

Pupil premium strategy statement – St. Andrew's CEVC Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CEVC Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021/22 -2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Green (Head teacher)
Pupil premium lead	Helen Green
Governor / Trustee lead	Julie Doyle SEN/PP governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16450
Recovery premium funding allocation this academic year	£1810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£18260

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at St. Andrew's CEVC Primary School, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who may already be high attainers.

We will consider the challenges faced by vulnerable pupils, with the intention to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support being provided for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 challenged in the work that they're 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

Challenges

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

Challenge number	Detail of challenge
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1	<p>Our close monitoring of attendance over the last 2 years demonstrates that attendance among a very small minority of disadvantaged pupils is significantly lower than for non-disadvantaged pupils.</p> <p>Only 1 disadvantaged pupil has been 'persistently absent', with 2 other pupils having low attendance due to illness or other genuine issues. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Self esteem</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities and lack of parental support resulting in disengagement. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is on average below that of non-disadvantaged pupils.</p>
5	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £14,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3, 4, 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	5

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher re-release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2</p>

and training for staff.		
Induction support and training for Early Career Teacher	<p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-PremiumAutumn-2021.pdf</p>	3,4,5

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

Budgeted cost: £2,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
English lead attended Oracy training. All staff receive CPD on how to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 4
Engaging with the National Tutoring Pro-gramme to	Tuition targeted at specific needs and knowledge gaps can be an effective	3, 4, 5

provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Small group sessions – pre-teaching and catch up	<ul style="list-style-type: none"> • Average impact of 4 months additional progress over the course of a year Most effective when it's targeted at pupils' specific needs • Small group sessions more cost effective than 1:1 tuition Evidence from EEF (Small group tuition) 	2, 3, 4, 5
1:1 or 1:2 sessions for reading/phonics	<ul style="list-style-type: none"> • Phonics has a positive impact overall (+5 months)...it is an important component of early reading skills, particularly for children from disadvantaged backgrounds. • Improves the accuracy of children's reading • Reading comprehension strategies are high impact (+6 months). Alongside Phonics it is a crucial component of early reading instruction • Most beneficial when taught explicitly and consistently • It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. Evidence from EEF (Phonics and Reading comprehension strategies) 	3, 4, 5
1:1 or small group sessions for redrafting writing (UKS2)	See evidence for small group tuition and 1:1 intervention	4
Social Groups - utilise strategies such as 'Zones of Regulation' to	<ul style="list-style-type: none"> • Social and emotional learning approaches have a positive impact (+4 months) additional progress in academic outcomes 	2

develop social and emotional needs	<ul style="list-style-type: none"> Well targeted approaches...have greater impact Evidence indicates that there is particular promise for approaches that focus on improving social interactions between pupils 	
Specialist support from ELSA trained TA to support and develop emotional literacy strategies. To develop emotionally resilient children who respond well to challenging social situations.	<ul style="list-style-type: none"> Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 School Camp	<ul style="list-style-type: none"> Children are able to attend and participate in team building activities and socialising with their peers. There is wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self efficacy, motivation and teamwork... and play an important part of the wider school experience... Evidence from EEF (Outdoor adventure learning) 	2
Miscellaneous costs for PP children e.g. school trips, Before or After School Club	<ul style="list-style-type: none"> Children are able to participate in extended learning and extracurricular activities 	2
Embedding principles of good practice set out in the DfE's	<ul style="list-style-type: none"> The DfE guidance has been informed by engagement with 	1

Improving School Attendance advice.	schools that have significantly reduced levels of absence and persistent absence.	
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Total budgeted cost: £14,272 + £2,488 + £1,500 = £18,260

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils as a cohort.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted the teaching and learning of all our subject areas. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which included specific invites for those receiving pupil premium to join the critical workers in school as this was felt to be a significant priority.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.3% higher than for their peers. These gaps are similar to previous years, and as a gap still exists, attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide small group and individual wellbeing and academic support for all pupils, and targeted interventions where required.

The extra-curricular experiences which are essential in enhancing our curriculum offer were limited during the last academic year. This meant that children were not able to take part in enriching activities which are designed to impact positively upon cultural capital, learning skills and overall academic achievement. This led to a re-organisation of our timetable to ensure that the pupils were having an additional activity break from learning. All pupils took part in a skipping workshop and were issued with their own skipping rope, with the additional activity break being a focus on skipping each morning. As a result of this the school achieved a national award for the “Best Skipping School” and also “Best Individual Skipper” for the whole country. Extra-curricular activity is central to our plan for the foreseeable future.

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
N/A	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- researching and embedding more effective practice around feedback and meta-cognition. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continuing to employ an ELSA to further develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.