

Pupil premium strategy statement 2024/25

School overview

Metric	Data
School name	St Andrew's CE Primary School
Pupils in school	204
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£31,080
Academic year or years covered by statement	2024/25
Publish date	Nov 2024
Review date	Feb 2025
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	50%
Writing	50%
Maths	50%
Achieving high standard at KS2 RWM	17%
Reading	17%
Writing	17%
Maths	33%

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, with a particular focus on writing</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, identify ELGs that require a focus according to baseline assessment – ie % of disadvantaged children were working in the low 30-50 month age band(s) • Establish % of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care. • Are attendance and Punctuality an issue in any cohort for PP children.

Teaching priorities for current academic year

Aim	Target (including PP)	Target date
Progress in Reading	Most children making expected progress	July 2025
Progress in Writing	Most children making expected progress	July 2025
Progress in Mathematics	Most children making expected progress	July 2025
Phonics	Large majority achieve national average expected standard in PSC	July 2025
Other	Ensure attendance of most disadvantaged pupils is above 95%	July 2025

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Writing</p>	<ul style="list-style-type: none"> • To ensure that the Writing 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

	<ul style="list-style-type: none"> To monitor and ensure regular writing opportunities are being met To create a welcoming and positive writing environment throughout the school 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 writing 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"> 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
Spending	<p>KS1 class support £14,000</p> <p>KS2 class support £15,000</p> <p>New Writing Curriculum £500 – initially Y3 and Y4</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"> 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
Support children's mental and emotional wellbeing	<ul style="list-style-type: none"> Time to release staff to support pupils and receive CPD via MHIS team
Spending	<p>TT Rockstars/ Numbots - £250</p> <p>50% Y6 Residential Costs -- £250</p> <p>Young Shakespeare - £200</p> <p>Pantomime - £200</p> <p>Drumming - £200</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 PROJECTED SPEND	£31,500
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