

Pupil premium strategy statement

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 CEVA Primary School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	27% - 92
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body
Pupil premium lead	Val Griffiths
Governor / Trustee lead	Sheila Moakes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103,875
Recovery premium funding allocation this academic year	£ 11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£74,173
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£189,938

Part A: Pupil premium strategy plan

Statement of intent

At St. Andrew's CEVA Primary School, our vision is to provide a nurturing, inclusive environment where every child can reach their individual potential. Our aim is to use pupil premium funding to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. Our pupil premium strategy focuses on supporting disadvantaged children to meet that aim and on improving outcomes for disadvantaged pupils so that they are comparable with the outcomes for non-disadvantaged pupils.

We will consider the challenges faced by disadvantaged pupils and the individual needs of pupils, ensuring that our approach and actions are based on diagnostic assessment and not assumptions about the impact of disadvantage.

High quality teaching is at the heart of our strategy as this is proven to have the greatest impact on closing the disadvantage gap and will, in addition, benefit all children in our school. We will identify the areas where children require additional support and take appropriate actions to address these needs, providing opportunities for children to keep up and catch up. Addressing the wider issues faced by disadvantaged children is also central to our strategy and the activities listed in this document support children's general well-being and help to address other barriers to children progressing and achieving high attainment. This includes, but will not be limited to, ensuring all children have access to extra-curricular activities, are able to participate in all school trips and activities, have access to support for mental health and well-being (for children and families) and never feel different because of lack of uniform.

To ensure they are effective we will:

- Ensure disadvantaged pupils are supported and challenged as appropriate in the work they are set
- Act early to identify needs and intervene appropriately
- Adopt a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and have consistently high expectations of what can be achieved.

Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry into school show low attainment, particularly with language skills.
2	Many of our disadvantaged children also have special educational needs (SEN) – they have more hurdles to overcome than most other children and the support they receive needs to reflect this.
3	Disadvantaged pupils perform less well in phonics than their peers which negatively impacts their progress in reading. Reading is fundamental to life-long learning.
4	Many of our disadvantaged pupils need support to build and sustain effective and appropriate relationships with one another, to develop social skills, to improve and maintain their mental-health and well-being and to regulate their own behaviour.
5	Many children are not exposed to those experiences that will potentially impact upon their cultural capital – this has been compounded by Covid19.

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
Improve language skills and vocabulary among all pupils, including disadvantaged pupils.	<ul style="list-style-type: none"> Percentage of children achieving an age-related expectation in Communication & Language at the end of Reception Standardised scores and reading age of children in Years 3-5 End of KS1 and KS2 SATS
Improved progress for disadvantaged children with identified SEND	<ul style="list-style-type: none"> SEND children making appropriate progress Parents are happy with the support their children are receiving Monitoring identifies SEND provision as a strength of the school, particularly for our PP children.

<p>Improved engagement with reading and increased attainment (particularly in phonics) for all, including disadvantaged children.</p>	<ul style="list-style-type: none"> • Number of children meeting the required level in Year 1 phonics screening. • Monitoring shows reading provision to be a strength of the school. • Observations demonstrate reading to be enjoyed by children – activities to promote reading are explicit and frequent (engaging disadvantaged children particularly)
<p>Ensure support for children with Social, Emotional and Mental Health (SEMH) needs and those that may, in addition require pastoral support is regularly available and positively impacts on their social skills and ability to form healthy, happy relationships.</p>	<ul style="list-style-type: none"> • Case studies of disadvantaged children show a positive impact of pastoral support. • Children in need receive almost immediate support. • Monitoring shows a reduction of behavioural incidents of disadvantaged children. • Pupil surveys indicate they are happy with the support for their mental health. • Voucher scheme in place to help parents purchase uniform as required.
<p>All children, especially those who attract the Pupil Premium, will accumulate knowledge, behaviours and skills through well-planned curriculum experiences that widen their cultural capital.</p>	<ul style="list-style-type: none"> • Monitoring of learning shows that Pupil Premium children are able to articulate learning in the wider curriculum subjects from last week, last term, last academic year etc. • The percentage of children working at an age-related expectation in Reading and Writing will consistently improve over the next three academic years. • All disadvantaged pupils will be supported to enable them to attend trips, take part in experiences and have the opportunity to attend residential where money is a barrier.

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, Continual Professional Development (CPD), recruitment and retention)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in CPD/staff training and additional resources to further develop quality first teaching and retrieval practice and feedback.	<p>Education Endowment Foundation (EEF) state: There is evidence to suggest that quality input supported by feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. (+6 months progress)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2,3
<p>Early Years manager/ SENDCO to increase capacity to the EYFS team and ensure regular parental involvement.</p> <p>Assistant SENDCO role fully embedded and provision refined, especially for the high SEND/PP chn.</p> <p>Whole school training, Teachers and TA's to ensure consistent and effective support for SEND pupils.</p>	<p>Increasing capacity of the Early Years Lead/SENDCO to allows for greater support and CPD to be made available to teachers and children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2

Maintain teacher pupil ratio across Y6/Y1 & YR so that there are reduced group sizes which improve behaviour and focus provision.	Smaller class sizes allow for greater focus on specific children, such as our disadvantaged children. Personalised provision is more evident and rapidly moves learners on https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,2,3
Ensure all staff are fully trained to use Sounds Write Phonic scheme and Phonics Lead monitors delivery to ensure consistent approach.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2

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

Budgeted cost: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led interventions	EEF research shows using high-quality information about pupils' current capabilities to select the best next steps for teaching ensures that pupils make the most progress in learning (+ 5 months difference).	1,2,3
TA led interventions	EEF research shows using high-quality information about pupils' current capabilities to select the best next steps for teaching ensures that pupils make the most progress in learning (+ 5 months difference).	1,2,3
Train volunteers to read regularly with children who do not get the opportunity at home.	Having additional adults who are trained to aid this will build capacity and increase the number of children who can receive this support. EEF states: 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3

Provide additional small group tuition to those children identified as requiring additional support as a result of lost learning during the pandemic (mostly PP children).	Small group tuition has been proven to support children's progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer, Family Support Worker and Well-Being Mentor to support pastoral and attendance systems to further improve attendance for vulnerable groups in particular for PP/disadvantaged pupils.	Increasing attendance impact positively effects children's Social and emotional well-being which ultimately supports learning. EEF findings: 1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year 2. Behaviour Interventions: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required 3. Mentoring for individual pupils: The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4
Notional contribution towards funding curriculum	EEF states 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to	4, 5

'enrichment activities'.	access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'	
Provide free access to extra-curricular clubs for disadvantaged children. Provide enrichment activities to support learning, well-being and physical health education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural experiences.	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for the disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,5
Notional contribution towards funding school uniform	Although there is insufficient evidence to say school uniform has a positive impact on progress nationally, we and other schools, anecdotally, have found in school that having school uniform has allowed some of our most disadvantaged children to feel comfortable in school.	4,5

Total budgeted cost: £174,000

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.

Vocabulary gap for disadvantaged pupils is significantly narrowed. “Never heard the word” grids in pupils’ books show improvement over time. Pupils independently use a wide range of high-level vocabulary in written work.

This has begun well and reading results, especially in KS2, show a deepening knowledge of wider vocabulary. This is an on-going focus in developing writing across the school

All pupils are reading for pleasure and reading to learn. Significant improvement in words per minute reading. Pupils read a higher volume of books and complete book reviews that demonstrate good comprehension.

Reading achievement for disadvantaged pupils improved across the school, significantly in KS2. Reading continues to be a high priority for the school,

Quality and timeliness of feedback enables all pupils to make consistent progress in their learning. Monitoring of lessons and pupils’ work show that effective feedback is being consistently used.

Feedback is given in a number of ways with a focus on pupil involvement. Children are clear about what they need to do next, as evidenced in learning walks and pupil voice.

All pupils able to access age-related learning with no significant gaps in skills or knowledge. Pupils demonstrate vocabulary and knowledge on Knowledge Organisers following end of unit assessment and ongoing checks.

Knowledge organisers are embedded and used well, alongside other retrieval processes to ensure knowledge retention. KS2 gaps have significantly reduced and evidence of progress in KS1.

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

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?	Spent on an individual need basis. This has included 1:1 academic support, well-being support and intervention work in class.
What was the impact of that spending on service pupil premium eligible pupils?	Children had the support they needed to be able to access learning successfully.

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.