

St Andrew's Primary School Pupil Premium Strategy Statement 2021/22

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 Primary and Nursery
Number of pupils in school	141 + 17 Nursery
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Mrs Nicola James
Pupil premium lead	Mrs Laura Hudson
Governor lead	Mr John Waine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 119,194
Recovery premium funding allocation this academic year	£6,018
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 125,212

Part A: Pupil premium strategy plan

Statement of intent

At St Andrew's Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language and literacy is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Phonic outcomes in Year 1 and Year 2 Due to low starting points in verbal communication and language, current Year 1 disadvantaged pupils struggled to meet ELG when in reception meaning that Year 1 has a huge gap in phonics attainment and must progress rapidly in order to meet the expected standard. We know this can slow their progress in all curriculum areas that demand effective reading strategies. Current Year 2 children showed that their phonic knowledge was below the expected standard through internal assessment in summer 2021 and require intensive support to improve their outcomes.
3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
4	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.
5	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.

6.	A significant number of Pupil Premium children have shown a lack of emotional resilience and the need to improve wellbeing. These factors impacts on their ability to learning, behaviour to learning and behaviour towards others as well as their wellbeing.
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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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2022.
Y1 and Y2 phonics, including resits, confirm that increased proportions of disadvantaged pupils meet the standard.	80% of PP pupil meeting the expected standard in phonics.
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Improve attendance	Whole school attendance is at least in line with national. % of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	Make every endeavour to ensure that all children read three times a week on 1:1 basis. Any children who have to isolate due to COVID are fully supported in their home learning. By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.
Improve emotional resilience and wellbeing for all pupils through use of support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours. CPOM logs for identified children will show improved behaviour for learning. Class Dojo will evidence the promotion

	and improvement in wellbeing.
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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: £ 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention with all EYFS children across the year using a teaching apprentice to enhance staffing levels.	<p>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.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p> <p>NELI - additional 10 months progress</p>	1
Reception staff to receive training from the Maths Lead to develop early numeracy approaches.	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p>	1
Following the Read, Write Inc	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.	1 and 2

<p>Scheme to ensure a whole School systematic, synthetic phonics is in place across Key Stage 1 to a high standard. This means enhancing staff levels.</p>	<p>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), 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> <p>EEF Toolkit: phonics - additional 4 months progress</p>	
<p>New staff to access Read Write Inc training to ensure consistency in this approach to phonics across the school.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Read Write Inc is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p>	3
<p>Current staff to have regular CPD to ensure the consistency of teaching is high at all time.</p>	<p>Read Write Inc Reader Leading training advises that regular CPD takes place for all those teaching RWI across school.</p> <p>English Hub report reported that it is good practice that the Reading Lead regularly provides CPD for RWI team to ensure consistency and high level of delivery.</p>	3
<p>Implement a whole school approach to improving vocabulary</p>	<p>Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Some examples of approaches that have been shown to be effective include:</p> <p>-encouraging pupils to read aloud and then have conversations about book content with teachers and peers</p>	3

	<p>-modelling inference through the use of structured questioning</p> <p>-group or paired work that allow pupils to share thought processes</p> <p>-implicit and explicit activities that extend pupils</p> <p>With any of these activities is it crucial to ensure that oral language activities are linked to the wider curriculum (e.g., using oral language activities to model technical language in science).</p> <p>EET toolkit: Oral language intervention – EYFS additional 7 months and primary additional 6 months.</p> <p>Research found that vocabulary knowledge and verbal reasoning made significant, unique contributions to the prediction of comprehension ability in both Year 3 and Year 6. Three comprehension components – inference, comprehension monitoring, and knowledge and use of story structure – emerged as distinct predictors of reading comprehension in Year 6. In contrast, early measures of word reading accuracy and phonemic awareness predicted the children’s performance only in Year 3.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is adequate staffing so that all eligible pupils access EYFS as soon as they are able through the golden ticket scheme.	<p><u>Effective Provision of Pre-school Education (EPPE) project findings</u></p> <p>Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months’ progress compared to those who start a year later.</p> <p>Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress</p>	1
Implement 1:1 phonic intervention teacher in EYFS and KS1 to raise attainment in ELG and phonics.	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive	1, 2 and 3

<p>(School Led Tutoring Grant to pay 75% of costs)</p>	<p>support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>EEF Toolkit: phonics - additional 5 months progress</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	
<p>Enhance staffing so that all children read three times a week.</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>If children do not practise reading and writing enough, they fail to make sufficient progress. Activities must be high quality, practical, efficient and focused on the main goal – reading and spelling using phonics.</p> <p>DfE – The Reading Framework</p>	<p>5</p>

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

Budgeted cost: £ 38,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor to support families with poor attendance.</p>	<p>Low attendance impacts on child's wellbeing, low attainment and results in hampering children's life chances.</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	<p>4</p>
<p>Learning Mentor to</p>	<p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to</p>	<p>6</p>

improve well-being and emotional resilience.	<p>positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	
Staffing to provide a richer afterschool environment. Provide a wide range of afterschool clubs to promote wellbeing and improved physical activity.	A recent study by the World Health Organization states children's health, brain development and social skills are being damaged by lack of exercise.	6
Whole staff training on reducing conflict and de-escalation strategies.	<p>A key theme from these recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	6 and 3

Total budgeted cost: £ 125,212

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£930
What was the impact of that spending on service pupil premium eligible pupils?	Supported 1:1 home learning during COVID.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that many of our children including Pupil Premium children are well below age related expectations at the end of the last academic. Concerns regarding low reading attainment is especially concerning although children showed rapid progress from returning to school after COVID closure to the end of the year.

Strategies used in 2020-221 were successful and so the school will continue to use some of these approaches such as Read Write Inc.

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Parental Engagement and contact was challenging during lockdown so on return staff have worked on communication and language skills, phonics and early writing and numeracy. An intervention teacher was employed to work 1:1 with a group of children to ensure they were able to learn at home. The cohort has also changed significantly with families moving during the year so end of year data has been analysed with this in mind.

Targeted Intervention

Identified pupils receiving one to one tuition across the summer term made good progress and achieved phonics results closely in line with national figures 2019.

Wider Strategies

Class Dojo supported school staff to communicate with parents, especially during periods of national lockdown. Zoom also developed parental engagement through the ability to hold virtual meetings with parents.

The Learning Mentor and SLT ensured the most vulnerable were able to attend school during lockdown. Those that were unable to, were heavily supported with technology and learning. To ensure pupil wellbeing SLT and Learning Mentor made home visits

and welfare calls.

See last year's review for more information

<https://www.st-andrews-pri.durham.sch.uk/wp-content/uploads/sites/131/2021/10/Pupil-Premium-Strategy-2020-2021-Summer-Review.pdf>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		