

# Pupil premium strategy statement 2022/23

## School overview

Metric	Data
School name	St Andrew's CE Primary School
Pupils in school	208
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£29,740
Academic year or years covered by statement	2022/23
Publish date	Nov 2022.
Review date	Feb 2023
Statement authorised by	Simon Charnock
Pupil premium lead	Simon Charnock
Governor lead	Colin Higson

## Disadvantaged pupil progress scores for last *recorded* academic year (2021-22)

Measure	Score (school scaled score v national)
Reading	1.3 (in line with national)
Writing	1.9 (in line with national)
Maths	3.5 (sig above national)

## Strategy aims for disadvantaged pupils for last *recorded* academic year (2021-22)

Measure	Score
Meeting expected standard at KS2 RWM (five pupils)	20%
Reading	20%
Writing	20%
Maths	80%
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"> <li>• Ensuring staff use evidence-based whole-class teaching interventions</li> <li>• 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</li> <li>• 33% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care.</li> <li>• 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.</li> <li>• Attendance and Punctuality issues are not an issue in this cohort for PP children.</li> </ul>
<p>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 2023
Progress in Writing	Most children making expected progress	July 2023
Progress in Mathematics	Most children making expected progress	July 2023
Phonics	Large majority achieve national average expected standard in PSC	July 2023
Other	Ensure attendance of most disadvantaged pupils is above 95%	July 2023

## Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading	<ul style="list-style-type: none"> <li>To ensure that the Reading Scheme is monitored closely and pupils making below expected progress are identified in Target Setting meetings</li> <li>Target disadvantaged pupils using in house data and provide a catch up teacher to close the gap</li> <li>To monitor the reading challenge in KS2 and ensure regular reading opportunities are being seen</li> <li>To create a welcoming and positive reading environment in each class, the library and the entrance hall.</li> <li>To analyse summative assessment data and identify the children who require catch up</li> <li>To embed understanding and knowledge through a thematic approach</li> <li>To promote a love of reading throughout school</li> </ul>
Priority 2 To ensure internal end of KS2 results are at least at expectations for progress	<ul style="list-style-type: none"> <li>To identify pupils who may require more targeted support on a daily basis</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Some pupils are still experiencing gaps in learning from working remotely for a considerable time during lockdown</li> <li>Continual evaluation of pupils basic emotional and social needs that may mean that they are not making accelerated progress</li> </ul>
Spending	<p>KS1 class support £15,710</p> <p>KS2 class support £11,700</p> <p>SENDCo time allocation £1,600</p>

## 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"> <li>To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development</li> <li>To allow all disadvantaged children a supplemented residential trip in Y5 and Y6.</li> <li>To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons</li> <li>To have themed Learning Challenge curriculum experiences to deepen children's understanding of specific topic areas</li> </ul>

Support children's mental and emotional wellbeing	<ul style="list-style-type: none"> <li>Establish, through targeted nurture groups, at least one session per week per cohort</li> </ul>
Barriers to learning this priority addresses	<ul style="list-style-type: none"> <li>Covid19 measures limit visitors coming into school and the breadth of virtual platforms is restricted</li> </ul>
Spending	TT Rockstars/ Numbots - £170 50% Y5 & 6 (London) Residential Costs -- £270 Young Shakespeare - £100 Pantomime - £100 Drumming - £100

## 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 Endeavouring 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 - not achieved
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics	Y2 who sat the Phonics screening in November 2022 saw 100% pass.✓
Other	Attendance improved after COVID19 – high impact.✓

<b>TOTAL SPEND</b>	<b>£29,750</b>
--------------------	----------------