at the expected standard in reading, writing and maths. Year 3, who did not sit phonics resit, have a significant of PP children not on track for making ARE at the end of the year. Year 6 children have a high proportionate amount of PP children not on track to meet ARE who have also not had a full Year 5 curriculum due to COVID will need to make accelerated progress.	End of KS1 and KS2 data to be closer to/ in line with national and improved for PP compared to year before last academic year (no data for 2019/2020 due to COVID). Year groups to be taught as one year group and have no mixed year group classes. Year 6 to have experience TA support to support class teacher to make accelerated progress.
<b>E</b>	Behaviour issues for a small group of pupils at lunchtime (mostly PP pupils) are having a detrimental effect on academic progress made during afternoon sessions.	A reduction in incidents of poor behaviour resulting in a positive impact on behaviour in classrooms in the afternoon period which will in turn improve outcomes.
<b>F</b>	The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress through these first hand experiences apply their skills for the new learning across the curriculum.
<b>G</b>	Emotional resilience and behaviour of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours.

### **8. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)**

<b>Barriers</b>		<b>Desired Outcomes</b>
<b>H</b>	Low attendance rates for some PP children impacts on their learning. This means they are constantly having to catch up to their peers.	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA.
<b>I</b>	Less engagement in home learning by adults and opportunities to support and value reading, English and maths.	Increased engagement with parents to support home learning by engaging with dojo, increased number of children reading three

		times and home and increases number for children accessing Times Table Rock Stars at home.
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9. Pupil Premium Planned Expenditure						
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
A	Improved outcomes for Pupil Premium pupils within Early Years	Use speech and language programme, develop exciting role play areas and EYFS area to engage children in role play.  To ensure all staff members are trained in RWI to deliver an effective phonics programme.	Studies of communication and language approaches consistently show positive benefits for young children’s learning. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (EEF High performing schools direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils August 2018))	HLTA to support speech and language development. <b>Cost: £9683</b>		Baseline completed and starting attainment is below national. No assessment to compare baseline yet. Role Play equipment installed – data in impact to follow.
				RWI resource and training for a further staff member. <b>Cost: £700</b>		Lockdown 3 – due to the number of staff being trained in RWI, children were able to receive small group online learning support in phonics resulting in the majority of children returning from lockdown 3 either in line with their last assessment or had made progress, few regressed.
				Role play area equipment. <b>Cost: £268</b>		Children made progress in Reception due to small group teaching delivered by well-trained staff however 81% of the children will enter Year 1 below where they should leave Reception in reading. However, we have no data to compare this to national.
				Apprentice to ensure phonics group can be small and focused. Also to ensure		

				speech and language is being developed within continuous provision. <b>Cost: £6800</b>		
<b>B</b>	Year 1 phonics data to be closer in line with national and the vast majority of children reach ARE at the end of Year 1.	Children are to be taught in small phonics groups and have 1-2-1 interventions where needed by well-trained staff to narrow the gap and make accelerated progress.	The EEF state that 'The teaching of synthetic phonics should be explicit and systematic' to achieve this everyone must be trained and monitored to ensure teaching is done systematically and effectively. Research states that by the age of three, more disadvantaged children are, on average, already 18 months behind their more affluent peers in their early language development.	Apprentice to ensure phonics group can be small and focused. <b>Cost: £6800</b>  Trained RWI 1-2-1 staff member to carry out intervention throughout Autumn term. <b>Cost: £4140</b>	No Data due to COVID. On entry data tells us that many children have regressed during lockdown.	<p>76% of children in Year 1 are on track to meet National Phonics Screening Check. 1-2-1 Intervention made a positive impact on catch up in phonics. 41% of the children are working at ARE in reading for autumn term. Reading Leader completed all assessments to ensure consistent and accurate data was collected.</p> <p>Lockdown 3 – due to the number of staff being trained in RWI, children were able to receive small group online learning support in phonics resulting in the majority of children returning from lockdown 3 either in line with their last assessment or had made progress, few regressed.</p>

				RWI Leader monitoring time and training (10 days over the year) <b>Cost: 1060</b>		There is no published data to be able to compare this data against national. We do know that 30% of the children in Year 1 reached ARE at the end of the year. They will sit phonics screening in Autumn term of Year 2 as will all other schools.
C	Year 2 children meet ARE in reading and pass phonics screening held in Autumn due to COVID.	Small group phonics and 1-2-1 intervention where needed by well-trained staff to narrow the gap and make accelerated progress.	The EEF state that 'The teaching of phonics should be explicit and systematic' to achieve this everyone must be trained and monitored to ensure teaching is done systematically and effectively.	TA to ensure 1-2-1 intervention can take place and to ensure phonics groups are small and meet the needs of PP children.  <b>Cost: £16,989</b>	No Data due to COVID. On entry data tells us that significant number children have regressed during lockdown and accelerated progress needs to occur rapidly.	82% of Year 2 children passed their phonics screening test. Children that did not pass their phonics screening test are pupil premium children and will have 1-2-1 intervention next term.
						Lockdown 3 – due to the number of staff being trained in RWI, children were able to receive small group online learning support in phonics resulting in the majority of children returning from lockdown 3 either in line with their last assessment or had made progress, few regressed.
						80% of Year 2 children are in line with where they should be in phonics however due to lockdown in the previous term their level of comprehension was impacted meaning that 52% of the children achieved ARE in reading at the end of Year 2.

D	Children attain at the expected standard in reading, writing and maths throughout KS2.	<p>KS2 data to be closer to/ in line with national and improved for PP compared to year before last academic year (no data for 2019/2020 due to COVID).</p> <p>Year 3 to complete phonic teaching to improve</p>	<p>EEF states that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four 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</p>	<p>Year 3 to be taught as a small group and not within a mixed age group setting to meet the needs of PP children not yet meeting ARE.</p> <p><b>Cost: £25714</b></p> <p>English lead to ensure children are making rapid</p>		<p>Children across KS2 have had to catch up a significant amount. Although they have made significant progress from their last recorded data, attainment is still well below.</p> <p>Y3 R – 8%, W – 0%, M – 8%</p> <p>Y4 R -17%, W – 17%, M – 11%</p> <p>Y5 R 33%, W – 28%, M – 44%</p> <p>Y6 R – 28%, W – 22%, M – 22%</p> <p>Lockdown 3 meant no assessment was completed and the decision to use formative assessment was made. Y3 children continued to be supported through online learning with small group phonic support meaning that learning continued although at a slower rate.</p>
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		reading standards.	language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	<p>progress in reading and writing through monitoring and training (10 days)  <b>Cost: £1060</b></p> <p>TA support to ensure PP children, who are not reading regularly at home, receive 1-2-1 reading on top of quality first teaching within guided reading.</p>		<p>Data throughout lower KS2 is weaker than that of upper KS2.  23% of Year 3 children still require phonics teaching however this class is a very small cohort and the children identified are also SEND.  Data at the end of Year 6 shows that 69% reached ARE in reading, 81% reached ARE in writing and 75% reached ARE in maths.</p>
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				<b>Cost: £4140</b>		
<b>E</b>	Improved behaviour at playtimes and afternoons.	The Learning Mentor supports PP pupils to avoid incidents of negative behaviour therefore learning can be maximised.	The EEF states that 'Every pupil should have a supportive relationship with a member of staff. Vulnerable pupils need support at playtimes and lunchtimes with social and emotional issues at unstructured times that can be brought into the classroom afterwards'.	Learning Mentor to supervise groups of children at playtimes.  <b>Cost: £8645</b>	Historical data tells us that this will be needed.	Autumn – 8 children have had a red talk. A further 3 children have had an orange talk.
						Unable to assess due to COVID lockdown 3.
						Summer – some children particularly struggled upon returning from lockdown. 3 children in particular struggled. These children were supported so there was no repeat of a red talk and prevented possible exclusions. A further 3 children found the return difficult resulting in orange

						talks. These 3 children did not then move onto red.
F	To widen the range of opportunities for pupils eligible for PP is very low when compared with their peers.	Pupils eligible for PP access the same life chances as their academic peers	School trips encourage students to engage with people, places and buildings in new ways, thus extending vocabulary and language skills and closes the cultural capital gap. The cultural mobility model posits that students with higher levels of cultural capital are more likely to develop higher educational aspirations regardless of their social status. Increase experiences to close the cultural capital gap.	Durham Learning Resources to greater support the curriculum diving PP a rich environment. <b>Cost: £2400</b>  On school residential experience <b>Cost: £2500</b>  Education school trips funded (vital if needed due to COVID) <b>Cost: £1500</b>		<p>All classes accessed Durham Learning Resources. Inter Faith Week was supported by DLR boxes and this extended pupil's knowledge and vocabulary. Video links with the church has also supported to close cultural capital gap in knowledge around faith.</p> <p>Resources had been booked but not delivered and used due to COVID and lockdown 3.</p> <p>School trips were difficult to arrange. One class did visit Durham Cathedral and another visited the local church.</p>

<b>G</b>	Emotional resilience of pupils eligible for pupil premium improves.	1-2-1 or small groups intervention aimed at supporting emotional resilience such as social stories and Heart Math.	NFER report stresses the importance of deploying staff effectively and the how interventions which target social and emotional needs can have an impact on learning. Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)	Learning Mentor supporting children to improve their emotional resilience.  <b>Cost: £8645</b>		<p>Those who have received support due to behaviour have not had a red talk. Attendance of these children are above 90%. This support will continue to support children.</p> <p>Those children who were classed as vulnerable during Lockdown 3 benefitted from emotional support by Learning Mentor.</p> <p>Intervention took place however the impact on attendance and academic achievement is hard to measure due to COVID.</p>
<b>H</b>	Improve school attendance to be in line with national and reduce persistent absentees.	Ensure a robust attendance monitoring is undertaken and support HT is doing so. Foster relationships with poor	Progress can't improve if pupils are not in school. NFER briefing for school leaders identifies addressing attendance as a key step.  Majority of our pupils who are involved with social care	Learning Mentor To support children and families eligible for pupil premium to improve attendance		Pupil Premium attendance has been 89% - this is in line with all groups of children's attendance recorded on 10 <sup>th</sup> December according to <a href="https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak">https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak</a>

		<p>attenders and persistent absentees to find a solution to improve child's attendance.</p>	<p>agencies are Pupil Premium. Support is needed to bridge the gap between the school, the parents and the agencies.</p>	<p>Increased attendance for PP pupils</p> <p>To improve and develop communication between home and school to positively impact on pupils' attainment and achievement in school</p> <p><b>Cost: £8645</b></p>		<p>On average 90% of children completed the majority of tasks set by the class teacher during lockdown. Those children who were classed as vulnerable benefitted from small group face-to-face teaching in school.</p> <p>13% of children had attendance below 85% in the summer term and school classed these children as persistently absent from school. Reasons for absence were often due to COVID related illness or anxiety. No national data has been published in order for us to compare to national.</p>
I	<p>Increased engagement with parents to support home learning</p>	<p>Parents and children engaging with Class Dojo, increased number of children reading three times and home and increases number for children accessing Times</p>	<p>Teachers need a range of resources that will support differentiation and to make learning engaging. To enable teachers to spend more time on quality first teaching.</p>	<p>Online Phonics, Oxford Owl, Times Table Rock Stars, Ten Town, Twinkl, Classroom secrets</p> <p><b>Cost: £1500</b></p>		<p>2 families are not accessing Class Dojo Times Table Rock Stars – most children are accessing but not the acquired minutes per week. Those children not reading at home are reading with an adult in school.</p> <p>2 families are not accessing Class Dojo were provided with a home learning pack. Times Table Rock Stars – most children are accessing but not the acquired minutes per week. Oxford Owl was used and accessed by Rec-Y2 during lockdown.</p>

		Table Rock Stars at home.				<p>Fiction Express reading was used by the majority of children in Y3-6.</p> <p>2 families are not accessing Class Dojo Times Table Rock Stars – most children are accessing but not the acquired minutes per week. Those children not reading at home are reading with an adult in school.</p>
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## 10. Budget Summary

Desired Outcome		Cost
A	Improved outcomes for Pupil Premium pupils within Early Years	£17,451
B	Year 1 phonics data to be closer in line with national and the vast majority of children reach ARE at the end of Year 1.	£12,000
C	Year 2 children meet ARE in reading and pass phonics screening held in Autumn due to COVID.	£16,989
D	Children attain at the expected standard in reading, writing and maths throughout KS2.	£30,914
E	Improved behaviour at playtimes and afternoons.	£8645

### Additional Funding Supporting Provision

School fund - £29 top up

F	To widen the range of opportunities for pupils eligible for PP is very low when compared with their peers.	£6400
G	Emotional resilience of pupils eligible for pupil premium is improved.	£8645
H	Improve school attendance to be in line with national and reduce persistent absentees.	£8645
I	Increased engagement with parents to support home learning	£1500
<b>Total Budget Spent</b>		<b>£111,189</b>

### Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: John Waine			
Pupil Premium Meeting	Autumn: 15.12.21	Spring: 13.4.21	Summer: 4.10.21
<p><b>Autumn Summary</b></p> <p>The use of PP money has had a positive impact on Read, Write and Inc and phonics results, in particular the success of Year 2 phonics screening which took place this term due to COVID last academic year resulting in 82% passing. In Year 1, 76% of children are on track to meet National Phonics Screening Check. 1-2-1 Intervention made a positive impact on catch up in phonics. Phonics was quickly assessed and group quickly formed to ensure children made progress quickly after entering school. Children across all year groups have made significant progress since the last recorded data however this is below their expected age-related attainment. Children have been targeted and TA's working effectively to close the gap of pupil premium children in reading by doing 1-2-1 reading. Attendance of pupil premium is in line with Durham County. Those who have received support due to behaviour have not had a red talk. Attendance of these children are above 90%. This support will continue to support children.</p>			
<p><b>Spring Summary</b></p> <p>During remote learning 90% of all children accessed quality home learning. The Learning Mentor ensured pupil premium children and vulnerable children had access to technology to participate in home learning and where not that attending school was encouraged which meant that our pupil premium children had the best possible chance to continue their learning and remain on track. The Learning Mentor also provided emotional support to a large proportion of pupil premium children alongside teaching assistants. Due to the number of staff being trained in RWI, children were able to receive small group online learning support in phonics resulting in the majority of children returning from lockdown 3 either in line with their last assessment or had made progress, few regressed.</p>			
<p><b>Summer Summary</b></p> <p>The use of PP money has helped ensure that we have a systematic method of teaching synthetic phonics and we follow RWI as a scheme. It has ensured school have dedicated teachers to teach phonics at a set time across school whereby the children are grouped correctly rather than best fit, therefore ensuring children make as much progress as they can. Although internal data shows that children made progress in summer term, due to lockdown in the spring term the progress across the year was not rapid enough to ensure children met ARE at the end of the year. Year 6 children left St Andrew's Primary School at a good standard, 69% reached ARE in reading, 81% reached ARE in writing and 75% reached ARE in maths, which was close to the cohort's target. The Learning Mentor also provided effective emotional support so that we have low numbers of children receiving red or/and orange talks. Attendance was scrutinised and evidence shown that all had been done to ensure children were attending and those with persistence absence were being supported and actioned if needed to. As lockdown restrictions lifted, two classes were able to access wider learning and improve cultural capital by visiting Durham Cathedral and the local church. This was evidence in books, on Class Dojo and upon speaking with the children.</p>			



<b>Review Date</b>	Summer 2021 – September 2021/2022
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