

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Andrew's CE Junior School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	A Cornwall
Pupil premium lead	C Smith
Governor / Trustee lead	L Strek

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130465.00
Recovery premium funding allocation this academic year	£17200.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£147665.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantages and non-disadvantaged pupils.*
- To support our children's mental health and wellbeing.*
- To allow the same learning opportunities to disadvantaged and non-disadvantaged pupils.*
- To provide quality interventions for identified pupils.*
- To raise aspiration and importance of our school community within our Global community.*

What are the key principles of your strategy plan?

At St Andrew's we look to identify the barriers to learning for each child and to provide quality teaching, interventions and activities which will help to narrow gaps and / or broaden children's experiences. Support or enhancement is provided in many ways which can be seen within class, different opportunities provided, differing levels of support and funded opportunities.

We review our allocations of funds and effectiveness of the provision provided and update progress termly or in some cases, half termly. Good practises are shared within school and built upon, (small group teaching) while also removing ideas or interventions which have not been successful.

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and we look for ways to enrich or expand their learning. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our Governing Body receive regular reports and updates as well undertake Pupil Premium Learning Walks through school. They review the pupil premium spending plan and provide challenging questions regarding levels of teaching standards, effectiveness of interventions, standards of resources available, additional learning support and support payments for activities, educational visits, residential visits and uniform.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children as a group are not making as rapid progress in their reading, writing and maths as non-pupil premium children.
2	Level of poverty impacts upon basic requirements such as breakfast and uniform.
3	Limited life experiences and opportunities to join in enrichment opportunities due to low aspiration and this would allow for more knowledge of the world and vocabulary acquisition.
4	Lower attendance due to low importance of school for some parents.

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP and achieve average progress in KS 2 reading and Maths.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages (evidenced via Reading Plus or Phonics outcomes) and mental maths (evidence via Sumdog and TTRockstars) for PP pupils.
Pupils access a wide range of interventions to meet their needs.	Children able to access class work and achieve as well as non-disadvantaged learners. Pupils gaps in learning are reduced.
Pupils access a range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed, (evidence seen via school work / improved attitude and better mental health / team-work skills seen)
Pupils have a sense of pride in who they are and the school they attend.	Children wearing correct uniform (including PE kit) and speak happily about being at St

	Andrew's. Children able to participate in all activities without feeling isolated.
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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: £5106.00

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase online subscriptions to aid lessons and learning: • Nessy • Lyfta • TT Rockstars • Twinkl • Spelling Shed • Reading Plus	EEF – digital technology – clear evidence technology approaches which provide feedback quickly. (+6)	1
Part payment of Forest School Qualification training.	EEF – outdoor adventure learning shows unclear benefits however, we have already seen improved confidence with previous pupils	1,3
Teacher and HLTA teaching to address gaps in knowledge for Y3-6	EEF - Individualised instruction (+4) Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities.	1,2

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

Budgeted cost: £ 46019.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Quality first teaching for all pupils. - Maths and English are high priority on school development plan - Pupil Progress meetings and passports track progress of PP pupils and appropriate, timely interventions are put in place. - CPD for staff	- EEF metacognition and self regulation (+7) - EEF Oral language instruction (+6) - Sutton Trust – quality first teaching has direct impact on student outcomes. - Training and supporting highly qualified teachers to deliver targeted support.	1,2,3,4
- Teacher intervention in Y3 2 days a week (Autumn term) - Y3,4,5 (Spring and Summer terms)	- High quality small group interventions EEF (+4) - EEF Collaborative learning approaches (+5)	1
- HLTA delivers interventions 5 days a week to pupils identified in Y6. - TA intervention 5 days a week for reading recovery in Y3. 2 X TA groups in Year 5	- EEF Oral language interventions consistently show positive impact on learning (+6). - High quality small group interventions EEF (+4) - EEF Phonics (+5) - EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1, 3

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

Budgeted cost: £ 54237.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health staff training	- MACAWS team and Mental Health Champions able to provide support - EEF Peer Tutoring (+5) Although this Mental Health Champions are not providing academic tutoring, their role in modelling how to resolve situations or help to address mental health issues has a direct impact upon pupils' ability to concentrate in the classroom and pupils' attendance too.	1,2,4,5
<i>Attendance monitored closely and addressed quickly to avoid prolonged periods of lost learning.</i>	EEF Parental engagement (+4) Dedicated person who monitors attendance data and who has a good relationship with parents is most effective at ensuring good pupil attendance and identifying early help, if needed. Good communication between home and school as evidence through emails and Class Dojo.	1,4
Cultural capital experiences promoted in the curriculum.	Learning is contextualised in concrete experiences and language rich environments. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	1,3, 4

- Breakfast club subsidised or fully funded. - Provide school uniform or parts of missing uniform.	Pupils able to concentrate in lesson without being hungry. Pupils feel included in the school community and able to participate in PE or other activities requiring a change of clothing.	1, 2, 4
MACAWS support (Motivating All Children to Achieve With Support)	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 3, 4
- Residential trip cost is greatly reduced for PP - Coach to transport pupils to Castleton YHA and any other funded visits where a percentage of the cost is covered by PP funding.	EEF Physical activity (+1) The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance	1, 3
Outdoor learning encouraged – St Andrew's Stellify Award	EEF – outdoor adventure learning shows unclear benefits however we have already seen improved confidence with previous pupils and this will also keep Y6 engaged beyond SATs	3, 4
Forest school for Y6	EEF – outdoor adventure learning shows unclear benefits however, we have already seen improved confidence with previous pupils. This is especially useful for transition to secondary school and life skills, such as fire lighting and safety.	1,3

Total budgeted cost: £ 103362.00

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.

Covid lockdown from Jan - March 2021 led to National tests being cancelled in July 2021 – there is therefore no national data. Internal assessments (NFER) were carried out in June 2021 show pupil progress.

From September 2020 – July 2021, due to Covid, classes and staff were assigned into year group bubbles which resulted in teachers/TAs/HLTAs grouping and altering small group intervention / peer to peer mentoring to suit the needs of their bubble as best they could without crossing bubbles.

Leading up to lockdown (Jan 2021) pupils were fully engaging in educational visitors to school and experiences (see Dojo posts and photographs). During lockdown, disadvantaged children were encouraged to still be in school or where this was not possible, electronic devices were provided and videoed lessons for each week were available for the children (and parents) to access via the school website. Where families had no internet access and coming into school was not an option due to shielding, paper packs of the week's lessons and resources were made available.