

Pupil premium strategy statement 2020/21

School overview

| Metric | Data |
|---|-------------------------------|
| School name | St Andrew's CE Primary School |
| Pupils in school | 205 |
| Proportion of disadvantaged pupils | 8% |
| Pupil premium allocation this academic year | £22,175 |
| Academic year or years covered by statement | 2020/21 |
| Publish date | June 2021. |
| Review date | October 2021 |
| Statement authorised by | Simon Charnock |
| Pupil premium lead | Simon Charnock |
| Governor lead | Colin Higson |

Disadvantaged pupil progress scores for last *recorded* academic year (2018-19)

| Measure | Score (school scaled score v national) |
|---------|--|
| Reading | -7 (102 v 101.9) |
| Writing | -3.2 |
| Maths | -3.3 (106 v 102.5) |

Strategy aims for disadvantaged pupils for last *recorded* academic year (2018-19)

| Measure | Score |
|--------------------------------------|-------|
| Meeting expected standard at KS2 RWM | 100% |
| Reading | 100% |
| Writing | 100% |
| Maths | 100% |
| Achieving high standard at KS2 RWM | 0% |
| Reading | 0% |
| Writing | 0% |
| Maths | 0% |

| Measure | Activity |
|---|--|
| <p>Linked to SIP Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p> | <p>Ensure all relevant staff are confident in delivering Phonics support effectively to ensure that most disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check.</p> |
| <p>Linked to SIP Priority 2</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p> | <p>Staff ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>SLT ensure most disadvantaged pupils make expected progress in Foundation subjects.</p> |
| <p>Barriers to learning these priorities address</p> | <ul style="list-style-type: none"> • Ensuring staff use evidence-based whole-class teaching interventions • On entry to Reception, majority of children had low Communication and Language skills – 100% of disadvantaged children were working in the low 30-50 month age band • 33% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care. • Frequent behaviour difficulties for 33% of PP pupils who are more likely to placed on RED which impacts on their academic progress. Interventions are having an impact on behaviour incidents. • Attendance and Punctuality issues are not an issue in this cohort for PP children. |
| <p>Projected Spending (2021-22)</p> | <p>COG £2700</p> |

Teaching priorities for current academic year

| Aim | Target (including PP) | Target date |
|-------------------------|--|-------------|
| Progress in Reading | Most children making expected progress | July 2021 |
| Progress in Writing | Most children making expected progress | July 2021 |
| Progress in Mathematics | Most children making expected progress | July 2021 |
| Phonics | Large majority achieve national average expected standard in PSC | July 2021 |
| Other | Ensure attendance of most disadvantaged pupils is above 95% | July 2021 |

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 Reading | <ul style="list-style-type: none"> To ensure that the Reading Scheme is monitored closely and pupils making below expected progress are identified in Target Setting meetings Target disadvantaged pupils using in house data and provide a catch up teacher to close the gap To monitor the reading challenge in KS2 and ensure regular reading opportunities are being seen To create a welcoming and positive reading environment in each class, the library and the entrance hall. To analyse summative assessment data and identify the children who require catch up To embed understanding and knowledge through a thematic approach To promote a love of reading throughout school |
| Priority 2 To ensure internal end of KS2 results are at least at expectations for progress | <ul style="list-style-type: none"> To identify pupils who may require more targeted support on a daily basis |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown Still evaluating whether pupils basic emotional and social needs may are currently met meaning they are not in a position to make accelerated progress |

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| Spending | KS1 class support £5380 KS2 class support £4035 SENDCo time allocation £1579 |
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Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 To enhance pupils' cultural capital by providing a breadth of experiences | <ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development To allow all disadvantaged children a free residential from Y3 to Y6. To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adapts to current restrictions caused by Covid19 To have themed Learning Challenge curriculum experiences to deepen children's understanding of specific topic areas |
| Support children's mental and emotional wellbeing | <ul style="list-style-type: none"> Establish, through targeted nurture groups, at least one session per week per cohort |
| Barriers to learning this priority addresses | <ul style="list-style-type: none"> Covid19 measures limit visitors coming into school and the breadth of virtual platforms is restricted |
| Spending | TT Rockstars/ Numbots - £168 50% Y3,4,5 & 6 Residentials Costs - £ to be decided upon trips going ahead – estimated - £700 Aqualease - £400 Young Shakespeare - £600 Virtual Pantomime - £400 Daily HLTA support for nurture groups - £9400 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Ensuring enough time is given to allow staff high quality Professional Development | Use of INSET Days and twilight sessions. Cover for the SLT on a weekly basis All subject Leaders to be released for half a day every half term – cover provided |
| Wider strategies | Engaging the families facing the most challenges Ensuring all children in Y3 to Y6 has a residential if COVID allows | Working closely with the Cluster and the LA, Provide alternative opportunities should these not arise |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| For all disadvantaged pupils in school to at least make expected progress rates in RWM | RWM data shows children making at least expected progress |
| To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics | No Phonics data 2020. However the Y2 who sat the Phonics screening in November 2021 saw 77% pass. |
| Other | Attendance improved after #COVID19 – high impact. |

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| TOTAL PROJECTED SPEND | £22,662 |
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