

St Andrew's Primary School Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	157 + 11 Nursery
Proportion (%) of pupil premium eligible pupils	51%
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 2024
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	£ 109,125
Recovery premium funding allocation this academic year	£ 11,165 (NTP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 120,290

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 2023 – 72%</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>75%+ 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 VIPERS, 1:1 reading 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	Whole school attendance is at least in line with national.

	<p>% of persistent absentees is at least in line with National Average. 2022/2023 data for the school was 22.8%</p> <p>There are increased attendance rates for Pupil Premium children.</p>
<p>Increase engagement with parents to support home reading.</p> <p>Provide increased opportunities in school to support and enthuse a love of reading.</p>	<p>Make every endeavour to ensure that the children who are working below the expected standard in reading are read with 1:1 a minimum of three times a week with an aim of daily. By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2023.</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.</p> <p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.</p> <p>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: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<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_xbviihb.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.	
Training of staff in teaching reading comprehension	<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 -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-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3
Develop oracy in school through CPD, materials and outreach.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions#:~:text=1.,and%20connects%20with%20the%20curriculum</p> <p>Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#spoken-language</p>	
Ensure RWI Spelling Scheme is effective and	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,	

well delivered to have an impact on improved spelling across Y2-Y6.	focused practice. Constant revision and practice are key to children's success. https://www.ruthmiskin.com/programmes/spelling/about-spelling/	
---	--	--

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

Budgeted cost: £ 25,152 + NTP (£11,165)

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 possible.	<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
<p>Implement 1:1 phonic intervention teacher in EYFS and KS1 to raise attainment in GLD and phonics.</p> <p>NTP</p>	<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

<p>Enhance staffing so that all children read three times a week and the lowest 20% daily.</p> <p>NTP</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 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>5</p>
---	--	----------

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

Budgeted cost: £ 36,000

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 and other TAs to improve well-being and emotional resilience of SEND children</p>	<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>6</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>	
<p>Staffing to provide a richer afterschool environment. Provide a wide range of afterschool clubs to promote wellbeing and improved physical activity.</p>	<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-evidence/teaching-learning-toolkit/physical-activity</p>	6

Total budgeted cost: £ 109,125 + NTP (£11,165)

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 2023 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, there is still a gap that needs closing.

Strategies used in 2022-2023 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 96% of children reached GLD for word reading and 100% of children knew the sounds required by RWI to know by the end of reception. In Year 1 75% of the children passed their phonics screening with average score of 31.6 for the cohort. 80% of pupil premium children passed their Y1 phonics screening check. 35% of the children moving into Year 2 (last year, year 1) knew the required number of sounds by RWI by the end of Year 1 despite passing phonics screening. Intervention and 1:1 support to be provided to Year 2 in 2023-2024.

Children who have met ARE in Reading, Writing and Maths are low across school. In KS1 reading was 70%, writing 59% and maths 67%. In KS2 reading was 53%, writing 65% and maths 82%. 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. CPD in teaching of reading through VIPERS meant an increase on average of 24% of children attaining age related expectations year on year.

Targeted Intervention

Targeted 1:1 phonics intervention was successful; resulting in 75% 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 22.8% persistent absentee rate in 2022-2023 however this is an improvement of 2021-2022 of 29%. 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 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		