

Pupil premium strategy statement

School overview

Metric	Data
School name	St Andrew's CE Junior School
Pupils in school	213
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	111,945.00
Academic year or years covered by statement	2020-2021
Publish date	June 2021
Review date	July 2021
Statement authorised by	Mrs A Cornwall
Pupil premium lead	Mrs Claire Smith
Governor lead	Mrs Liz Strek

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not available due to covid-19
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year (2020-2021)

Measure	Score
Meeting at least expected standard at KS2:	
Y6	51%
Y5	19%
Y4	24%
Y3	12%
Measure	Activity
Priority 1	To improve maths for greater depth achievement and reasoning skills (LT- mornings maths groups 3 per week in year 3. JM – Y6 group intervention / teaching. CW- Y3 maths group. SP – Y4 groups.)
Priority 2	To raise attainment in years 6, 4 and 3 via intervention and catch-up groups and Reading Plus

	regular use as well as Phonics Play and Nessy subscriptions (CW / MB / MS- Y3 Phonics 3X weekly)
Barriers to learning these priorities address	Bubble separation means careful management of time, people and spaces within school.
Projected spending	£43000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average scores in NFER tests	July 2021
Progress in Writing	Achieve national average scores in end of year assessments	July 2021
Progress in Mathematics	Achieve national average scores in NFER tests	July 2021
Phonics	All year 3 children completed all phonics stages	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Quality of education	Y1 and Y2 High Frequency words and Common Exception words learned via daily precision teaching and phonics provision for those still in need.
	Provide a range of texts which can be accessed easily (First News / Non-Fiction / Magazines etc)
	Pupil Premium passports completion
	Metacognition training for all staff
Barriers to learning these priorities address	Ensure that gaps from lockdown are covered and caught up quickly with regular phonics teaching using consistent resources and precision teaching for individualised learning.
	Close monitoring of PP children and their gaps in learning.

	Metacognition developed in the classrooms.
Projected spending	£32401

Wider strategies for current academic year

Measure	Activity
Priority 1 Behaviour and attitude	To improve wellbeing and community cohesion via afternoon gardening club (year 5 with CT)
	To provide training for a member of staff for Forest School provision
	Analysis and use of Cpoms
	MACAWS provision (staff funded through PP)
	Metacognition training for all staff.
	To provide Cultural Capital opportunities.
	Breakfast club funding to help tackle lateness to school & poor attendance
Priority 2 Quality of education	Resources purchased to allow provision equality for PP children
Barriers to learning these priorities address	Lack of suitable equipment and resources in order to ensure the best learning opportunity for all.
Projected spending	£36144

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Quality First Teaching is used	
Targeted support	All teachers/staff are aware of pupil premium children in their class Ensure that catch-up funding is used in the best places. Identified pupils receive targeted intervention	Analysis of data to ensure that the correct children are identified and the correct intervention / recovery curriculum is implemented.
	Pupil Premium passports completed and updated termly.	Review what is working and what isn't and amend provision accordingly.

Wider strategies	Pupil Premium training and updating to ensure best use of funding and allocation.	Completion of Pupil Premium award.
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Review: last year's aims and outcomes (2019-2020)

Aim	Outcome
To reduce the reading gap	Purchasing of Reading Plus saw a rise in the children achieving expected progress via online assessment. (Due to Covid-19 lockdown, SATs test did not take place so online assessment was used instead)
To provide cultural capital opportunities	Forest Schools was impactful for those children who experienced it, so we chose to invest further in this area and train one of our own TAs for the next academic year. Buxton Dance show was attended by the after school dance club. 60 seconds in the spotlight enabled PP pupils to showcase their talent – Eurovision style. This was won by a PP child Community week for some classes enabled activities to take place promoting cohesion and team work
To increase small group support in English and Maths	Small group support saw a high impact upon the majority of pupils who were identified for it.
To improve resilience and wellness among students.	Breakfast club attended by 11 Pupil Premium children. During Lockdown 1, toast and other foods were provided during the school day. Resources to allow Lockdown 1 were purchased and used for PP children. PP food vouchers issued during Lockdown 1. MACAWS sessions were available during lockdown school for identified children