

Andrew's 2023 2024 Pupil Premium strategy statement

This statement details our school's use of pupil premium (and parts of the recovery premium and school led tuition budget 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 C of E Primary School
Number of pupils in school	178 pupils
Proportion (%) of pupil premium eligible pupils	53 pupils / 30%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	22 nd October 2023
Date on which it will be reviewed	April 2024, July 2024. Oct 24
Statement authorised by	Stina Witkowski
Pupil premium lead	Stina Witkowski – Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,155
Recovery premium funding allocation this academic year	£7,685 Lexia and Doodle maths
School Led Tutoring Grant	Government = £ 3,442.50 (50%)
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	£84,840

Part A: Pupil premium strategy plan

Statement of intent

To best support our disadvantaged pupils, we are guided by the following key principles

- *Good teaching is the most important tool we have to improve outcomes for disadvantaged pupils*
- *The development of early reading and language & communication skills is a major factor in maximising future opportunity*
- *An engaging and carefully sequenced curriculum can address social disadvantage. The Pupil Premium Grant is an enabling factor, and children who enter school below ARE have the potential to accelerate their progress and attainment to reach the expected standard over time*
- *All teachers and wider staff act as champions for Pupil Premium pupils*
- *All members of staff and governors have responsibility for those pupils recognised as disadvantaged and are committed to meeting their pastoral, social and academic needs – demonstrating a ‘relentlessly bothered’ ethos*
- *Every child who is considered disadvantaged is valued, respected and entitled to develop his or her full potential, irrespective of their disadvantage*

Aims

- St Andrew’s Primary School will ensure that Pupil Premium funding reaches the groups for whom it is intended
- We will ensure it makes an impact on their access to education and their ‘life in all its fullness’, addressing inequalities in cultural capital
- The Pupil Premium Grant will be used to improve the quality of teaching
- The Pupil Premium Grant will provide additional educational support to improve progress, raise achievement, and diminish the difference between the achievement and cultural capital of these pupils and their peers.
- We ultimately aim to remove barriers to learning, ensure equality of opportunity and in doing so, improve future life chances and social mobility.

We do this through targeted academic support, improving and maintaining quality first teaching in addition to broader provision, which supports pupils’ well-being; their social and emotional development in addition to fostering wider talents and interests. We have a particularly strong commitment to enrichment activities such as sport, outdoor learning, creative and imaginative play opportunities and access to music and the arts.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – PPG overall attendance and PPG Persistent Absence is much higher than any other group in the school.
2	PPG – Reading: decoding, fluency and comprehension are the key skills required to fully access the wider curriculum
3	PPG pupils have been impacted most by Covid disruptions leading to a fall in combined % (R,W and M) in every year group.
4	Low engagement at home with Spelling Shed, Doodle Maths and Lexia as well as home reading. Pupils need extra time to catch-up with their peers which must be provided by school, alongside pastoral work with vulnerable families.
5	Communication and Language levels are below national average at school entry. This skill is the foundation block for early reading and later writing skills.

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
1) Attendance PPG PA improves in line with non-PPG attendance	Overall attendance data shows PPG mostly in line with non-PPG data Golden Nugget individual case studies shows improvement for all pupils on this tracking list Reduction in lates is then in line with average lates for non-PPG
2) Reading skills are paramount to accessing the wider curriculum as well as building up language and writing skills.	Insight, Language Link and PIRA/RWI data shows value added over time and attainment level increase or keep on ARE track by the end of the year. PPMs, intervention tracker outcomes and Specialist SEND targets show expected and above progress for individual pupils

<p>3) PPG pupils increase attainment in all core subjects (R,W,M) to reach ARE combined levels. Diminishing the difference between beginning and end of year combined attainment scores.</p>	<p>Insight data shows accelerated progress over time and combined attainment levels increase to eventually be in line with non-PPG PPMs, intervention tracker outcomes and Specialist SEND targets show expected and above progress for individual pupils</p>
<p>4) National Tutoring Programme, School Led Tuition, Early Bird clubs and Homework Clubs alongside school interventions delivered by LSAs and Teacher QFT, facilitates extra time for pupils to catch up academically with their peers.</p>	<p>Lexia, Doodle Maths, Spelling Shed and home reading records demonstrate engagement levels are in line with non PPG pupils. NTP LEAP tracking/SLT assessment outcomes shows accelerated progress in specific academic targets. Book looks demonstrate impact has filtered through into everyday classroom attainment being improved (in specific skill targets). Accelerated progress can be seen overtime impacting key indicator outcomes</p>
<p>5) Through Language Link assessment and interventions, alongside T4W and vocabulary rich environments and play, 100% of (non-multi barrier) PPG children achieve Communication and Language in ELG.</p>	<p>100% of all non multi barrier pupils achieve GLD Pupils who do not achieve GLD (due to additional SEND needs or EAL) achieve ELG goal in communication and language unless this is focus of SS need.</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

Budgeted cost: £75,242 (staffing, in class support and wave 1 and wave 2 interventions. Staff development through Walkthrus coaching programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching CPD - Extra planning time for teachers</p>	<p>Developing Teachers - Sutton Trust Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>

<ul style="list-style-type: none"> - Fortnightly instructional Coaching via Walkthrus - Staff CPD/training 	WELCOME — WalkThrus	
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Targeted academic support

Budgeted cost: percentage of overall staffing costs + £2953 for Lexia Licences

LSAs hours for in class support and Early Bird, RWI and Reading Highway interventions. Lexia licences and Doodle maths.

Budgeted cost: School Led Tuition fund: Government contribution is 50% £ 3,442.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSAs deliver effective interventions in R, W and M (navigated by teacher PPMs and SENCo or QFT)</p>	<ul style="list-style-type: none"> - Following the guidance of the EEF Making best Use of Teaching Assistants - TA Guidance Report MakingBestUseOfTeachingAssistants-Printable.pdf (educationendowmentfoundation.org.uk) 	<p>2, 3, 4, 5</p>
<p>LSAs deliver Early Bird Sessions School Led Tuition teachers / NTP teachers</p> <ul style="list-style-type: none"> - Improving academic outcomes - Reversing the impact of covid 	<ul style="list-style-type: none"> - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. - It is an effective strategy and works best when delivered by experienced staff and explicitly linked to classroom learning 	<p>2, 3, 4, 5</p>

<ul style="list-style-type: none"> - Raising self-esteem and confidence - Raising engagement with academic learning 	<ul style="list-style-type: none"> - One to one tuition EEF (educationendowmentfoundation.org.uk) 	
<p>LSAs deliver Language Link intervention</p> <p>LSAs deliver SALT interventions</p>	<ul style="list-style-type: none"> - 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

Wider strategies

Budgeted cost: percentage of overall staffing costs

Part time Pastoral Assistant; 19 hrs / Attendance Team: 10hrs / LSA support in class and Early Bird interventions. RWI, Language Link, SaLT and Reading Highway interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA / Pastoral Assistant</p> <ul style="list-style-type: none"> - Building self-esteem and confidence 	<ul style="list-style-type: none"> - Improve the quality of social and emotional (SEL) learning. - 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): 	1, 2, 3

<ul style="list-style-type: none">- Supporting regulation in class- Strategic pastoral support for individual and groups of children	<ul style="list-style-type: none">- EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Total PPG strategy budget overview

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 2022 to 2023 academic year.

For the year 23/24 the school saw a further rise in PPG and SEND combined pupils. It has doubled in the last 2 academic years (11 – 20). This makes data scrutiny more complex as individual narratives must be taken into account.

PPG Attendance still remains lower than non PPG pupils but pupil case studies show attendance is getting better overall for some pupils than the year before. This trend has continued into 24/25. A comparison of Autumn terms shows PA has reduced from 45.7% to 35.4% this time last year and good attendance up from 23.9% to 33.3%

Funding has been spent on training the attendance and pastoral team in EBSNA alongside continuing to utilise other services and agencies to support families where appropriate.

The school utilised the National Tutoring programme budget for the 3rd year running with a focus on reading and writing for 23/24. The impact of this can be seen in GLD, Phonics screening Y1 and T2 and Y6 SATs reading and writing outcomes. Next year will look focus on maths arithmetic to close the attainment gap.

23/24 outcomes for PPG

	%	Pupil No	National
GLD	74%	4	52%
Y1 phonics	75%	4	67%
Y2 phonics	67%	6 1 pupil joined summer term	
Y6 reading ARE	60%	5 1 pupil joined in 6	
Y6 reading GD	20%	1	

	%	Pupil No	National
Y6 reading ARE	60%	5 1 pupil joined in 6 4 girls 1 boy	60%
Y6 reading GD	20%		
Y6 Writing	80%		58%
Y6 Writing GD	0%		
Y6 Maths	20%		59%
Y6 Maths GD	20%		
Combined	20%		44%
Combined GD	0%		3%

Through Language Link assessment and interventions, alongside T4W and vocabulary rich environments and play, 100% of (non-multi barrier) PPG children achieved Communication and Language in ELG. We continue to work closely with Surrey SaLT have been granted a free funding for a specialist ELCi (Early Literacy Communication Initiative training for our EYFS team in Aut 2024) which will support further progress in this vital area of development for pupils.

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
Lexia	
Doodle Maths	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

<u>EEF PPG most effective teaching toolkit strategies</u>				
EEF Toolkit most effective strategies	St Andrew's PPG strategy 2020-2021	St Andrew's PPG strategy 2021/2022	St Andrew's PPG strategy 2022/2023	St Andrew's PPG strategy 2023/2024
Feedback		Marking and Feedback policy	Marking and Feedback policy - Check-ins with PPG pupils	Marking and Feedback policy Check-ins with PPG pupils
Metacognition	Think out loud – RWI/shared writing	Think out loud – RWI/shared writing Marking and feedback policy Editing process in writing	Think out loud – RWI/shared writing + SEND project Marking and feedback policy Editing process in writing	Think out loud Walkthrus Marking and Feedback policy Editing process in writing
Reading Comprehension	Guided reading priority on timetable Vocabulary slide Covid catch-up - Lexia	Guided reading priority on timetable Vocabulary slide Covid catch-up - Lexia	Guided Reading strategies: echo, choral reading Vocabulary slides/games in all lessons Lexia	5 mins on fluency: all strategies employed. Deliberate vocabulary development. Lexia PIRA analysis into planning
Mastery	Do Nows Maths Mastery lessons and meetings T4W cycle	Do Nows Maths Mastery lessons and meetings T4W toolkits - composition	Do Nows Maths Mastery lessons and meetings T4W toolkits - composition	Do Nows Maths Mastery lessons and x3 meetings per week T4W toolkits for composition T4W Everyday toolkits
Oral Language	EYFS Talk stories	EYFS Talk stories	Oracy focus part of SIP	Oracy focus part of SIP

	Language Link YR and Y1 Vocabulary slide	New EYFS framework Language Link YR and Y1 Vocabulary slide	EYFS Talk stories Walkthrus Language Link YR and Y1 Vocabulary slide	Talk stories Language Link and SaLT Vocabulary slides and washing lines Deliberate Vocab Development
Peer Tutoring		Editing process in writing	Editing process in writing Reading Buddies Oracy focus from SIP	Editing process in writing Reading Buddies Lexi reading dog
Phonics	RWI and RWI boosters (EYFS – Y2)	RWI and RWI boosters (EYFS – Y3)	RWI and RWI boosters across all year groups	RWI and RWI boosters across all year groups
Within class attainment grouping				
Individual Instructions				
	Other strategies:	Other strategies:		