

St Andrew's Primary School Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	144 + 12 Nursery
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022~2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2023
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	£ 120,495
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 120,495

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 Reception, Year 1 and Year 2 Due to low starting points in verbal communication and language of the children who start our school in reception, phonics remains a priority. We know that children at our school find it challenging to achieve national expectations in phonics without the rigorous systematic phonic approach and phonic interventions.
3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge especially in reading and writing.
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 who are also SEND show a lack of emotional resilience which can impact on learning. Without intervention, attendance and academic achievement will suffer.

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.	<p>A higher proportion of Pupil Premium children meet a Good Level of Development than in 2022.</p> <p><i>School Data for 2022 – 61%</i></p>
A greater proportion of children, including vulnerable children make expected or better progress in phonics/reading to be in line with National ARE in phonics.	<p>Tracking of phonics indicates that pupils are progressing through RWI groups at a rate of one each half term.</p> <p>End of Reception; the majority of children are in purple group or better.</p> <p>End of Year 1 the majority of children are in Blue or Grey group thus finishing RWI programme. Therefore the majority of Year 2 children start at Blue or better.</p> <p>82%+ of children pass the Year 1 phonic assessment.</p> <p>Children who have received intervention for phonics have caught up or made accelerated in progress.</p>
Provide children with high quality teaching and feedback to ensure progress in lessons, especially reading and writing.	<p>Increased proportions of pupils will reach ARE in English and Maths across the school to that end of key stage results are closer in line to that of national.</p> <p>Pupil Progress meetings identify children who targeted to make accelerated progress through implementation of CLPE and QFT. Tracking reading and writing shows year groups are catching children up and teachers are making accelerated progress.</p> <p>Tracking RWI spelling groups show an improvement in spelling.</p>
Improve attendance	<p>Whole school attendance is at least in line with national.</p> <p>% of persistent absentees is at least in line with National Average. 2022 Data for the school was 29%</p> <p>There are increased attendance rates for Pupil Premium children.</p>

<p>Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.</p>	<p>Make every endeavour to ensure that the lowest 20% of children read every day on a 1:1 basis and the remaining 80% reading 3 times a week on a 1:1 with an adult. By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2022.</p>
<p>Improve emotional resilience and wellbeing for all pupils through use of support and intervention.</p>	<p>Pupil premium children who are also SEND (emotional needs) will meet their termly targets on support plans due to intervention taking place. 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.</p>

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: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Reception staff to receive training from the Maths Lead to develop early numeracy approaches.</p>	<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>	<p>1</p>
<p>Following the Read, Write Inc 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>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), 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>1 and 2</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 5 month progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>	<p>3</p>
<p>Current staff to have regular CPD to ensure</p>	<p>Read Write Inc Reader Leading training advises that regular CPD takes place for all those teaching RWI across school.</p>	<p>3</p>

the consistency of teaching is high at all time.	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.	
Implementation of CLPE Power of Reading	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>CLPE's most recent evidence of impact comes from an independent evaluation by Leeds Trinity University and shows that in schools participating in the Power of Reading training children make an additional 6 months progress in reading and writing. It also found that the programme has particular impact on pupils who had previously been reluctant to engage with literacy and that the achievement gap between advantaged and disadvantaged pupils is significantly narrowed.</p> <p>https://clpe.org.uk/system/files/CLPE%20Impact%20Report%202014-19%20web%20FINAL_0.pdf</p>	3
PD and monitoring to implement CLPE Power or reading in English across school.	<p>Effective professional development: Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>PD will ensure the implementation will be effective and manageable. Monitoring will ensure constancy and development of a whole school system that has a positive impact on English.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
Ensure RWI Spelling Scheme is effective and well delivered to have an impact on improved spelling across Y2-Y6.	<p>Whole school systematic approaches are more effective. Spelling follows on from phonics. Direct teaching underpins the programme. Spelling is taught cumulatively and systematically, with deliberate, focused practice. Constant revision and practice are key to children's success.</p> <p>https://www.ruthmiskin.com/programmes/spelling/about-spelling/</p>	

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge
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		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 GLD and phonics.	<p>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 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>	1, 2 and 3
Enhance staffing so that all children read three times a week and the lowest 20% daily.	<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 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	5

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support families with poor attendance.	<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>	4
Learning Mentor and other TAs to improve well-being and emotional resilience of SEND children	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to 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>	6
Staffing to provide a richer afterschool environment. Provide a wide range of	<p>A recent study by the World Health Organization states children's health, brain development and social skills are being damaged by lack of exercise.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs.</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	6

afterschool clubs to promote wellbeing and improved physical activity.	evidence/teaching-learning-toolkit/physical-activity	
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Total budgeted cost: £ 120,000

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?	£1280
What was the impact of that spending on service pupil premium eligible pupils?	Nurture group and extra-curricular activities to enable service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults.

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 2021 to 2022 academic year.

Standardised assessments completed in July 2022 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 2021-2022 were successful and so the school will continue to use some of these approaches such as Read Write Inc. phonics and spelling programmes

Teaching Strategies

Strategies in place for phonics with EYFS and Key Stage 2 have had a positive impact on attainment in phonics. In Reception 76% of children reached green group or better which is the recommended on of year expectations. In Year 1 81% of the children passed their phonics screening with average score of 34.1. 73% of pupil premium children passed their Y1 phonics screening check. 100% of children in Year 2 who needed to resist their phonics screening met the standard.

Strategies in place to improve speech and language (NELI) and reading within Reception had a positive impact on those achieving communication and language, reading and writing with 72% of reception children meeting the standard (2019 was 65%). GLD reached 61% and is below national of 65%

Children who have met ARE in Reading, Writing and Maths are low across school. In KS1 reading was 50%, writing 28% and maths 44%. In KS2 reading was 47%, writing 37% and maths 47%. Reading and writing are to be a main priority next year and part of the school's development plan. English lead to research and action developments in this area.

Targeted Intervention

Targeted 1:1 phonics intervention was successful; resulting in 81% of Year 1 children passing the phonics screening check. Children made progress in reading, supported by 1:1 reading, although this was not enough to reach age related expectations, progress was still made.

Wider Strategies

Improving attendance has been particularly challenging with 29% persistent absentee

rate. Internal records show the amount of support these children and families have had so without the funding for this then I am sure this would have been significantly worse.

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 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		