

# St. Andrew's CE Primary School Pupil premium strategy statement 2023 - 2026

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview – 2023 - 2024

Detail:	Data
Number of pupils in school:	<b>62 (September 2023)</b>
Proportion (%) of pupil premium eligible pupils:	<b>16%</b> <b>(7 pupils PP; 3 pupils Service PP)</b>
Academic year/years that our current pupil premium strategy plan covers:	<b>2023 - 2024</b>
Date this statement was published:	<b>September 2023</b>
Date on which it will be reviewed:	<b>July 2024</b>
Statement authorised by:	<b>Graham Pike (HT)</b>
Pupil premium lead:	<b>Graham Pike (HT)/ Jackie West (SENco)</b>
Governor PP lead:	<b>Julie Doyle</b>

## Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	<b>£22,162</b>
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	<b>£0</b>
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£22,162</b>

## Part A: Pupil premium strategy plan Statement of intent

### *Our school vision*

*'Roots to grow, Wings to fly' They will soar on wings like Eagles*

**Isaiah 40:31**

The **Roots** of our school community nurture, support and challenge us to **Grow** to be the best version of ourselves. The **Wings** of faith, strength and resilience allow us to **Soar** freely and flourish, now and in the future.

*Our intention is that all pupils, including those who are in receipt of pupil premium funding are nurtured, supported and challenged to be the best version of themselves. As a school community, we are committed to meeting the social, emotional and academic needs of all our pupils, irrespective of background or any challenges, they face, so that they can flourish, now and in the future.*

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are supported and challenged in the work that they are set.
- Act early to intervene, at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for. disadvantaged pupils' outcomes and raise expectations of what they can achieve
- A pupils' poverty and/or vulnerability are not considered to predetermine their ability to succeed.
- Recognise that each pupil is unique in their situation and our response to their needs adapts to this.

### Challenges:

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

Challenge number	Detail of challenge
1	Assessments of pupils indicate that some disadvantaged pupils have more learning gaps than their peers.
2	Pupils are not engaged with reading and need further support
3	Pupils exhibit less resilience in their learning and in dealing with social/ relational issues in social situations and/or with their peers.

<b>4</b>	Pupils are not having access to a wide range of enrichment activities. Some pupils struggle socially and with confidence and/or some need to become more engaged with physical activity.
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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(s):	Success criteria:
<i>Learning gap between disadvantaged and non- disadvantaged are closed. Disadvantaged pupils make at least expected progress from their starting points</i>	Assessments and learning observations indicate good progress. This is evident in engagement in lessons, book scrutiny and ongoing formative assessment (and outcomes)
<i>Improved reading attainment among disadvantaged pupils</i>	Improve alignment with reading attainment with chronological age  There is an increase in the number of disadvantaged pupils achieving expected standard in reading by the end of KS2
<i>Pupil wellbeing, particularly amongst our disadvantaged pupils, sustainability improved</i>	A reduction in pupils who are dyregulated or anxious. A significant increase in the % of pupils engaged in enrichment activities.
<i>All pupils have access to a wide range of enrichment activities.</i>	Disadvantaged pupils will have the same opportunities as their peers to access extra-curricular clubs, trips and experiences.  Pupils will attend residential trips.  Careful consideration will be given to pupils' interests and needs.
<i>Disadvantaged pupils show resilience in their learning and when faced with social and relational issues with their peers</i>	Pupils supported and equipped to sustain independent learning in class demonstrated by: Evidence in books of increased stamina and independent work Responses to feedback Pupils increasingly able to resolve low- level issues with peers independently demonstrated by: Reduction in adult intervention to resolve issues.  Positive pupil voice  Less adult time needed following playtime/ lunchtime to resolve issues.

## Activity in this academic year:

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention):

**Budgeted cost: £16577**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First Teaching TAs to support teacher and pupil learning within class – personalised learning through scaffolding: resources, questioning feedback, modelling and instruction.</i></p>	<p>Evidence from EEF Teaching &amp; Learning Toolkit: Teaching Assistant Interventions suggest impact of +4months  <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence from EEF Teaching &amp; Learning Toolkit: Teaching Assistant Interventions suggest impact of +4months  <a href="https://educationendowmentfoundation.org.uk/individualised-instruction">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1</b></p>
<p><i>Pupils to be given regular written/ verbal feedback from an adult. This will also improve editing and improving sessions</i></p> <p><b>£14,357</b></p>	<p>Evidence from EEF Teaching &amp; Learning Toolkit: Feedback suggests impact of +6 months  <a href="https://educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1</b></p>
<p><i>To re- model homework (home learning) through use of Mathletics and TTRS.</i></p> <p><i>Pupils given extra support where necessary.</i></p> <p><i>Purchase laptop/ tablet for pupils to access learning platforms at home (if necessary)</i></p> <p><b>£430 + £400</b></p>	<p>Evidence from EEF Teaching &amp; learning Toolkit: Homework suggests impact +5months  <a href="https://educationendowmentfoundation.org.uk/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1</b></p>
<p><i>Whole School approach to Whole class guided reading implemented.</i></p> <p><i>Personalised learning through 1:1 support/ questioning</i></p> <p><i>Purchase additional resources to facilitate</i></p> <p><b>£420 + £160</b></p>	<p>Evidence from EEF Teaching &amp; Learning Toolkit: Reading Comprehension Strategies suggests impact of +6months  <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1 &amp; 2</b></p>

<p><i>English subject leader support to review and enhance school approach to writing and its curriculum to address current and anticipated gaps in pupil experience and understanding</i></p> <p><b>£810</b></p>	<p>Evidence from EEF Teaching &amp; Learning Toolkit: Mastery learning suggests impact of +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/mastery-learning-eeef">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>English &amp; Maths pre- teaching am sessions.</i></p> <p><b>£1025</b></p>	<p>Evidence from EEF Teaching &amp; Learning Toolkit: Teaching Assistant Interventions suggests impact of +4 months <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eeef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1 &amp; 2</b></p>
<p><i>Phonics &amp; Guided reading Interventions</i></p> <p><b>£930</b></p>	<p>Evidence from EEF Teaching &amp; Learning Toolkit: Phonics suggests impact of +5 months and Reading Comprehension Strategies impact of +6 months</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies-eeef">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1 &amp; 2</b></p>

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

Budgeted cost: £3630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>JIGSAW PSHE</b> <i>‘Jigsaw nurtures children to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. Jigsaw provides children with opportunities to develop their emotional</i></p>	<p>Evidence from EEF Teaching &amp; Learning Toolkit: Social and emotional learning suggests impact of +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>3</b></p>

<i>intelligence and life skills.'</i> <b>£2000</b>		
<i>Delivery of 'Drawing &amp; Talking' &amp; 'LEGO Therapy' Interventions &amp; CPD</i> <b>£380 + £200</b>	Evidence from EEF Teaching & Learning Toolkit: Social and emotional learning suggests impact of +4 months <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	<b>3</b>
<i>For pupils to access a wide range of additional activities including Y5/6 Residential trip</i> <b>£800</b>	Evidence from EEF Teaching & learning Toolkit: Physical Activity suggests impact of +1month <a href="http://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> Outdoor Adventure learning <a href="http://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	<b>3 &amp; 4</b>
<i>Contingency</i> <b>£250</b>	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	<b>1 2 3 &amp; 4</b>

**Total budgeted cost: £22,162**