



St Andrew's CE VC Primary School
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A Church school that grows, learns and achieves together.

Pupil Premium Strategy

School overview

Metric	Data
School name	St. Andrew's Primary CEVC
Pupils in school	67
Proportion of disadvantaged pupils	16.4%
Pupil premium allocation this academic year	£12,415
Academic year or years covered by statement	2020 - 2022
Publish date	November 2020
Review date	April 2021
Statement authorised by	Helen Green.
Pupil premium lead	Helen Green
Governor lead	

Disadvantaged pupil progress scores for last academic year 2019-2020

Measure	Score
Reading	NA due to COVID
Writing	NA due to COVID
Maths	NA due to COVID

Disadvantaged pupil performance overview for last academic year 2019- 2020

Measure	Score
Meeting expected standard at KS2	NA due to COVID
Achieving high standard at KS2	NA due to COVID

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure quality first teaching and learning of English and Maths skills
Priority 2	Improve children's attitudes to learning, developing resilience and determination to persevere. Engage parents in their children's learning.
Barriers to learning these priorities address	Increased gaps in their learning Lack of parental engagement and support.
Projected spending	£12,416

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS2	September 2022
Progress in Writing	Achieve national average or above progress scores in KS2	September 2022
Progress in Mathematics	Achieve national average or above progress scores in KS2	September 2022
Phonics	Achieve national average at the end of Yr1	September 2022
Other	Improve attendance of disadvantaged pupils to national average or above	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Daily hour of “Catch Up” to include: addressing gaps in learning; misconceptions in learning from the previous day; CT guided work; one to one Head teacher support; next steps learning; challenge work.</p> <p>Additional TA support within class</p> <p>Reading lessons to develop fluency and comprehension</p> <p>Whole class guided reading sessions</p> <p>ERIC – Everybody Reading In Class to develop a love of sustained reading.</p> <p>1:1 reading targeted support</p> <p>Further development of the library to encourage children to read a range of books/genres</p> <p>Whole class text and opportunities for reading aloud</p> <p>Vocabulary training for all staff</p> <p>Development of staff subject knowledge</p> <p>Interventions identified for pupils in need of support in their writing</p> <p>Resources purchased to help reluctant writers</p> <p>No Nonsense spelling scheme</p> <p>Extended writing opportunities each week</p> <p>Targeted support for PP pupils in class and through small group interventions</p> <p>TAs/Class teacher support PP pupils and provide interventions for catch up and challenge</p> <p>Interventions provided for those with additional need</p> <p>Pre- teach/Catch Up/Post teach sessions provided for individual pupils.</p> <p>Opportunities for pupils to work collaboratively in mixed attaining groups</p> <p>Opportunities for pupils to have partner/group talk</p> <p>Opportunities for pupils to work interactively</p>
Priority 2	<p>Regular contact with parents to provide feedback on their child’s learning</p> <p>ELSA provided to support targeted children</p> <p>Encouragement given to develop self –esteem.</p> <p>Positive feelings to develop confidence.</p> <p>Confident pupils becoming more resilient learners.</p> <p>Pupils praised and recognised for their good learning.</p> <p>Zones of regulation introduced for pupils’ to manage their own feelings.</p>

	<p>Positive relationships between staff and pupils and staff and parents.</p> <p>Extra- curricular enrichment activities that motivate, inspire and engage.</p> <p>Sporting opportunities/fixtures provided both within school and between other schools.</p> <p>Parents informed of attendance figures in regular newsletters. Pupils with over 96% attendance have a special mention.</p>
Barriers to learning these priorities address	<p>Encouraging wider reading and providing catch up in maths and writing</p> <p>Resilience of the pupils will increase</p>
Projected spending	£8,276

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Release time for SEN lead to monitor pupils' progress alongside the PP lead.</p> <p>Track attendance and meet with parents</p>
Priority 2	<p>Support for individual pupils</p> <p>Liaison with ELSA regarding resilience and anxiety</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged
Projected spending	£4,140

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	<p>Staff meeting time</p> <p>INSET days</p> <p>Release time provided by senior leaders</p> <p>Regular updates form teachers and TAs supporting the pupils</p>
Targeted support	<p>Ensuring time for PP lead to support 1:1</p> <p>Ensure time for Maths and English lead to monitor small group support</p>	Maths and English leads to be provided with release time
Wider strategies	Engaging families facing challenges	Working closely with families to gain their confidence

