

Pupil premium strategy statement 2023/24

School overview

| Metric | Data |
|---|-------------------------------|
| School name | St Andrew's CE Primary School |
| Pupils in school | 207 |
| Proportion of disadvantaged pupils | 9% |
| Pupil premium allocation this academic year | £34,020 |
| Academic year or years covered by statement | 2023/24 |
| Publish date | Nov 2023 |
| Review date | July 2024 |
| Statement authorised by | Simon Charnock |
| Pupil premium lead | Simon Charnock |
| Governor lead | Mike Jeffries |

Disadvantaged pupil progress scores for last academic year (2023-24) - pending

| Measure | Score (school scaled score v national) |
|---------|--|
| Reading | 97.5 (below national) |
| Writing | - |
| Maths | 103.5 (above national) |

Strategy aims for disadvantaged pupils for last academic year (2023-24) - pending

| Measure | Score |
|---|-------|
| Meeting expected standard at KS2 RWM (six pupils) | 50% |
| Reading | |
| Writing | 50% |
| Maths | 50% |
| | 50% |
| Achieving high standard at KS2 RWM | 17% |
| Reading | 17% |
| Writing | 17% |
| Maths | 33% |

| Measure | Activity |
|--|--|
| Linked to SIP Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils | 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. Year 1 - Two pupils – 50% achieved Expected Standard Year 2 – Four pupils – 100% achieved Expected Standard |
| Linked to SIP Priority 2 For all disadvantaged pupils in school to make or exceed nationally expected progress rates. | Staff ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths. SLT ensure most disadvantaged pupils make expected progress in Foundation subjects. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Ensuring staff use evidence-based whole-class teaching interventions • On entry to Reception, 100% of disadvantaged children were working in the low 30-50 month age band 100% achieved Expected Standard • PP pupils were less likely to be placed on RED which impacted on their academic progress. Interventions are having an impact on behaviour incidents. • Attendance and Punctuality were are not an issue in this cohort for PP children. |

Teaching priorities for current academic year

| Aim | Target (including PP) | Target date |
|-------------------------|--|--------------------|
| Progress in Reading | A large majority of PP children were making expected progress | July 2024 |
| Progress in Writing | A large majority of PP children were making expected progress | July 2024 |
| Progress in Mathematics | A large majority of PP children were making expected progress | July 2024 |
| Phonics | Large majority of PP achieve national average expected standard in PSC | July 2024 |
| Other | Attendance of most disadvantaged pupils is above 95% | July 2024 |

Targeted academic support for 2023-4 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 |

| | |
|---|---|
| | <ul style="list-style-type: none"> • 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 |
| <p>Priority 2 To ensure internal end of KS2 results are at least at expectations for progress</p> | <ul style="list-style-type: none"> • To identify pupils who may require more targeted support on a daily basis |
| <p>Barriers to learning these priorities address</p> | <ul style="list-style-type: none"> • Some pupils are still experiencing gaps in learning from working remotely for a considerable time during lockdown • Continual evaluation of pupils basic emotional and social needs that may mean that they are not making accelerated progress |
| <p>Spending</p> | <p>KS1 class support £16,710</p> <p>KS2 class support £14,460</p> <p>SENDCo time allocation £1,700</p> |

Wider strategies during 2023-4 academic year

| Measure | Activity |
|---|---|
| <p>Priority 1 To enhance pupils' cultural capital by providing a breadth of experiences</p> | <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 supplemented residential Y3/4, Y5 and Y6. • To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons • To have themed Learning Challenge curriculum experiences to deepen children's understanding of specific topic areas |
| <p>Support children's mental and emotional wellbeing</p> | <ul style="list-style-type: none"> • Time to release staff to support pupils and receive CPD via MHIS team |
| <p>Spending</p> | <p>TT Rockstars/ Numbots - £200</p> <p>50% Y3/4, Y5 & Y6 Residentials Costs -- £500</p> <p>Young Shakespeare - £150</p> <p>Pantomime - £150</p> <p>Drumming - £150</p> |

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 the opportunity to participate in a residential trip | Working closely with the Cluster and the LA, Provide alternative opportunities should these not arise |

| | |
|--------------------|----------------|
| TOTAL SPEND | £34,020 |
|--------------------|----------------|